

**ENHANCING STUDENTS' LISTENING COMPREHENSION
THROUGH TELL-ME-MORE® SOFTWARE
AT THE EIGHTH GRADE OF SMP NEGERI 1 MUNTILAN
IN THE 2011/2012 ACADEMIC YEAR**

A Thesis

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



By

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YOGYAKARTA STATE UNIVERSITY**

2011

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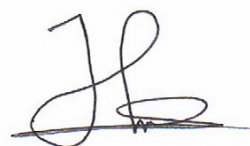
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ENHANCING STUDENTS' LISTENING COMPREHENSION
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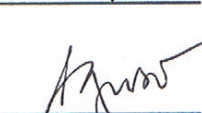
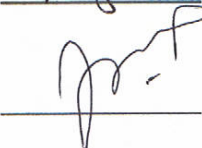
A THESIS

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

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

Yogyakarta, Oktober 2011

Penulis



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MOTTOS

Remember ALLAH's blessing so that, hopefully, you will be successful.

(QS. Al A'raaf : 69)

Anyone who has never made a mistake has never tried anything new.

(Albert Einstein)

It is better to light one candle than to curse the darkness.

(Chinese Proverb)

There is time for everything.

(Thomas A. Edison)

DEDICATION

In the name of ALLAH, the Most Beneficent, and the Most Merciful

this thesis is dedicated to:

My beloved mother and father

(Suratminah and Eko Haryanta)

for their endless love, support, patience, advice, and prayer. I love you.

My beloved brother,

(Nugroho Indra Wibowo)

My alma mater,

(English Language Education Department)

and

All the people who have helped and prayed for me.

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9. those who cannot be mentioned one by one in favour of supporting the writer to accomplish this thesis.

The writer deeply realizes that this thesis is far from being perfect, so she welcomes any endorsing suggestions and criticism. However, she greatly expects that this thesis will be useful and able to give contribution for the academic study and following research.

Yogyakarta, October 2011

A handwritten signature in black ink, appearing to read 'Nugraheni', with a large, stylized flourish on the left side.

Nugraheni Suryaningtyas

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By Nugraheni Suryaningtyas

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ABSTRACT

This research was aimed at enhancing students' listening comprehension of the eighth grade of SMP Negeri 1 Muntilan through the use of Tell-Me-More® software.

The subjects of the study were 19 students of VIII G of SMP Negeri 1 Muntilan in the 2011/2012 academic year. The data were collected by observing the teaching and learning process during the implementation of the action, giving questionnaires to the students, interviewing the students and the English teacher, giving worksheets to the students, taking pictures of the teaching and learning process, and holding discussions with the English teacher and the students. The instruments used in this research were questionnaires, interview guide, observation sheet, and tests.

The result of the two cycles showed that the use of Tell-Me-More® software was effective to enhance the students' listening comprehension. The use of this software in teaching listening was effective when it was used in the language laboratory. It was so as the language laboratory provided the students with more conducive learning atmosphere and easier access to facilities supporting listening. Moreover, the features in this software could help the students to comprehend the aural texts and give them enjoyment as well. The software gave them the experience to learn listening in communicative, effective, and enjoyable ways which could boost the students' motivation. After the software was used, the students showed some improvement. The students become more focused on the lesson and more active in the teaching and learning activities. Their self-confidence in responding to the teacher was improved. They got familiar with some listening strategies and applied them in dealing with listening texts.

CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesian Department of National Education (2007:3) states that SMP students should have the competency to comprehend and/or produce oral and/or written texts in the four language skills; reading, writing, speaking, and listening. Particularly in listening skill, SMP students are expected to be able to understand the meanings of the simple transactional and interpersonal oral texts, both formally and informally. Those texts are commonly found with various forms in the daily life contexts. They can be in the forms of recount, narrative, procedure, descriptive, report, exposition, explanation, news items, poems, songs, and specific functional texts (advertisements, notices, announcements, etc.). Additionally, the students have to comprehend those aural texts which are presented in the forms of monologue or dialogue.

However, based on the preliminary observation in VIII G Class of SMP Negeri 1 Muntilan, the students found English listening the most difficult skill to master. They could not understand the content of listening texts well. For example, after listening to a listening text, they did not manage to tell what the text was about. Furthermore, they could not answer the questions related to the oral text correctly. This difficulty was caused by some problems. Those problems arose from some factors such as the teaching method, the materials, the media, and the students.

In term of teaching method, there were some problems to consider. In teaching, the teacher did not recognize an urgent need for listening comprehension skill. From the early interview, it was clear that she believed that listening was an enabling skill that could happen on its own. Moreover, she assumed that students would automatically gain that skill by reading passages and understanding the English grammars. This assumption made the teacher tended to focus her teaching on reading and writing in order to give the students more input to learn English.

Further, the teacher considered students would be able to communicate in English if they were able to speak in English. She forgot that the listening comprehension skill which enables the students to grasp the meanings of the speech uttered by the speaker influences the success of a communication process. Because the teacher focused more on teaching reading, writing, and speaking, she did not give much attention to the method of teaching listening. In teaching listening, she applied a conventional method by playing a cassette, asking the students to sit behind their desks with the questions written in the papers in front of them while listening to the cassette, and discussing the answers of the questions but without giving sufficient feedback to the students.

The other reason why the teacher tended to avoid teaching listening was the limited access to the good listening teaching materials. The teacher found it hard to find the materials for listening which were suitable with the students' needs and levels of proficiency. Most of the audios used by the teacher did not have a well-structured content. Moreover, for many students, listening to a taped-information was more difficult than reading the same information. It was due to the nature of listening

in which they could not control the pace of presentation of the materials. This lack of appropriate listening materials made the teacher tended to give the students the same treatment without considering the matter of individual skill. The students did not have the chance to learn in their own way, with their own styles and strategy, in their specific pace of learning.

The problem dealing with listening comprehension also came from the use of media. In this class, the teacher used common media such as a tape and cassettes. Ideally, the students needed media which did not only help them in comprehending the listening texts but also gave them enjoyment. Media which were equipped with visual presentation (pictures, graphics, videos, etc) could be the alternatives. That kind of media could help the students to comprehend the listening texts since its visual aids could be the clues to understand the content. In addition, it was powerful to give the students enjoyment and avoid them from getting bored during the lesson.

The other problem arose from the students' sides. The students had low motivation in learning listening comprehension. They considered listening unimportant as it was not tested in the examinations. They also did not enjoy listening since they believed that listening skill was the most difficult one to master. They considered listening as a boring activity because of the conventional method in teaching listening.

Moreover, the students had limited vocabulary mastery and lack background knowledge. In listening, the students sometimes encountered an unknown word, which might cause them to stop and think about the meaning of that word and thus

cause them to miss the next part of the text. Since listening was different from reading, the students could not go back to the previous parts in order to find the missing information. Further, the students had established certain learning habits such as a wish to understand every word. Usually, the teacher wanted the students to understand every word they hear by repeating and pronouncing words carefully and by grading the language to suit their level. Consequently, students tended to become worried if they failed to understand a particular word or phrase and they would be discouraged by the failure.

Considering the facts above, a breakthrough in the search for effective ways to enhance SMP 1 Muntilan students' listening comprehension skill was needed. The writer believed that one of the effective ways was by using Tell-Me-More® software that provides meaningful listening materials. Some major features of this software include multimedia video, digitized sound, and state-of-the-art speech recognition. Through this software, students could practice their listening comprehension skills by having an interaction with the computer. They could also find the visual aids such as pictures or videos related to the listening topics to help them to predict or imagine effectively.

Based on the explanation above and due to the problems in listening comprehension found in SMP Negeri 1 Muntilan, the writer was interested to conduct research on "Enhancing Students' Listening Comprehension through Tell-Me-More® Software at the Eighth Grade of SMP Negeri 1 Muntilan in the 2011/2012 Academic Year".

B. Identification of the Problems

Based on what the writer has been discussed in the background of the problems, there were some problems in the teaching learning process at the acceleration eight grade of SMP Negeri 1 Muntilan that could be identified as follow:

1. The teacher tended to focus more on teaching reading, writing, and speaking with an assumption that the students would get more input to learn English. She believed that the students will automatically gain the listening skill by reading a text or studying grammar.
2. The teacher applied a monotonous conventional method in teaching listening. She had the students to listen to a cassette then answer the following questions written in a paper. This teaching method tended to cause the students get bored easily.
3. The teacher did not give enough feedback to the students. In the end of the listening activity, she merely discussed the answers of the questions related to the aural texts without sufficient explanation.
4. The materials which the level of difficulty was suitable with students' proficiency were limited. This limited access of appropriate materials made the teacher tended to teach the students in the same way without taking into account the matter of individual skill.
5. The materials were difficult to understand because the content was not well-organized. Many students believed that listening to a taped-message is not easy because they could not control the speed of the presentation.

6. The media commonly used by the teacher were lack of visual aids which could improve students' listening comprehension and give them enjoyment. It caused the students cannot easily understand the message and made them get bored.
7. Students had low motivation because of the assumption that listening was a difficult skill to learn, the monotonous teaching method applied by the teacher, and the fact that listening was not tested in most examinations.
8. Students had limited vocabulary mastery and background knowledge which inhibited the understanding of the words encountered. The students needed more time to think about the unknown words. For this reason, they missed the subsequent parts of the texts.
9. Students built learning habits to understand every word. To comprehend the aural texts, they tried to understand the meaning word by word. They did not apply the appropriate listening strategies. Those habits made them depressed if they were not able to understand particular words.

C. Delimitation of the Problem

Due to the feasibility of the research, the writer focused on the way to solve the students listening comprehension problems which arise from the teaching method and the access to appropriate listening materials by the use of Tell-Me-More® software in the eighth grade of SMP Negeri 1 Muntilan in the 2011/2012 academic year.

D. Formulation of the Problem

Based on what the writer has discussed in the background of the problems, identification of the problems, and the limitation of the problems, the formulation of the problem in this research could be formulated as follows:

How to enhance the students' listening comprehension by using the Tell-Me-More® software for the eighth grade students of SMP Negeri 1 Muntilan?

E. Objective of the Study

This study was aimed at enhancing students' listening comprehension of the eighth grade students of SMP Negeri 1 Muntilan through the use of Tell-Me-More® software.

F. Significance of the Study

There are some advantages that hopefully can be obtained from this study, especially in the teaching of listening comprehension. The application of Tell-Me-More® software and Computer Assisted Language Learning may promote students listening comprehension and the four language skills as well.

1. To the writer

The research is expected to be an experience in doing a research to find problem, plan, implement and evaluate actions to solve the problems related to the process of teaching and learning of English.

2. To the students

The result is expected to improve the students' listening comprehension that supports the successfulness in language learning.

3. To the teachers

This research will motivate the teachers to apply the CALL (Computer Assisted Language Learning) in their teaching.

4. To other researchers

Hopefully, this study may give contribution to other researchers who are interested to carry out further research in listening comprehension.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Listening

a. The Nature of Listening

It is not easy to describe listening since it is an invisible mental process. Rost (2002:2-3) defines listening as a multi-layered process. The definitions of listening can be portrayed upon four perspectives: receptive, constructive, collaborative, and transformative. From the receptive perspective, listening means receiving what the speaker actually says. In listening, the listener receives the transfer of images, impressions, thought, attitudes and emotions from the speaker. From the constructive point of view, listening is defined as the process of constructing and representing meaning. Listening means figuring out what is in the speaker's mind. Collaborative perspective sees listening as negotiating shared information with the speaker and responding to what the speaker has said. In this case, listening is indicating to the speaker which ideas are grasped by the listener. From the transformative orientation, listening means creating meaning through involvement and imagination. In this sense, the listener applies prior knowledge of content and community norms, and predicts ahead. Thus, based on those four perspectives, listening is a complex, active process of interpretation in which listeners match what they hear with what they already know.

In addition, Goh (2002:2-5) argues that listening can be seen from three points of views: listening as a skill, listening as a product, and listening as a process.

1) Listening as a skill

This view considers listening as a purposeful process. Individuals listen to the speaker with particular purposes. They may listen to distinguish auditory and/or visual stimuli (discriminative listening). It is basic to all listening process. They may also listen to understand the message of the speaker's utterances (comprehensive listening) or to evaluate it (critical listening). Sometimes, the listener tries to get enjoyment through the story or experience of the speaker (appreciative listening).

Commonly, in the language class the teaching of listening focuses on comprehensive listening. It involves listening for details, listening for gist, drawing inferences, listening selectively, and making predictions. In listening for details, one listens for specific information such as keywords and numbers. On the contrary, in listening for gist, one listens to get the global meaning of the input. That input sometimes is unclear due to the speaker's limited explanation or because the listener misses some parts of the speaker's utterances. This situation requires the listener to listen between the lines or to make inferences. Before and during listening, the listener is also required to make predictions that is anticipating what he or she is going to hear.

2) Listening as a product

From this perspective, listening is commonly explained from the outcomes domain. It deals with what listeners do in order to signal their understanding of the speech uttered by the speaker. The outcomes can be in the forms of verbal or non-verbal responses.

3) Listening as a process

Many experts argue that the difference between a listening process in one's native language and in the language that one is learning lies in the point that the learners are inhibited by linguistic and sociolinguistic factors. Those inhibitions cause the language learners to have less processing capability in their working memory. Linguistic information is organized and processed by some cognitive systems which the elements are attention, perceptions, and memory. The information is transformed in various systematic ways in the working memory. After the transformation, the next process is linking what the listener has seen or heard to information stored in long term memory.

According to Anderson (1995:37) in Fang (2008:24), listening becomes a process of comprehension which is made up from three stages: perception, parsing, and utilization. In the perception stage, listeners make use the sound signals to interpret the speech. They identify the sounds as words that they are familiar with (Rost, 2002:18). In the parsing stage, listeners break down the speech into syntactic structures or semantic cues in order to construct mental representation of the input. In the last stage, utilization, listeners link the mental

representation of the words to the knowledge stored in the long term memory then use them to respond to the speaker.

Based on the explanation above, listening refers to an active mental process of constructing meaning from spoken input. In listening, listeners carry out a complex mental process of relating the information they hear from the speaker to the knowledge they have known before. They construct the meaning by utilizing linguistic, pragmatic, and psycholinguistic knowledge as the cues.

b. Types of Listening

In a broad sense, listening can be categorized into two types. There are one-way listening and two-way listening. On one hand, the former is typically linked to the transmission of information. This can be found in the use of monologues. This type of listening is also called transactional listening. On the other hand, the second is also called interactional listening as it is characteristically associated with maintaining social relations (Nation and Newton, 2009:55).

Furthermore, Brown (2004:120) divides listening into four categories. The categories can be explained as follows:

1) Intensive

This is listening to get the specific language components such as phonemes, words, intonation, discourse markers, etc. Intensive listening becomes an important part in listening proficiency although it is rarely used in the daily life contexts.

2) Responsive

Responsive listening refers to listening to a fairly short part of language such as a greeting, question, command, and comprehension check. This is aimed to give an equally short response.

3) Selective

In selective listening, the listeners focus more on scanning for the specific information rather than drawing a global meaning of the genuine aural texts. Generally, in selective listening, the listeners deal with a discourse such as short monologues for several minutes.

4) Extensive

Different from intensive listening, extensive listening requires the listeners to grasp the global message of the aural texts. In this type of listening, the listeners carry out top-down processes. The typical activities of extensive listening are listening for the gist, main idea, and making inferences.

c. Listening Processes

There are two different kinds of processing which are commonly engaged in the listening process. Those processing can be explained as follows:

1) Bottom-up Processing

This processing involves the utilization of the received input as the basis for understanding the message (Richards, 2008:4). Listener can understand the message by collecting the message piece by piece. In line with that, Field (2003:326) in Nation and Newton (2009:40) states that bottom-up processing involves perceiving

and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive.

In this processing, listening is a process of decoding the sounds that a listener hears in a hierarchical manner, from the phonemes to complete texts (Nunan, 1997:135-143 in Richards and Renandya, 2002:239). Phonemic units are decoded and combined into words, which in turn, together make up phrases, clauses, and sentences. At the end of the step, the meaning is generated as the individual sentences are linked together. Here, listeners use their lexical and grammatical competence in a language to comprehend the content of the whole message.

The key features of bottom-up processing are identified by Clark and Clark (1977:49) in Richards (2008:4) as follows:

- a) Listeners receive raw speech and grasp a phonological representation of it in working memory.
- b) They instantly try to arrange the phonological representation into constituents and then to identify their content and function.
- c) They identify each constituent and then generate underlying propositions, assembling continually onto a hierarchical representation of propositions.
- d) Once they have identified the propositions for a constituent, they retain them in working memory and at some part eliminate memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

It is clear that bottom-up processing in listening refers to a form of language processing that bases inferences on perceptual cues taken from the incoming language boundaries. In this processing, the listeners recognize the words and perceive the speech uttered by the speaker. Listeners analyze the small parts of language such as phonemes, words, phrases, clauses, and sentences in order to generate the whole understanding of the texts.

2) Top-down Processing

According to Morley (2001:70), top-down processing refers to the attribution of meaning, drawn from one's own world knowledge, to language input. It involves the listener's ability to bring prior information to bear on the task of understanding the language they hear. In line with it, Richards (2008:4) states that in top-down processing, listeners understand the meaning of a message by utilizing their background knowledge. It involves the listener in going from the whole to the parts. Using the incoming sounds as clues, listeners actively reconstruct the original meaning of the speaker (Nunan, 1997:135-143 in Richards and Renandya, 2002:239). It means that listeners do an inferencing process. They utilize the knowledge they have known before to guess the information contained in the message and utilize its parts to check or add to this.

Moreover, Nation and Newton (2009:40) state that prior knowledge may be related to the context, the topic, the speaker or speakers and their relationship to the situation. Human knowledge is organized and stored in memory according to re-occurring events. By storing an event as a schema in memory, individuals can negotiate the future events and predict what will probably happen next. Similarly,

knowledge of previous spoken or written texts also enables individuals to negotiate subsequent texts. Studies have shown that familiarity with the subject matter influence the listeners' levels of comprehension. If the listeners are familiar with the subject matter, they will have the higher level of comprehension, vice versa. Listeners utilize the knowledge about the general meaning of the text to fix the problems dealing with the microlevel elements such as sound, syntax, words, etc.

Listening becomes a purposeful activity. Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate. As with the advantages of knowing the context, knowing the purpose for listening also greatly reduces the burden of comprehension since listeners know that they need to listen for something very specific, instead of trying to understand every word. Listeners only activate those expectations that they consider to be relevant to the text being processed (Flowerdew and Miller, 2005:26).

In summary, top-down processing refers to the listening process in which the listeners make inferences on semantic expectations and predictable generalizations cued by the incoming language. In drawing an interpretation of the aural texts, listeners develop appropriate content and formal schemata or background knowledge and cultural experience to carry out the interpretation effectively.

2. Listening Comprehension

a. The Nature of Listening Comprehension

Clark and Clark (1977:43-44) in Fang (2008:22) propose both narrow and broad definition of comprehension. In the narrow sense, comprehension refers to the mental

processes carried out by the listeners in which they take in the sounds to create an understanding of what the speaker intends to tell. However, there are controversies on the nature of listening comprehension. Fang (2008:22) states that the controversies arise due to the two influential views, traditional view and alternative view.

a) Traditional View

The traditional view draws an analogy between a listener and a tape-recorder. It believes that a listener takes in and stores spoken messages in much the same way as a tape-recorder. In this case, the listeners simply listen to the surface structure of the aural texts uttered by the speaker (Brown, 2001:255). Some experts consider this view to be inappropriate.

b) Alternative View

The alternative view deems the listener as an active model builder. The listener does not merely take in new information. He actively interprets the incoming information by integrating it with his background knowledge and experience to get a better comprehension of the messages. O' Malley, J. M. and Chamot, A. U. (1989:420) in Fang (2008:22) argue that listening comprehension is an active and conscious process in which the listener built a meaning by combining the new information and the prior knowledge. In doing so, the listener employs various strategies to meet the task requirement.

Based on some research findings, listening comprehension is not a passive activity. Vandergrift (1999:168) says that listening comprehension is anything but a

passive activity. It is a complicated, active process which requires the listeners to have a complex mental coordination. Listeners must coordinate their mind to distinguish sounds, interpret stress and intonation, understand the vocabulary and grammatical structures, and organize them all to grasp the content of the utterance immediately.

In line with it, Fang (2008:22) regards listening comprehension as an active activity which requires listeners to connect the incoming information with the existing knowledge. Comprehension is described as information processing which is guided by a structure named schema. Schema (plural: schemata) is the mental representation of a recurring pattern of knowledge or related concepts (Rost, 2002:282). It is used by the listener to make sense of the new input. The input contains linguistic and non linguistic cues which are used by the listener to bring the schemata into mind. The listeners will manage to comprehend the speech after matching the incoming information with the schema. If they are not compatible, either the information or the schema will be discarded.

According to Nation and Newton (2009:40), listening comprehension is an interactive process which requires the listeners to use top-down and bottom-up processing simultaneously. While a listener is listening to a text, he or she needs to apply knowledge of sounds, grammar, conversational mechanisms, discourse analysis, and the social context all at the same time. Similarly, Goh (2005:64) states that listening comprehension is a complex process which involves both linguistic and non-linguistic knowledge. The linguistic knowledge covers the phonology, lexis,

syntax, semantics and discourse structure while the non-linguistic knowledge is about the topic, context, and general knowledge about the world and how it works.

Hedge (2000:235) says that in listening comprehension, top-down and bottom-up strategies do not need to be contradicted. Both function concurrently and are mutually dependent. Comprehension requires the listener to synchronize both linguistic and non linguistic knowledge to built meaning. Consequently, the constructed meaning is highly influenced by the prior knowledge of the listener. The prior knowledge interacts with the linguistic knowledge and contextual clues to comprehend the aural messages.

Based on the information above, it can be seen that listening comprehension is a complex and active process which requires the learners to employ all their knowledge including the linguistic and non-linguistic ones in order to understand the meaning of the listening texts they hear. However, their understandings on the meaning of the texts are different, depending on their background knowledge. Consequently, to improve the listening comprehension, the learners should be given the opportunity to have a control over their own learning process.

b. The Importance of Listening Comprehension

Listening comprehension is an important skill which is more frequently used in the real life. Morley (2001:7) explains that 50 % of the time people spent in communication is allocate to listening. The other time spent is 25% speaking, 15% reading, and 10% writing. Through listening activity, one can obtain much information from others.

In language learning, listening comprehension skill is very significant to promote the successfulness of the teaching and learning process. Richards (2008:1) stresses that listening is significant in enabling the learners to receive a great deal of input in language learning. Listening becomes a way to expose models that can be copied at once by the learners. In line with it, Nunan (1998) in Nation and Newton (2009:37) claimed that foreign language learners allocate over 50% of their time in using the language to listening. Those listening activities give them information that they need for using the language. Fang (2008:21) adds that listening practice before speaking or reading may prepare the second or foreign language learners to acquire the language more efficiently than if they were taught all the skills simultaneously.

In a second or foreign language classroom, listening comprehension is the natural forerunner to speaking skill. It provides the learners information which can assist them to develop the knowledge needed for using the language. When the knowledge is developed, the learners can begin to speak. Moreover, learning listening offers the foundation for learning other language skills. Nord (1980:17) in Nation and Newton (2009:38) asserts that learning a language is not merely learning to speak in the target language. Learning a language means mapping the meaning in the mind. Being able to speak in the target language is just one of the indicators of the success in learning the target language. Hence, practice in speaking is not the best way to draw that meaning map in the mind. The best way to do this is by practicing meaningful listening.

Vandergrift (1999:169) states that by learning listening comprehension, learners have the opportunity to learn a language in a more natural way. By learning listening

before speaking, the language learners follow the natural pace of learning. Listening employs the activities of processing and decoding aural input which needs recognition knowledge. However, in speaking learners use retrieval knowledge to encode and generate speech output. Thus, in order to be able to speak, learners are required to be able to listen first.

It is clear that listening comprehension is an important skill to be acquired and should not be neglected especially in the second or foreign language learning setting. However, the amount of research focusing on this area is limited. Moreover, the listening comprehension skill is believed to be automatically developed without the help from any aid or teaching. Brown (1990:8) states that there is an assumption that students will understand the spoken language simply by being exposed to it. That assumption is proved to be not true. By doing so, the students do not receive any help in learning.

In conclusion, listening comprehension is an essential skill to call for both in a daily life and in a second or foreign language learning environment. Through listening, second or foreign language learners can obtain a large amount of input. That input can be utilized to develop their knowledge of how to use the language in a more natural way. As a result, they can implement that knowledge to master other skills such as speaking, reading, and writing.

c. Factors Contributing to Difficulty in the Listening Comprehension

The listening comprehension problems faced by the students may come out from some factors such as individual differences, cognitive load and memory span, task features, and the nature of spoken texts.

1) Individual Differences

a) Background Knowledge

Students are shaped by their own background knowledge. Their ways of thinking and doing particular activities are considerably affected by their own background knowledge. This also influences their ways in dealing with listening activities. They have different thought and responses toward listening activities. Brown (1990:9) declares that different individuals concentrate on different points which relate to their previous experience and interests in different manners.

Wallace in Wu-ping (2006:28) points that listeners incorporate the new information from the text into their background knowledge and global understanding in order to construct the meaning of the texts. The listeners' ability to relate the information that they get from the texts with their background knowledge determines their listening comprehension. Each learner has different background knowledge and interacts with the aural texts differently. Consequently, no learner interprets the texts in the same way and tracks the same path in building meaning of the texts.

b) Learning Styles

Learning styles refer to commonly consistent behaviours that are realized in the approaches students would rather to implement when learning (Flowerdew and Miller, 2005:62). Brown (2001:103) states that learning styles is consistent and rather enduring tendencies or preferences within a person. Learning styles are connected with the way that individual process and perceive information during the instructional process. Brown (2001:114-22) mentions several distinct types of learners based on their learning styles which can be explained in the following table.

Students have different learning styles in perceiving, processing and retaining new information dealing with listening comprehension. They tend to implement the styles which make them feel comfortable with. Unfortunately, it is difficult for some teachers to accommodate several learning styles at the same time in a normal classroom situation. Thus, they have a tendency to force the students to apply a similar learning style so they can accommodate that style. In fact, the teacher should provide them an environment which can accommodate various learning styles.

Table 1. Description of Learning Styles

Field-Dependence	
<p>Field-Independent</p> <p>Learners who try to grasp global understanding by concentrating on general features. They often approach their learning in a personal way and relate new knowledge to existing knowledge.</p>	<p>Field-Dependent</p> <p>Learners who try to build up their knowledge in a systematic, step-by-step way.</p>

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Brain Functioning	
Left-Brain Functioning Learners who are good at verbal instructions and explanation. They like to get certain new information.	Right-Brain Functioning Learners who can perform well in dealing with demonstration, illustration, and symbolic instructions. They prefer uncertain information.
Ambiguity Tolerance	
Tolerant of Ambiguity Learners who are open-minded. When they are given new information, they can handle the contradictive and uncertain information.	Intolerant of Ambiguity Learners who cannot tackle new information which is different from what is in their existing system.
Reflectivity and Impulsivity	
Reflective Learners who build up their knowledge by stopping to consider what they have learned. They deliberately think about their learning.	Impulsive Learners who like to make quick decision without taking much time in accomplishing a task.
Visual and Auditory Styles	
Visual Learners who prefer to learn from graphic information such as pictures, charts, and drawings.	Auditory Learners who prefer to learn from oral information.

c) Learning Strategies

Brown (2000:122) points out that learning strategies are specific attacks that learners use when they deal with a given problem. They are the step-by-step techniques applied by the learners as the solutions of the problems caused by second or foreign language input or output. In line with it, according to Scarcella and Oxford (1992:63), learning strategies are specific step or techniques used by learners to facilitate them in dealing with new information.

Flowerdew and Miller (2005:68) identify three main areas of strategy use; metacognitive, cognitive, and socioaffective. Metacognitive strategies are the ways learners manage, monitor, and evaluate their learning. These strategies are used to oversee, regulate or self-direct language learning. Cognitive strategies are the process learners use to acquire the language. That process includes direct analysis, transformation, or synthesis of learning materials. Socioaffective strategies are the ways in which learners use others to enhance their learning and encourage themselves to continue learning.

According to Flowerdew and Miller (2005:69), there are some factors influencing the acquisition and the use of strategies which can be summarized in the following table.

By knowing about the strategies learners use, the teachers may be able to adapt their teaching methods to suit specific groups of learners and may consider introducing new strategies to enrich learners' collections so that they can listen effectively in different situations. However, teachers commonly do not know about the strategy used by the learners. As the result, teachers usually mould the students as though they are homogeneous by training them the same strategy. By doing so, teachers may ignore students' individualization. They do not regard that individualization is a necessity.

Table 2. Factors Influencing the Acquisition and the Use of Strategies

Factor	Description
Language to be learned	Teachers of various languages might use different teaching methods to teach their languages. This in turn will affect the type of strategies learners are exposed to or can use to learn the language.
Language level	Intermediate listeners report using more metacognitive strategies than do novice listeners.
Knowledge about self	Learners who have been challenged to think about themselves as language learners may be more aware of strategies they use and do not use. Knowledge about one's personality may also affect the type of strategies learners use.
Sex	Studies have shown that women exhibit more learning strategies than men, and that men and women have preferred strategy types.
Motivation	The more learners want to succeed in learning a language, the greater their range of strategies.
Learning Style	Strategies depend on the overall style of learning.
Career orientation	Learners who are involved in pursuing careers that are language related use a greater range of strategies than other learners.
Language teaching methods	Learners are influenced by the ways in which they are taught. The longer they are exposed to certain teaching methods, the more they rely on the strategies implied by those methods.
Task requirement	Different tasks require learners to utilize different strategies. For example, in a group work activity, learners will probably use more social strategies than when performing an individual writing task.

2) Cognitive Load and Memory Span

The difficulties in listening comprehension may come from the load that listeners have to cope with when listening to texts. Second or foreign language students will be in a situation which requires them to interact with the aural texts delivered at different speed rates (Brown, 2001:254). Most students assert that they face many difficulties when they have to tackle long, high-speed listening texts. Moreover, they find that it becomes more difficult if the texts are delivered with few pauses.

Listening also requires a great memory span as there is no option of going back to previous text in order to check comprehension (Ridgway, 2000:181). In listening, listeners have to concentrate on the main message of the texts. They cannot perform other conscious operation due to the limited memory span and cognitive capacity. As a result, their focus flies away. They miss some parts of the texts then the comprehension fails.

3) Task Features

Nunan (1999:209) in Goh (2002:6) states that task affect the listening comprehension. Task types and features require students to grasp different information and interact with the listening texts in different ways. This leads to various degrees of difficulty. They should have several practices in order to become familiar with the various types of tasks.

Moreover, Buck (2001:151) lists some task features which can contribute difficulties in listening comprehension. The features comprise:

- a) Tasks which require the listeners to process more information are likely to be more difficult than tasks which require them to process less information.
- b) Tasks which require the listeners to find the detail information spread out right through the text are likely to be more complicated than tasks which require the listeners to process the information from just one location.
- c) Tasks that ask the listeners to summarize the texts may be more difficult than the tasks which require the listeners to recall the exact content.
- d) Tasks which require the listeners to separate fact from opinion can be more difficult than tasks which require the listeners to select information.
- e) Tasks which ask irrelevant detail to the main theme tend to be more difficult than the tasks which require relevant information.
- f) Tasks which require a delayed response tend to be more difficult than tasks which require immediate responses.

Those different tasks features may contribute to the difficulties in listening comprehension. Therefore, the students need to get sufficient exposures of various kinds of tasks. By doing so, they can get familiar with those kinds of tasks and accomplish the tasks successfully.

4) The Nature of Spoken Texts

In listening, listeners deal with spoken texts. According to Flowerdew and Miller (2005:48), at some points, spoken texts are different from written texts. In terms of the structure, spoken text is fragmented, whereas written text is integrated. In

interaction terms, spoken text is interactive with the listener. On the contrary, written text lack of interaction with the listener. The other distinctions are the linguistic features of the texts.

a) Linguistic features of spoken text

1. phonological contradictions and assimilations
2. hesitations, false starts, and filled pauses
3. sentence fragments rather than complete sentences
4. structured according to tone units rather than clauses
5. frequent occurrence of discourse markers at beginning or end
6. tone groups
7. high incidence of questions and imperatives
8. first and second person pronouns

b) Linguistic features of written text

1. longer information units
2. complex relations of coordination and subordination
3. high incidence of attributive adjectives
4. wider range and precise choice of vocabulary
5. high lexical density (nominalization)
6. longer average word length
7. more frequent use of passive voice
8. high use of coherence and cohesive devices

From the comparison above, it is clear that written text is more efficient to transmit information. On the contrary, spoken text tends to be more difficult to understand. It often contains redundancy in the forms of repetitions, re-phrasing, and self-correction. Moreover, the speed of delivery causes some problems for the listeners. They find that comprehending a text which is delivered at a high speed is difficult. Thus, they have low self confidence in interacting with the listening texts. They believe that listening is considerably difficult although they have learned the skill for a long time.

d. Teaching Listening Comprehension

In the beginning of 1900s, listening began to play a significant function in the teaching and learning process (Rost, 2002:15). Nevertheless, the development of the appropriate methods for listening instruction is very slow. Listening is considered as a ‘Cinderella’ skill which does not get enough attention compared with other skills. Teachers tend to give greater care to speaking, reading, and writing.

According to Harmer (2001:98), teaching listening is much different from teaching other skills as there are some ways in which listening activities differ from other classroom exercises. First, unlike the reading activity where the individual students can read at their own pace, in listening activities the audio keeps on even if the individual students are left behind. They cannot go back to a previous paragraph and think for a bit before continuing. Second, listening is special since in spoken language, particularly the informal one, there are some unique features such as incomplete utterances, repetitions, hesitations, etc.

Due to its special features, in teaching listening, there are some important things to consider.

1. Instructional principles

Rost (2002:105) states that studies aimed at finding the effective teaching principles have been successful. Those studies have explored a number of principles which may result in effective teaching. The principles can be summarized as follows:

a) Aptitude specific instruction

Instruction that is designed by considering specific aptitudes, interests, and chosen learning styles of learners tends to be easier to accept by the learners.

b) Cognitive flexibility

The way to present the input that is supported by multimedia (pictures, audio, and video) tends to be more beneficial and processed more comprehensively by the learners.

c) Coordination of teaching and learning

Efficient instruction requires different types of learning events. It leads to long-term retention of the materials.

d) Modes of learning

Learning happens as gradual increase or growth by the addition of new knowledge to the memory. In this case, restructuring process occurs. To enable this process to run smoothly, metacognition is needed.

e) Positive climate for learning

The teacher plays an essential role to be a facilitator who helps the learners in learning the language. The teacher should provide positive atmosphere for learning by giving cognitive or emotional support.

f) Anchored instruction

A complicated text provides the learners the greater opportunity to get sufficient practice of how to response to any kind of texts and develop their learning strategies.

g) Course structures

Different purposes of language courses need to be designed in different ways in terms of the presentations and learning experiences.

h) Spiral learning

Effective instruction should emphasize at the learners' participation rather than teacher's actions.

i) Elaborative sequencing

In order to create a stable learning, instruction should be graded. From time to time, there should be an increase in degrees of complexity.

j) Criterion referencing

Learners should be given specific opportunities to achieve the target objectives and get sufficient feedback about their performance quality.

2. Input

The choice and use of input is essential in teaching listening. Teacher should make decision in collecting the sources, selecting the appropriate ones, and building tasks around them. The input should be comprehensible. Krashen (1981) in Nation and Newton (2009:43) mentions the significance of comprehensible input which is learning conditions that should be fulfilled in listening. He formulates them in the acronym 'MINUS' which can be explained in the following table.

Teachers need to assist the students by giving them support when they do an activity (Nation and Newton, 2009:46). The support can scaffold the students to achieve the target. The support helps the students to internalize the knowledge needed to reach the target by themselves. When that moment comes, the scaffolding can be removed. The support can be provided in some ways as follows:

- a) By providing prior experience with aspect of the text (i.e. with language, ideas, skills or text-type).
- b) By guiding the students through the text.
- c) By setting up cooperative learning arrangements (for example, shared reading approaches).
- d) By providing the means by which learners can achieve comprehension by themselves.

Table 3. Criteria of Comprehensible Input

Conditions	Questions the teacher should ask:
Meaningful	Is the input a piece of meaningful communication?
Interesting	Does the input contain useful or interesting information that will attract the learners' attention? What features of the input make it useful or interesting and will engage learners' attention? How are activities associated with listening engaging the learners' interest?
New items	What learnable language, ideas, skills or text types will learners meet through the listening experience?
Understanding	Can the learners understand the input? How are the learners assisted with understanding the input (e.g. through controlling the difficulty of the input or through activities that scaffold learning)? How are new language items being made comprehensible and how is skill development being scaffolded?
Stress-free	How is stress and anxiety being controlled?

In summary, teaching listening comprehension is not an easy mission to accomplish. Due to the special features of listening, teaching this skill is not the same as teaching other skills. To gain the effectiveness of the teaching and learning process, the teacher needs to implement appropriate instructions, provide comprehensible input, and help the students by offering some kinds of support.

3. Computer-Assisted Language Learning (CALL)

a. Definition of CALL

Computers have been utilized for instructional purposes since the 1960's. Then they have come to play a pivotal role in fostering the language learning. According to

Word IQ (2004:1), CALL is a method of language teaching and learning through computer software specially designed to be used in the classroom. Similarly, Chapelle and Jamieson (2008:1-2) state that CALL is the subject of applied linguistics which focuses on the use of computers for a second language teaching and learning. In this case, computer links the three elements of English language pedagogy: learner, teacher, and English. It becomes a tool which helps both the teacher and the students in the English teaching and learning. CALL helps the teachers to sharpen their awareness of the ways learners learn. It also facilitates the learners by providing conditions which make some aspects of language learning easier and more approachable for learners.

CALL has several considerable benefits compared to other traditional types of educational media. CALL allows the learners to work on their own, in their own time, at their own pace (Kenning and Kenning, 1983:3). Warschauer and Healey (1998:58) in Flowerdew and Miller (2005:178) add another advantage of CALL by saying that integrating computers in language teaching provides multimodal practice and feedback. It offers fun and interesting modes of learning, promotes various learning styles, and provides a variety of resources as well. CALL is beneficial in language teaching and learning because it offers individualization, motivates students, provides immediate feedback, and increases the active exchange of information between the teacher and the students.

CALL has been applied in language teaching for more than three decades. This application gives several benefits for language teaching and learning. Warschauer and Healey (1998) in Gündüz (2005:206) list a number of CALL benefits as follows:

- 1) Multimodal practice with feedback
- 2) Individualization in a large class
- 3) Pair or small group work on projects
- 4) The fun factor
- 5) Variety in the resources available and learning styles used
- 6) Exploratory learning with large amounts of language data
- 7) Real-life skill-building in computer use

On a more general note, Computer Assisted Language Learning refers to the use of computers as element of a language teaching and learning process. It deals with the use of computers by the teachers and students, inside or outside of the class. It can be used in a variety of ways and for a variety of purposes. CALL may provide many advantages if it is implemented properly.

b. Implementation of CALL in Teaching Listening

The way the teacher implements CALL in teaching listening affects the learners' success in using the computers to enhance their listening comprehension skill. For this reason, the teacher requires to be thoughtful in applying CALL. Chapelle's and Jamieson's (2008:126) state that there are some important points to consider in using CALL for teaching listening. They are:

- 1) Material selection

The teacher requires being able to choose the materials that fit the students. In selecting the materials, the teacher should take into account the students' interest and the difficulty level of the materials.

2) Bottom-up and top-down processing

The program should facilitate the students to practice bottom-up and top-down processing. They should get the opportunity to pay attention to particular linguistic features and activate their prior knowledge.

3) Activities

The activities should provide the students with a purpose for listening. Students should have the chance to retain the information in their short-term memories.

4) Visual aids

The presentation of the materials matters. The listening materials which present visual aids such as pictures, graphics, and videos may help the students in listening. If the visual aid is in the form of video, there should be controls so that the students can pause and replay the videos.

5) Evaluation

The program should provide comprehension test with scores and appropriate feedback.

6) Strategy development

The program should teach listening strategies and encourage the students to develop their strategies such as predicting, inferring, checking comprehension, and giving a response.

According to Flowerdew and Miller (2005:178), in incorporating CALL into the teaching of listening, the teachers can refer to CD-ROM or World Wide Web as the sources to generate a listening program.

1) CD-ROM

The technology of educational software has been increasing rapidly. This leads to the rise in computer use in classroom education and for home study. CD-ROMs have the following benefits over audio and video technology:

- a) The materials often completed with online scripts and glossaries.
- b) Students can get immediate feedback that allows them to check their progress as they complete the exercises.
- c) The programs are attractive.
- d) Students can customize their learning via certain programs.

Brett (1997) in Flowerdew and Miller (2005:179) proves that computer technology is able to develop listening skill. His study proves that the performance on tasks shows more effective comprehension and recall while using multimedia than audio or video plus pen and paper.

2) World Wide Web

The World Wide Web (WWW) becomes one of the most popular sources for students to support their language learning. Students can access many sites which give them the information related to their learning (Flowerdew and Miller, 2005:181). Most web sites are not developed for language-learning purposes. However, with the ever-increasing demands for sites that non-native

English speakers can use, many broadcasting corporations are making their sites more accessible to them.

4. The Teaching in the Language Laboratory

A language laboratory contributes many benefits to the language teaching and learning process since it enables the teacher and the students to get an access to informational technologies. Those technologies such as virtual reality, visualization, digital modelling, simulation, games, virtual worlds and intelligent one-on-one tutoring systems dramatically enhance teaching and learning of elusive concepts by translating abstractions into real-world contexts and providing customized instruction and individualized assessments.

a. Designing Laboratory Work of a Language Program

Rivers (1981:400) states that laboratory work should be designed in particular ways which can encourage the students to consider it as significant as class work. There are some approaches of connecting the laboratory work to the classroom as follows:

- 1) The laboratory does not teach. It becomes the place for the students to practise the lessons they learn in the classroom.
- 2) The laboratory program is different from the textbook material and the class work. It liberates the classroom for active communication activities which develop the materials learned out of the class and practised in the laboratory.

- 3) The laboratory program is the continuance of the classroom program. Students practise and apply the lessons they get from the classroom program more creatively in the laboratory.
- 4) The laboratory is used exclusively to do activities for which students need much individual work at their own pace.
- 5) The laboratory becomes a resource centre like the library where the students get the access to learning materials, teacher's advice, and a practise zone.

b. Advantages of the Language Laboratory

According to Rivers (1981:402), there are some advantages students may get from language laboratory as the following:

- 1) Each student get the chance to hear native speech clearly which a great variety of voices.
- 2) Students get exposed to authentic native speech as often as they need.
- 3) Students have psychological privacy to practise their skills.
- 4) Materials which have realistic situational setting can be provided.
- 5) Students can study at their own pace concentrating on the parts for which they need most practice.
- 6) Students may study independently.

c. Choosing the Materials to be Used in a Language Laboratory

In choosing the materials which are suitable to be used in the language laboratory, the following items should be taken into account.

Table 4. The Qualities of the Materials Used in the Language Laboratory

No.	Aspects	Qualities
1.	Production	Clarity of recording Fidelity Accent Speed and quality of speech Intonation Tone of voice Extraneous noise
2.	Materials Recorded	Clarity Naturalness Interest of the material Standard of difficulty Authenticity of cultural setting Usefulness of vocabulary and structures used Length of segments for repetition Background Designed for laboratory use Unambiguous instruction Structural content Number of examples Number of segmental changes Vocabulary range Stimulus items Correct response Length of interval for student response
3.	Test Items	Items valid for testing Clear and explicit instructions Adequate and sufficient context Sufficient time for student reflection Enunciation clear and distinct Acceptable audio quality Subject area of items familiar to students Length of items Several passages for listening comprehension
4.	Practical Considerations	Does the material merely record what is already in the textbook and has been practiced in class or does it provide for creative use of what has been learned? Are there review units which would be useful for students requiring extra practice? Do the tapes and visuals contain new material of a type the teacher would have difficulty providing? Is there sufficient supplementary material to warrant the extra expenditure for the tapes and visuals? Is the recorded material of a type which could still serve as useful supplementary material if the textbook should be changed?

d. Using the Language Laboratory

It is important to get the students well-prepared to work in the laboratory. The teacher should give them the instructions for the operation of the equipments (Rivers, 1981:417). There are some important considerations to do so.

1) The Time Factor

The teacher should consider the duration students can hold on to concentrate on the laboratory work. If the students are too fatigued by the activities in the laboratory, they will lose their concentration, attention and participation more easily.

2) Program or Lesson Tapes

The materials to be used in the laboratory must be well-designed. The teacher should plan various and balanced activities. Moreover, the activities should be completed by clear instructions and sufficient examples.

3) Master Tapes

The masters should be carefully catalogued and kept. They also should be copied to prevent them from damages.

4) Pauses

The teacher should find out the reaction time of the students in doing particular exercises. To overcome the problems related to the reaction time, the teacher should adjust the pause of the materials. Further, as the students get more familiar with the exercise, they may themselves introduce the pause they require.

5) The Laboratory and Creative Production

The types of exercises found in the laboratory work commonly encourage the students to simply imitate the models there and not to produce spontaneous responses. Ideally, the students should be given the exercises which provide them with spaces for relevant responses.

6) Maintaining Student Interest and Attention

The laboratory activities which are not well-planned may cause the students to get bored more easily. It results in the low interest and attention they have. Consequently, teachers should redesign the activities into the more varying and interesting ones. It is effective to encourage the students to participate actively in the laboratory work.

7) The Language Laboratory is Inanimate

The laboratory can provide regular and individual practice of using the language. However, that is not enough. Free and fluent use of the language must still be practiced frequently in face-to-face communication situations in and out of the classroom.

In summary, a language laboratory actually is advantageous for language teaching-learning process. In the language lab, students can improve their language skill, especially their listening skill, since most of the activities done there deal with listening comprehension. However, there are some important points which should be considered in using the language laboratory. Those are the material selection, time factor, program or lesson tapes, master tapes, pauses, student interest and attention, etc.

5. Tell-Me-More® Software

a. Tell-Me-More® Software Features

Tell-Me-More® is an interactive language learning software produced by Auralog in 1998. Tell-Me-More® is a virtual language-teacher software which can be used by individuals, language schools, universities and corporations. Tell-Me-More® is a language learning solution which focuses on listening, reading, writing, and pronunciation with over 750 hours of material. Tell-Me-More® is available in three levels: beginner, intermediate, and advanced. Moreover, this software combines state of the arts technology like speech recognition and digital imaging with proven methods like repetition and the use audio, multimedia video, and participation teaching techniques. The complete features can be seen as follows:

- 1) Interactive dialogues with 550 sentences and 15,000 words.
- 2) 8,000-Word glossary
- 3) Grammar and conjugation - Grammar rules and 700 conjugated words using simple, animated explanations.
- 4) Lesson report - A detailed account of your progress where you are able to play back your dialogues.
- 5) Personalised learning paths
- 6) The Progress Chart and Diary organise your study by selecting activities and proposing a study plan corresponding to your level and objectives, as well as your schedule (www.lexiconer.com).

This software may work well if it is installed in a computer with the following system requirements:

Minimum configuration

- 1) PC or Compatible Celeron® 333 MHz or equivalent,
- 2) Windows® 95*, 98, NT4*, Millenium, 2000 or XP,
- 3) 64 MB RAM,
- 4) 70 MB available on hard disk,
- 5) 8X CD-ROM drive or better,
- 6) 16-bit Windows™-compatible sound card,
- 7) video card (800 x 600 with 65536 colors or higher),
- 8) microphone + speakers or headphones (included)

Recommended configuration

- 1) PC or Compatible Pentium® III 650 MHz or equivalent,
- 2) Windows® 95*, 98, NT4*, Millenium, 2000 or XP,
- 3) 128 MB RAM,
- 4) 100 MB available on hard disk,
- 5) 24X CD-ROM drive or better,
- 6) 16-bit Windows™-compatible sound card,
- 7) video card (1024 x 768 with 16 million-colors or higher),
- 8) microphone + speakers or headphones (included)

* Windows® 95 and NT4 require Microsoft® Internet Explorer 4 or more.

(multilingualbooks.com)

b. Tell-Me-More® Software for Teaching and Learning

According to Bunting (2004:5) Tell-Me-More® software gives come contributions to English language teaching and learning. It provides new effective

methods and techniques of teaching and learning. Tell-Me-More® has broken new ground in the educational sector with its Dynamic Mode. This new working mode adjusts the learning path of each user, according to his or her needs. The software constantly analyses the results obtained in each activity and then suggests which activity to do next, following the learner's needs and objectives. This innovative working mode is intended to allow learners to work independently, by analyzing their results as they work and by adapting their working program according to these results.

This artificial intelligence engine therefore personalizes the users' course of study, allowing them to progress at their own rhythm. Tell-Me-More® is an intelligent language learning software solution, and is thus a real alternative to traditional language lessons. Tell-Me-More® is the method of reference for language teaching and learning and has earned numerous international recognitions from the educational and computer community.

The latest intelligent software version evaluates learners' progress as they learn, and uses their results to suggest the activities and exercises best suited to their needs. Whatever their objectives or level, Tell-Me-More® adapts to their needs and guides them through the learning process, just as a teacher would (www.brighthouse.com).

B. Conceptual Framework

Listening comprehension plays a pivotal role both in the daily life and language learning. In daily life, people spend more time to listen rather than to speak, read, and write. In a language learning context, listening becomes a means for learning the

language as it provides the learners information which can be utilized in communication. Through listening comprehension, learners may get linguistic and non linguistic knowledge which are necessary for communicating in the target language. Moreover, listening comprehension becomes the basis for learning other language skills such as reading, writing, and especially speaking. Naturally, to be able to speak, ones need to be able to listen first.

However, students commonly find that to master listening comprehension is not easy. It is due to the existence of some inhibiting factors. Those factors are individual differences (background knowledge, learning styles and learning strategies), cognitive load and memory span, task features, and the nature of spoken texts. Moreover, those factors cause listening comprehension difficult to teach by the teachers. Teaching listening is much different from teaching other skills. Teachers need to design effective instructions, provide an appropriate input, and give some kinds of support.

The teacher can support the students in learning listening by giving them means by which they can achieve the comprehension. One of the means is Computer-Assisted Language Learning (CALL). In this case, computers do not replace the role of the teacher. It becomes a tool which connects the teacher, students, and English. CALL becomes an effective way to achieve listening comprehension since it provides multimodal practices, accommodates individual differences, facilitates group works, and gives the students so much fun. In integrating CALL into listening instructions, the teacher needs to choose the programs which fulfil some

requirements of intelligible sources. Tell-Me-More® is one among some programs which can meet those requirements.

This study proposes that language learning software, i.e. Tell-Me-More® software can enhance students' listening comprehension, which is an important active complex skill that involves students to integrate both linguistic and non-linguistic knowledge at the same time in order to construct meaning of the information in listening texts. The software is used by considering the factors contributing to difficulties in listening. This software helps the teachers by providing some materials especially listening which can be adjusted with the students' needs and levels of proficiency. It also allows the students to improve their comprehension as they listen to the audio then give a response to it interactively. If they are able to give the right responses, it may indicate that they can comprehend the listening texts well.

C. Hypothesis

Based on the literature review and conceptual framework, students' listening comprehension can be enhanced through Tell-Me-More® software.

CHAPTER III

RESEARCH METHOD

A. Research Design

The research is categorized as action research. It was action research since it was a process, which was conducted by systematically collecting data on teacher's everyday practices, identifying the problems found and analyzing them in order to come to some decisions about what the future practice should be (Burns, 2010:2). It also had the characteristics of action research which were stated by Priyono (2001:6) as follows:

1. On the job problem oriented

It means that the subject of action research study is the daily problems faced in everyday life. If a teacher carries out action research, the problems to be investigated are the teaching and learning problems as his/her main duty and responsibility.

2. Problem solving oriented

Unlike empirical studies, action research is always held with the main aim of solving certain problems.

3. Improvement oriented

Action research is always meant to make changes and improvement by making use of the element involved in the process of development.

4. Multiple data collection

To fulfill the principal of critical approaches several methods of data collection are used, like: observation, test, interview, questionnaire, etc.

5. Cyclic

Actions are implemented with certain order as planning, observing, action, and reflecting which shows critical and reflective thinking.

6. Participatory (collaborative)

The researcher cooperates with other people. The way is used to heighten the validity of observation.

The research was conducted with a pre-test and a post-test by doing some steps as follows:

1. identifying the problems and planning the action
2. carrying out the action and observing the action
3. reflecting the yield of the observation
4. revising the plan for the next cycle

B. Research Setting

1. Time of the Research

This research was carried out in twelve months. The table below shows the timeline of the research.

Table 5. The Timeline of the Research

No.	Activities	Months											
		December	January	February	March	April	May	June	July	August	September	October	November
1.	Preliminary Observation												
2.	Proposal												
3.	Literature Review												
4.	Instrument Development												
5.	Data Collection												
6.	Data Analysis												
7.	Report Writing												
8.	Document Submission												

2. Place of the Research

This research was carried out at SMP Negeri 1 Muntilan, a state pilot-international-standard junior high school. It is situated at Jalan Pemuda 161 Muntilan, Magelang Regency, Central Java Province.

The school is provided with many facilities which can support the teaching and learning process. There are a language laboratory, a school library, a computer-internet laboratory, one multimedia room, a parking area, and a mosque. There is also a hotspot area where every school member can access the internet connection. Generally, the facilities of the school are sufficient to support the needs of the teaching and learning process. Most of them are in a good condition. Being located in an urban area, the school is relatively accessible. There are various means of transportations available to get to the school.

C. Research Subjects

The subjects of the research were VIII G students of SMP Negeri 1 Muntilan in the 2011/2012 academic year. There were 19 students (10 female students and 9 male students). They were chosen because the results of their listening tests were below the teacher's expectation.

D. Research Instruments

The instruments used in this research were; observation sheet, questionnaire, interview guide for the students and teacher, and camera.

E. Data Collection Techniques

1. Observation

McKechnie (2008:578) states that observation is one of the most fundamental research approaches that involves collecting impressions of the world using all of one's senses, especially looking and listening, in a systematic and purposeful way to learn about a phenomenon of interest.

In this research, a real time observation was conducted. It means that the teaching and learning process was observed and analyzed by using any electronic media to generate evidence from the data. Then, making checklist or simply taking notes or writing diaries were carried out.

To explore teaching possibilities by observing all of the students' activities during the teaching and learning process through Tell-Me-More® software, the writer made collaborative efforts with a collaborator. The collaborator helped the writer to evaluate teacher's teaching, to offer suggestion on the best way to teach and

to help her to increase students' motivation. Therefore, the collaborator was regarded as the active participant who gave big contribution to the research.

2. Interviews

According to Brinkmann (2008:470), an interview is a conversation where information is obtained and knowledge is created through the interaction between an interviewer and interviewees. In this research, it was conducted to get the information to form the knowledge about students' and teacher's personal opinion, experiences, and ideas related to this research.

3. Questionnaires

Questionnaires are any written instruments that present respondents with a set of questions or statements to which they are to respond by choosing from provided answers or writing out their answers (Brown, 2001:6). Meanwhile, Descombe (2007:153-154) states that a questionnaire is a written list of questions which is used to gather information from the respondents about themselves or their knowledge, beliefs etc.

From the assumptions above, questionnaire was chosen as a research instrument for particular reasons. Questionnaires were able to collect information from a large number of students, and on the other side; the students as respondents can complete and return it in certain period. In this study, close-ended questionnaire items were used to gather respondents' factual, behavioural, and attitudinal data. Close-ended questionnaires were easy to process and evaluate and can give clear answers to specific questions.

4. Test

According to Brown (2004:3), a test can be defined as a method of measuring a person's ability, knowledge, or performance in a given domain. In this research, a pre-test and a post-test were administered to compare the students' listening comprehension before and after taught by using Tell-Me-More® software. The tests consisted of multiple-choice questions due to the objectivity of this type of questions and open ended questions to more deeply check the students understanding.

F. Data Analysis

1. Qualitative Data

The qualitative data from the observation and interview was analyzed by using Constant Comparative Method in which the basic processes were coding and grouping of data and the formation of hypotheses in parallel with data collection (Stern, 2008:114). There was some form of coding that reflected both the personal analytic habits of researchers and the general principles that flow from the action research methodology and theoretical perspectives. Then, to get a deeper analysis of the data, the data were written up immediately.

2. Quantitative Data

To find out whether the students' listening comprehension was enhanced or not after being taught by using Tell-Me-More® software, descriptive analysis was carried out. This analysis included the analysis of central tendencies of the pre-test and post-test scores.

G. Validity

1. Triangulation

To address the matters of accuracy and appropriateness of qualitative data, triangulation was used. It involved the practice of viewing things from more than one perspective (Denscombe, 2007:134). In this study, two kinds of triangulation were carried out. Those were methodological triangulation and data triangulation.

Methodological triangulation was applied because it has some benefits, such as:

- a. Findings can be proven or questioned by comparing the data produced by different methods.
- b. Findings can be complemented by adding something new and different from one method to what is known about the topic using another method.

Data triangulation was also used. The validity of findings could be checked by using different sources of information. This was carried out by comparing data from different informants (informant triangulation) or using data collected at different times (time triangulation).

2. Democratic Validity

This criterion relates to the notion of actions leading outcomes that are “successful” within the research context. In order to fulfil this validity; the researcher, the English teacher and the students were given a chance to express their opinions, ideas, and suggestions toward the problems faced where the focus was to look for the solution of the problems.

3. Catalytic Validity

This criterion relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it. The teacher was allowed to give critics, comments, or evaluation about the change that might happen to the data resources.

4. Process Validity

Process validity means that actions that are done in the research are believable (Burns, in Madya 2006: 40). To get the process validity, the data were gathered by doing observation, and taking notes during the research ran. Anything that happened in the English teaching learning process of the VIII G students of SMP Negeri 1 Muntilan was noted and recorded. It means that when the researcher observed the participants of the research, the researcher focused her attention only on anything that could be caught by the researcher's senses.

5. Dialogic Validity

It was done by doing dialogue among the researcher, the English teacher and the students to improve the next action. The dialogic validity was used to look for the strengths and weaknesses in the research, the teacher and the students gave critiques and comments related to the action done by the researcher.

6. Non-Parametric Statistics

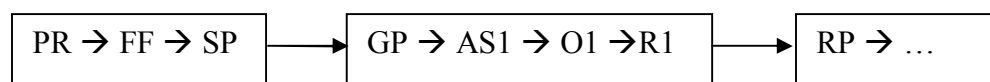
Non-parametric statistics were used to measure the validity of the quantitative data i.e. the test scores. Because the students were less than 30, Sign test was carried

out to prove that their pre-test and post-test scores were indeed significantly different. In carrying out this, SPSS application was used to obtain an accurate result.

H. Research Procedures

The procedures applied in this study were based on the procedures proposed by Joko Nurkamto (2002:4-5).

Figure 1. Research Procedures



Note:

PR : Preliminary Reflection

O1 : Observation 1

FF : Fact Finding

R1 : Reflection 1

SP : Statement of Problems

RP : Revised Plan

GP : General Plan

... : AS2, O2,ETC

AS1: Action Step 1

The procedures can be explained as follows:

1) Preliminary Reflection

In this step, some problems in listening skills were identified based on the preliminary observation and interviews.

2) Fact Finding

After identifying the problems, the data collection techniques were decided to get better understanding of those problems.

3) Statement of Problems

Based on the identification of the problems, a problem formulation was formulated. The formulation of the problems then became the basis for planning an appropriate solution.

4) General Plan

Literature review was conducted to get better understanding of the problems. By doing so, the writer could find the best solution of the problems.

5) Action Step 1

In this stage, the teaching steps in the lesson plans were implemented.

6) Observation 1

Observing is the activity of collecting the data to supervise to what extent the result of “action” reaches the objective. In this step, the writer played the roles as a teacher and a researcher as well. To get a more complete result, the writer was helped by the English teacher. Then, the result of the observation was written in the observation sheets. Besides, to get more accurate evidence, photographs of the teaching and learning process were taken.

7) Reflection 1

Reflection was used to analyze what happened in the classroom after the actions were executed. In this stage, the strengths and weaknesses of the action were identified.

8) Revised Plan

In this stage, the researcher decided what to do next. By considering the strengths and weaknesses found in the reflection stage, the writer may decide to stop the study or move to the next cycle.

CHAPTER IV

RESEARCH PROCESSES AND FINDINGS

A. Conditions before the Actions were Carried Out

It has been mentioned in the previous chapter that this study is action research. This research is aimed at enhancing the eighth grade students' listening comprehension of SMP Negeri 1 Muntilan in the 2011/2012 Academic Year. In this study, the use of Tell-Me-More Software to enhance the students' listening comprehension was explored.

Before the actions were carried out, the researcher had observed the situation of the English teaching and learning process of listening in the VIII G. From the preliminary observation, some typical characteristics of the listening teaching and learning process were written in the form of a vignette. The vignette could be presented as the following:

Vignette

June 11, 2011

VIII G Classroom

R : Researcher

ET: English Teacher

Ss : Students

1. ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note.
2. The teaching and learning process of listening was carried out in a classroom which was surrounded by a school hall, a basketball court, and a canteen. Inside the classroom, the outside noise of the Ss playing basketball and the people doing activities in the school hall could be heard clearly. The outside noise broke Ss concentration on the lesson.
3. However, the classroom was clean and neat. There were some facilities such as a unit of computer, an LCD projector, and an AC.

4. ET started the lesson by greeting Ss. Then she told Ss that they would have a listening class that day. Hearing that news, Ss looked uninterested. Even, one of Ss sitting near R whispered to her friend. She told that listening class would make her feel bored and sleepy.
5. ET told Ss that they would deal with recount texts. ET reminded Ss the generic structure of a recount text which they had learned before. Sometimes, ET used Indonesian. When ET was explaining the materials, some Ss sitting in the back rows were chatting with their friends.
6. Then ET played an audio with the computer available in the classroom and room speakers. ET asked Ss to answer the questions displayed on the wall using the LCD projector and write the answers in a piece of paper. Ss looked uninterested doing the activities that way.
7. The duration of the audio was around three minutes and delivered in a relatively high speed. Hearing certain words, some Ss looked at their classmates showing confused mimics. Some others looked sleepy. The others, looked outside to see the activities in the school hall. Their attention was broken.
8. ET used the audio which was not completed by visual aids. She played the audio three times. After Ss finished answering the questions, ET asked them to exchange the answer sheets.
9. ET gave the right answers and discussed them. In the discussion, she appointed one of the Ss and asked him what the right answer was and why he chose that. Since his answer was right, Et did not discussed the answer more thoroughly. There was a S who gave wrong answer. ET asked other Ss to correct the answer. Some students often made up something for fun in answering the teacher's questions. That made other Ss laughed at them. The situation became not conducive.
10. ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary. Moreover, some of them did not bring any dictionary. They rely on the diligent S to check the meaning in the dictionary.
11. ET asked Ss whether they had some questions. Ss shook their heads and kept silent. ET ended the lesson.

To find the information related to the problems in the teaching and learning process at VIII G before the actions were implemented, the researcher carried out

class observation, distributed questionnaires to the students and conducted interviews with the teacher and students.

After doing an observation of the teaching and learning process of VIII G, conducting interviews with the students and the English teacher, and distributing questionnaires to the students, the researcher and the collaborator found 29 field problems. Those problems could be presented in the following table.

Table 6. The Field Problems in VIII G, SMP Negeri 1 Muntilan

No	Problems	Codes	Sources
1	The students frequently lost their attention.	S	O
2	Some students talked to other friends while the teaching and learning process was still going on.	S	O
3	Some students had difficulties in responding to the teacher's questions.	S	O
4	Some students often made up something for fun in answering the teacher's questions.	S	O
5	The students were sleepy during the teaching and learning process.	S	O, Q
6	The students were bored during the teaching and learning process.	S	O, I
7	The students showed low participation.	S	O
8	The students were easily disturbed by outside noise.	S	O, I
9	Some students often made jokes during the teaching learning process.	S	O
10	The students were lazy to consult the dictionary.	S	O
11	Some students had difficulties in spelling some English words.	S	O
12	Some students played with other friends while the teaching and learning process was going on.	S	O
13	Some students did not do their homework.	S	O, I
14	The students had difficulties in pronouncing English words.	S	O
15	Some students did not bring dictionaries.	S	O

(Continued)

(Continued)

No	Problems	Codes	Sources
16	The teacher tended to focus more on teaching reading, writing, and speaking.	T	I
17	The teacher applied a monotonous technique in teaching listening.	T	O
18	The teacher did not give enough feedback to the students.	T	O, Q
19	The teacher explained the material too fast.	T	O
20	The materials which the level of difficulty is suitable with students' proficiency were limited.	Mt	I
21	The materials were difficult to understand.	Mt	Q
22	The media used by the teacher lacked of visual aids.	Md	O, Q
23	The media used by the teacher could not give enjoyment to the students.	Md	I, Q
24	Students had low motivation in learning listening.	S	I, Q
25	Students had limited vocabulary mastery.	S	O
26	Students did not apply appropriate learning strategies in listening.	S	O, I
27	The classroom was not comfortable to have a listening class.	F	O, Q
28	Some students laughed at a classmate who made a mistake.	S	O
29	Students considered listening difficult.	S	I

S: Students T: Teacher Mt: Materials Md: Media F: Facilities
O: Observation I: Interview Q: Questionnaire

Based on the condition above, there were some problems related to the teaching and learning process of listening. Those problems were classified into problems on students (S), teacher (T), materials (Mt), media (Md), and facilities (F). Since this study was aimed at improving the students' listening comprehension through the use of Tell-Me-More software, consequently, the problems to be solved were problems related to the teaching and learning process of listening. They could be seen in the following table.

Table 7. The Problems Related to the Teaching and Learning Process of Listening

No	Problems	Codes	Sources
1	The students frequently lost their attention.	S	O
2	Some students had difficulties in responding to the teacher's questions.	S	O
3	The students were sleepy during the teaching and learning process.	S	O, Q
4	The students were bored during the teaching and learning process.	S	O, I
5	The students were easily disturbed by outside noise.	S	O
6	The students were lazy to consult the dictionary.	S	O
7	Some students had difficulties in spelling some English words.	S	O
8	The teacher tended to focus more on teaching reading, writing, and speaking.	T	I
9	The teacher applied a monotonous technique in teaching listening.	T	O
10	The teacher did not give enough feedback to the students.	T	O, Q
11	The materials which the level of difficulty is suitable with students' proficiency were limited.	Mt	I
12	The materials were difficult to understand.	Mt	Q
13	The media used by the teacher lacked of visual aids.	Md	O, Q
14	The media used by the teacher could not give enjoyment to the students.	Md	I, Q
15	Students had low motivation in learning listening.	S	I, Q
16	Students had limited vocabulary mastery.	S	O
17	Students did not apply appropriate learning strategies in listening.	S	O, I
18	The classroom was not comfortable to have a listening class.	F	O, Q
19	Students considered listening difficult.	S	I

S: Students T: Teacher Mt: Materials Md: Media F: Facilities
 O: Observation I: Interview Q: Questionnaire

After identifying the problems related to the teaching and learning process of listening needed to be solved, the researcher and the English teacher worked collaboratively to find the main causes of the problems. The researcher and the English teacher were of the same opinion that the main causes of those problems were:

1. ineffective strategies in the teaching and learning process of listening,
2. the lack of the use of learning facilities and media in the teaching and learning process of listening,
3. the limited access to the appropriate materials for listening, and
4. the students' low interest and motivation in learning listening.

By considering those main causes, the researcher conducted a discussion with the English teacher then proposed some actions plans to solve the problems inhibiting the successfulness of the teaching and learning process of listening.

B. Determining the Actions to Solve the Problems

In determining the actions to solve the problems, the data collected from the classroom observation, questionnaires to the students, and interviews with the students and the English teacher were used. There were some essential problems inhibiting the successfulness of the teaching and learning process of listening at VIII G. Generally, the problems arose due to some factors such as the facilities and media,

materials, students' behaviour, and teaching method. The problems could be identified from some indicators shown in the following table.

Table 8. The Problems and Indicators in VIII G

No	Problems found	Indicators
1	Facilities and Media a. The classroom was not comfortable to have a listening class. b. The media used by the teacher lacked of visual aids. c. The media used by the teacher could not give enjoyment to the students.	a. Some students said that the outside noise could be heard clearly in the classroom. b. The media used are audios in mp3 format or cassettes. c. Some students said that they were bored because the media used were not interesting.
2	Listening Materials a. The materials which the level of difficulty is suitable with students' proficiency were limited. b. The materials were not organized well.	a. Some students said that the materials were too difficult and too long. b. The teacher said that to find the materials which were well-structured was difficult.
3	Students' Behaviour a. Students' did not respond the teacher's instruction well. b. Students' motivation was low. c. Students' learning habits were inappropriate.	a. Students did not answer teacher's questions well. b. Students were bored and sleepy during the teaching and learning process. c. Some students said that listening was difficult. d. Students did not apply appropriate listening strategies in listening.
4	Teaching Method a. The teacher applied a monotonous technique in teaching listening. b. The teacher did not give enough feedback to the students. c. The teacher tended to focus more on teaching reading, writing, and speaking.	a. The teacher had the students to listen to an audio then answer the questions given. b. The teacher only gave the right answers without sufficient explanation and suggestion. c. The teacher said that she rarely taught listening compared to the three other skills.

To solve those problems, the effective actions to be applied in the teaching and learning process of listening were sought. Then, the researcher proposed some actions plans to the English teacher to get some comments and suggestions. The actions plans were as follows:

1. conducting the teaching and learning process in the language laboratory,
2. providing new materials and pedagogical model for listening, and
3. using Tell-Me-More software in the teaching and learning process of listening.

The researcher related the problems in the teaching and learning process of listening to the actions design to solve the problems in the following table. By showing the systematic relationship, the problems and the solutions could be understood more easily.

Table 9. The Relationship between the Problems and the Actions

Problems	Actions
<ol style="list-style-type: none"> 1. The students frequently lost their attention. 2. The students were easily disturbed by outside noise. 3. Students had low motivation in learning listening. 4. The classroom was not comfortable to have a listening class. 	<ol style="list-style-type: none"> 1. conducting the teaching and learning process in the language laboratory
<ol style="list-style-type: none"> 1. The students were bored during the teaching and learning process. 2. The teacher tended to focus more on teaching reading, writing, and speaking. 3. The materials which the level of difficulty is suitable with students' proficiency were limited. 4. The materials were difficult to understand. 	<ol style="list-style-type: none"> 2. providing new materials and pedagogical model for listening

(Continued)

(Continued)

Problems	Actions
<ol style="list-style-type: none"> 1. Some students had difficulties in responding to the teacher's questions. 2. The students were sleepy during the teaching and learning process. 3. The students were bored during the teaching and learning process. 4. The students were lazy to consult the dictionary. 5. Some students had difficulties in spelling some English words. 6. The teacher applied a monotonous technique in teaching listening. 7. The media used by the teacher lacked of visual aids. 8. The media used by the teacher could not give enjoyment to the students. 9. Students had low motivation in learning listening. 10. Students had limited vocabulary mastery. 11. Students did not apply appropriate learning strategies in listening. 12. Students considered listening difficult. 	<ol style="list-style-type: none"> 3. using Tell-Me-More software in the teaching and learning process of listening

The use of Tell-Me-More software was aimed at enhancing students' listening comprehension by providing multimodal practices, accommodating individual differences, facilitating group works, and giving the students so much fun. The use of this software provided a learning environment which could accommodate the students' various learning styles at the same time in a normal classroom situation. This could help the students to feel comfortable during the teaching and learning process of listening and increase their learning motivation.

Moreover, the features of this software gave the students an opportunity to develop their learning strategies. For example it could develop the students' metacognitive strategy since it was supported by the student tracking feature which

enabled the students to monitor and evaluate their own learning. The students' learning strategy could also be built up as the software provided some different tasks which required the students to utilize different strategies.

From the teacher point of view, the employment of this software in the teaching and learning process of listening could help the teacher to conduct effective teaching. It assisted the teacher to present the input that was supported by multimedia such as pictures, audio, and video. This kind of input could be easier to grasp by the students. Besides, it gave fun factor since the pictures and video could attract students' attention and increase their interest to learn. In relation to the accommodation of the various learning styles which have been mentioned previously, the teacher's instruction could be easier to accept by the students. The teacher's instruction could be more effective because the use of this software allowed the students to participate more dominantly than the teacher's actions. Furthermore, this software also helped the teacher to give sufficient feedback about the students' performance quality. The combination of feedback which the students get from the media and the teacher was beneficial to improve their ability.

The application of Tell-Me-More software could assist the teacher to provide comprehensible input. The materials provided in this software were meaningful. They also contained useful and interesting information presented by the activities which engaged students' interest. The materials also allowed the students to meet learnable language, ideas and skills through the listening experience.

C. Research Processes

1. Cycle 1

a. Planning 1

As stated in the previous part, the research team members had discussed in a democratic and dialogic atmosphere on Friday June 17th 2011 and decided to implement actions in the first cycle to overcome the problems dealing with the teaching and learning process of listening at VIII G. In this cycle, the researcher played a role as the teacher who implemented the action while the English teacher became the observer who observed how the teaching and learning process runs.

The focus of the action was to enhance the students' listening comprehension. The researcher planed to implement the action in teaching some language functions. They were the expressions for "offering something" and the expressions for "requesting something". In this cycle, the researcher planned to apply the actions in three meetings. In each meeting, the researcher planned to conduct the teaching and learning process in the language laboratory, provide new listening materials and pedagogical model. The researcher would also use Tell-Me-More software. The explanation of those actions could be seen as follows:

1) Conducting the teaching and learning process in the language laboratory

Based on the data compiled by the researcher, the classroom was not comfortable to have a listening class. By considering this, to move the listening class to the language laboratory was planned. Since the researcher planned to conduct every meeting of the teaching and learning process of listening in the language laboratory, checking the condition of the language laboratory became an important

activity to do. On Saturday 18th June 2011 the researcher checked the condition of the language laboratory including the computers, headsets, room speakers, LCD projector, Air Conditioners, chairs, and tables.

In the checking process, the researcher found that the computers, room speakers, tables and LCD projector were in a good condition. The researcher turned on the Air Conditioners. There were three Air Conditioners but only two which could work properly. It caused the room smelt bad. It made the room condition was not comfortable for learning. To overcome the bad smell, the researcher sprayed air-freshener. Then the researcher checked the headset one by one and found that some headsets did not work properly. The researcher informed that condition to the English teacher.

2) Providing new materials and pedagogical model for listening

Before conducting the teaching, the researcher designed a lesson plan which could wrap appropriate listening materials in an effective pedagogical model. To overcome the problems which arose due to the limited access to the ideal materials, the researcher planned to provide some new listening materials to be taught. Based on the discussion with the English teacher, the researcher decided to teach some language functions taken from the Standar Kompetensi and Kompetensi Dasar of KTSP. They were the language functions covering the expressions for “offering something” and “requesting something”. The materials were in the forms of monologue and dialogue. They were planned to be presented to the students in two formats i.e. video and audio. The content was structured around offering and requesting something more particularly in reply to comprehension questions.

Moreover, the researcher also planned to apply new pedagogical model for teaching listening. In choosing the materials and pedagogical model for teaching listening in this class, the researcher took into account the students' level of English proficiency. According to Flowerdew and Miller (2005:103), EFL secondary school students whose ages were 14-15 years old could be categorized as low-intermediate learners. The basic activities of the pedagogical model could be presented as follows:

1. Listen and read
2. Answer
3. Listen and write
4. Speak
5. Listen
6. Listen and repeat
7. Write and speak

Those basic activities were designed to accommodate the students' individualization, cross-cultural, strategic aspects and contextual dimension. They were also aimed at developing students metacognitive, cognitive and socioaffective strategies.

3) Using Tell-Me-More software in the teaching and learning process of listening

Since the researcher planned to use the Tell-Me-More software in each meeting, the researcher installed the software in each computer and reduplicated the CD sets. After that, the researcher checked the master console and learned how to operate it

because the researcher used it to deliver the materials. In employing the software in the teaching and learning process of listening, the researcher planned to use some features of the software as the following:

1) Video

The first feature of Tell-Me-More software to be used was Video. By accessing this feature, the students could watch a video containing monologue texts with series of questions. The speed of delivery could be adjusted to be normal, slow, and very slow. The students could choose the script display option. It meant that they could display the script when they needed it and switch off this mode when they did not need it. The existence of the video could help the students to comprehend the aural texts.

2) Dictation

Dictation was often regarded as a kind of traditional teaching method. However, it became a beneficial teaching technique. In the dictation feature of this software, the students could focus on the language form of sentence level construction. When they accessed this feature, they had to write the sentences uttered by the speaker in the audio. They had to write the right sentences with the appropriate punctuations. The computer gave some feedback to the students if they made any mistake. Besides, the students also got some feedback from their partners since peer-correction would be applied.

3) Crossword Puzzle

To enrich the students' vocabulary mastery, the researcher designed to use the crossword puzzle feature. This feature worked with the same principle of a crossword puzzle game. The students were required to solve the puzzles which the size could be adjusted. They were given the clues of the words wanted. The clues could be the translations of the words or the recording of the words. Since the focus here was to enhance students' listening skill, the students should use the recording of the words as the clues. This feature was not only powerful to give them vocabulary exercises but also enjoyment. They could learn and play at the same time.

4) Dialogue

Beside the video feature, other feature to be used in the teaching and learning process was Dialogue. This feature was similar with the video feature. In this feature, the students could meet some dialogues with series of comprehension questions. Here they could choose whether using the speech recognition or not. Since the questions were in the forms of multiple choices, they could also set the numbers of wrong answers to suit their needs. They were also given the chance to set the acceptance level.

b. Actions and Observation of Cycle 1

The actions were implemented based on the time that had been planned. The implementation of the actions was on Tuesday June 28th 2011, Thursday June 30th 2011, and Tuesday 5th July 2011. In this cycle, the materials were about the *expressions for offering and requesting something*. To collect the data, the researcher

wrote field notes of classroom observation and interviews. The following was the description of the action in Cycle 1.

1) Conducting the teaching and learning process in the language laboratory

The first action to carry out was moving the teaching and learning process of listening from the ordinary classroom to the language laboratory. In the pre-test meeting, the researcher informed the students that they would have the listening class in the language laboratory. Consequently, in the first meeting, they came to the language laboratory to have the listening class. When they came into the language laboratory, they looked very enthusiastic since that was something new for them. It could be seen in the following field note.

Bel pergantian pelajaran berbunyi. Tak lama kemudian Ss masuk ke laboratorium. Mereka nampak semangat dengan kegiatan yang baru bagi mereka ini. Mereka berebutan mencari tempat duduk yang mereka inginkan. Ss nampak antusias belajar di laboratorium bahasa. Beberapa menit kemudian ET masuk lalu memposisikan diri di belakang laboratorium. Setelah masing-masing Ss mendapatkan tempat duduk, R memulai pembelajaran dan meminta siswa mengecek headset dan microphone masing-masing.

(The bell rang. Not long time after that, the students came into the language laboratory. They had thrown themselves into their new activity. They struggled to get the chair they want. They looked very enthusiastic to learn in the language laboratory. Several minutes later, the English teacher came into the language laboratory then got herself in the back corner of the room. After each student had got a chair, the researcher started the lesson and asked the students to check their own headset and microphone.)

R : "Assalamu'alaikum warahmatullahi wabarakatuh."
 Ss : "Wa'alaikumsalam warahmatullahi wabarakatuh."
 R : "Good morning class. How's life?"
 Ss : "Good morning, Miss. Excellent. And you?"
 R : "I'm very well, thank you. Are you happy to be here?"
 Ss : "Yeeees Miss."
 R : "Do you like the room?"
 Ss : "Yeeees."
 R : "That's great."

(Field note 7)

After that, the researcher checked the students' attendance and started to deliver the materials. Having the lesson in the language laboratory, many students used the equipments provided there properly. However, the researcher still found some students who played the equipments like toys. There was a student playing his swivel chair, moved here and there. The researcher reminded him and told that the equipments there should be used as what they should be.

2) Providing new materials and pedagogical model for listening

In this action, some materials (topics, inputs, tasks) which were relevant and authentic were presented. The level of difficulty was adjusted with the students' needs and proficiency. Simplification of the input was also carried out to assist the students by making the discourse accessible. The simplification was done by doing direct repetition, simplifying the context and chunking the inputs.

The researcher started the lesson by playing a video and asking the students to watch it. The dialogue in the video was structured around *making, accepting, and declining offers* as well as *making, accepting and declining requests*. The dialogue was completed with a transcript. The researcher asked the students what the dialogue was about. Most of them could answer the questions correctly. Then the researcher told them that in that meeting they were going to learn how to make, accept, and decline an offer of an item as well as making, accepting, and declining a request. After that the researcher gave them some illustration about the use of those expressions in the daily life contexts.

The researcher also asked the students some questions to explore the students' background knowledge as follows:

- 1) Have you once offered something to someone?
- 2) What did you say when you offer that item to someone?
- 3) How did your friend's respond? Did she accept or decline it?
- 4) What did she say to accept/decline your offer?

Some similar questions about requesting were also asked by the researcher. Most of the students did not answer the researcher's questions. Some of them tried to answer although shyly. It is reflected in the field note below:

R melontarkan beberapa pertanyaan untuk mengecek pemahaman siswa tentang penggunaan language function tersebut dalam kehidupan mereka sehari-hari.

(The researcher asked the students some questions to check their understanding of the use of the language function in their daily life.)

- R : "Have you once offered something to someone?"
 S : "Hmm... Yes, Miss."
 R : "Good. Tell us your experience. What thing did you offer?"
 S : "Ice cream, Miss."
 R : "To whom?"
 S : "My friend."
 R : "What do you say when you offer something to your friend?"
 S : "Hmm..Ice cream?" (*other students laughed*)
 R : "That's great. Any other student who want to share the experience? Dita?"
 S : "Uh...No, Miss. " (*shook her head*)
 R : "It's okay. How about you Dila?"
 S : "I have, Miss."
 R : "Okay, tell us."
 S : "I offer my friend, Dita. Do you want to have mango juice?"
 R : "Okay. Did Dita accept it or reject it?"
 S : "She said no."
 R : "Good. Thank you Dila."

(Field note 7)

Some students laughed at their friends when they answer something funny. After that, the researcher played another video with the computer in the teacher's console and got the students to watch it in their workstations. The theme of the video was "In the Restaurant". The video contained the language functions for making, accepting, and declining offers. It also contained the language functions for making, accepting, and declining requests. The students looked enthusiastic in watching the video and focused on their computers since the video was quite attractive. The participants of the dialogue were real humans whereas the background setting was cartoon.

The researcher played the video three times. First, the researcher played the video without displaying the transcript. The researcher asked the students to pay attention to the dialogue in the video and identify the expressions related to offers and requests which were used in the dialogue. Then, the researcher played the video once again. Here, the students were asked to write the expressions they found. After that, the researcher discussed the dialogue with the students. In the discussion, the researcher played the video once again by displaying the transcript. Moreover, the researcher paused it in some parts to help them comprehend the dialogue.

The researcher asked the students some questions in relation to the dialogue. The example of the questions were "What is the dialogue about?", "Where does the dialogue take place?", "Can you mention the expressions for making offers/requests used in the dialogue?", "Who said that expression?", "What does the second speaker say to respond to the first speaker's offer/request?", etc. In

responding to the researcher questions, some of them could perform well. However many of them could not.

The researcher asked the students if they had any question. Nevertheless, they shook their heads. The researcher also asked the students if they had met any difficult word. They said that they had met some. The researcher asked them to check the meaning in the dictionary. Unfortunately, most of them did not bring a dictionary. Then the researcher checked the meaning in the electronic dictionary installed in the master console and displayed it in the students' monitors. However, they could not rely on the researcher every time they met difficult words.

After discussing the dialogue, the researcher asked the students to mention other expressions for making, accepting, and declining offers as well as the expressions for making, accepting, and declining requests which had not been mentioned in the dialogue. Some of them could mention some expressions. After giving feedback to the students, the researcher gave some other expressions related to offering and requesting then asked them to listen carefully. After that, the researcher distributed a handout containing the expressions for making, accepting, and declining offers and also the expressions for making, accepting, and declining requests. The researcher asked the students to read and focus on the expressions listed there. Then, the researcher asked them to repeat what they heard to maintain their pronunciation.

After that, the researcher explained the differences in the use of the expressions for making, accepting, and declining offers in terms of politeness and appropriateness. The researcher also explained the use of “some” and “any” since these two determiners were commonly found in the expressions for offering. Next, the researcher explained about requesting. Moreover, in relation to those expressions, the researcher also explained about countable and uncountable nouns.

When the teacher was explaining, some students in the back row tended not to pay attention by talking with their friends. It disturbed the smoothness of the teaching and learning process because it broke the other students’ attention. Sometimes the researcher reminded them not to make noise but the condition did not last for long time. They began talking with their friends again. To overcome this, the researcher asked them to sit in the workstations in the fore-rows and gave them the opportunity to speak. However, they had to speak in the context of offering and requesting.

The researcher asked the students to form some groups with their friends. Each group could consist of two or three students. After all of the groups were formed, the researcher instructed them to make a dialogue which contained the expressions related to offering and requesting. When they were having a discussion with their group, the researcher was walking around the language laboratory to monitor their activity. Some minutes later, the students finished the discussion and started to practice their dialogues with their partners.

3) Using Tell-Me-More software in the teaching and learning process of listening

The researcher continued the lesson by having the students to use Tell-Me-More software. The students looked interested since that was something new for them.

a) Video

The researcher asked the students to access the video feature of Tell-Me-More software and to choose the level named “*Ordering Breakfast*”. In this level, there was a video containing a monologue text which dealt with offerings. The scenes in the video illustrated the content of the monologue text. The researcher asked the students to watch the video carefully. In this activity, the researcher allowed them to display the script of the video. For them who still got difficulties, the researcher allowed them to adjust the playing speed into slow or very slow mode. The researcher also allowed them to use the rewind, fast-forward, pause, and play buttons to help them in listening to the monologue.

Then the researcher asked the students who had finished watching the video to answer the questions related to the video. If they chose the right answer, the computer displayed a smile face accompanied by applause sound, whereas if they chose the wrong one, the computer displayed a sad face accompanied by a scoff sound. That made them more interested in learning listening.

While the students were answering the questions, the researcher was walking around the language laboratory to observe the students' performance.

This activity could be seen in the following field note.

Ketika Ss menjawab pertanyaan pada fitur video, R berkeliling lab bahasa untuk mengamati pekerjaan siswa. Beberapa Ss nampak asyik mengerjakan dan tidak menemukan kesulitan. Namun ada juga Ss yang masih nampak bingung sehingga bertanya pada teman sebelahnya. Mayoritas Ss nampak tertarik pada tampilan video dan juga pada emoticon dan suara lucu saat mereka menjawab pertanyaan.

(While the students were answering the questions in the video feature, the researcher went around the language laboratory to observe the students' performance. Some students showed a passionate expression in accomplishing the task and did not meet any difficulty. However, there were some students who still looked confused and asked the friends sitting next to them. Most of the students looked attracted by the video display and the emoticons followed by the funny sounds which they met when they responded to the questions).

(Field note 8)

Then, the researcher discussed the answers of the questions through the computer in the teacher's console. In that discussion, the students paid attention to the researcher's explanation. If the researcher asked them to answer one by one, they were shy. However, if the researcher asked the whole class, they answered loudly. Many students could answer the questions correctly. They could also clarify their answers. They told the reason why they chose that answer. Nevertheless, some others could not. After finished discussing the video, the researcher let the students to access the dictation feature.

b) Dictation

The next activity was doing the exercises in the dictation feature. Different from the previous activities in which the students worked individually, in this

stage, they worked in pairs. The researcher divided the class into pairs. First, each member of the pairs listened to the sentences dictated by the computers through their own headsets. Next, they discussed one by one what the sentence was. After that, one of them typed the sentence they heard in the space available. Then, the computer gave a feedback about the sentences written by the students. The computer circled the wrong items in terms of punctuation, spelling, capitalization, etc. Then the pairs discussed again how to correct the wrong items.

After all the sentences were correctly written, the pairs arranged them into a text which the topic was “*In the Restaurant*”. Some students could cooperate well with their partners. On the contrary, some others could not because each student stuck with his/her own believe in the correct sentences. However, at the end of the “battle” they should come into the same opinion.

c) Crossword puzzle

Having finished with the dictation, the students were given the opportunity to play a game. The game was not only aimed at giving them enjoyment and stress-free learning environment, but also enriching their vocabulary and words spelling related to the topic “*In the Restaurant*”. One of the games suitable with the aims was cross word puzzle which was provided by Tell-Me-More software.

The researcher asked the students to adjust the setting of the game by choosing the recording of the word as the clue. Actually, there was an option to choose the translation of the word as the clue. However, the researcher

considered that the recording of the word was more beneficial to improve the students' listening skill. The researcher gave them the opportunity to adjust the size of the puzzle based on their own condition. The activity could be seen in the following field note.

R berkeliling laboratorium bahasa untuk mengamati kegiatan Ss. Mayoritas Ss nampak tidak kesulitan. Jadi hanya mendengarkan kata tersebut dua atau tiga kali saja sudah dapat mengisi teka-teki tersebut. Namun ada juga beberapa siswa yang harus mendengarkan sebuah kata yang agak panjang secara berulang-ulang. Saat memainkan permainan ini, Ss nampak menikmati dan antusias. Ss menjadi lebih bersemangat untuk pembelajaran selanjutnya.

(The researcher walked around the language laboratory to observe the students' activity in doing the game. Most of the students did not find any difficulty. They could fill in the puzzle by listening to the recording of the words only twice or three times. However, some students needed to listen to the recording of the words many times when they met some words which were quite long. The students enjoyed playing this game. They looked quite enthusiastic. They became more eager to join the next lesson.)

(Field note 8)

d) Dialogue

The next activity after doing the game was doing the exercise of the dialogue feature. The researcher asked the students to access the dialogue feature in the same level as the video feature that was “*Ordering Breakfast*”. In this stage, the students were required to have an interaction with the computer. There was a speaker who uttered a sentence then the students had to respond to the computer's utterance. Here, the researcher asked the students not to use the speech recognition first. In responding to the utterance, the students were provided with some choice of answers which could be adjusted to suit their conditions. Some students set three, whereas some others set four. Then, the

researcher monitored this activity. The condition of the listening class could be illustrated in the field note below.

Saat R memonitor kegiatan siswa, R menemukan bahwa beberapa Ss tidak menemui kesulitan dan menikmati gambar-gambar yang muncul pada tiap soal. Di sisi lain, beberapa Ss lain masih nampak bingung dalam berinteraksi dengan komputer. Saat R berkeliling, terdapat seorang Ss yang mengeluh bingung dan bertanya pada R. Ternyata ia tidak tahu bahwa gambar-gambar yang muncul di setiap soal tersebut merupakan petunjuk. Jadi dalam merespon kalimat yang diucapkan komputer ia menjawab dengan asal.

(When the researcher monitored the students' activity, she found that some students did not meet any difficulty in doing the activity. They enjoyed the pictures accompanying the speaker's utterances. On the other hand, some other students looked confused in having an interaction with the computers. When the researcher was walking around, there was a student expressed her confusion. She asked the researcher why that exercise was difficult. Then the researcher found out that the student did not know that the pictures were the clues. Therefore, in responding to the computer's utterances, the student chose the answer ineptly.

(Field note 9)

After the students finished doing the exercise in the dialogue feature, the researcher used the master console to discuss the dialogue exercise with them.

Then the researcher review the materials related to the expressions of offering and requesting. After the review, the researcher asked the students to work individually to do the first listening test. They looked nervous since they rarely had such a listening test. The researcher started to play the recording by the master console and asked them to answer the questions on the papers distributed by the researcher before. Having finished doing the test, the students submitted their answer sheets.

After that, the researcher gave feedback to the students' performances and asked them about the difficulties they found during the teaching and learning process of listening. Some students said that they found some difficulties. However, most of them said that the main problem was the limited vocabulary they have.

c. Reflection of Cycle 1

Having conducted the activities, the researcher evaluated the actions. The research team conducted a discussion to analyze the data from the observation of the teaching and learning process, interview with the English teacher as a collaborator, and the students' opinions. To fulfil the democratic and dialogic validity; the students, English teacher and researcher had an equal opportunity to express their comments, opinions, feelings, and suggestions related to the implemented actions. All opinions and comments from each research member were noted. The results of the reflection could be presented as follows.

1) Conducting the teaching and learning process in the language laboratory

There were still some inhibiting factors in the teaching and learning process of listening. However the application of the action in the teaching and learning process of listening was proven to be effective. There were some benefits of moving the listening class to the language laboratory. By learning in this laboratory, the students' concentration on the lesson was not broken by the outside noise. It was so because the location of the language laboratory was in the corner of the second floor where there was not so much noise. The students could comprehend the recording better since they were not bothered by the outside noise. It could also increase the students' motivation in joining the listening lesson. They were enthusiastic in having a class in

the laboratory and using the computer sets. It can be seen from the interview with the English teacher.

7th interview, July 5th 2011

ET : *Bagaimana mbak? Sudah sampai mana nih?*

(How is the progress?)

R : *Alhamdulillah ya Bu, siklus pertama sudah terlaksana. Mohon maaf ibu, saya mohon masukan dari ibu. Bagaimana pendapat ibu mengenai pelaksanaan pembelajaran yang saya lakukan?*

(Alhamdulillah Ma'am, the first cycle has been accomplished. Sorry Ma'am, would you mind giving me some input? In your opinion, how was my teaching?)

ET : *Secara garis besar, pelaksanaan pembelajaran sudah baik. Sepertinya penggunaan lab bahasa membuat anak-anak jadi lebih semangat. Kan memang mereka jarang belajar di sana. Apalagi ditunjang dengan penggunaan computer. Anak-anak jadi lebih termotivasi untuk belajar.*

(Overall, the learning process ran well. It seems that the use of the language laboratory increased the students' enthusiasm. They rarely had the English class there. Moreover, it was supported by the use of computers which made the students become more motivated to learn.)

R : *Alhamdulillah. Jadi tidak masalah ya Bu kalau tiap pembelajaran listening saya laksanakan di laboratorium bahasa ini?*

(Alhamdulillah. So, there is no problem to conduct the listening class in this laboratory Ma'am, isn't it?)

ET : *Tentu saja mbak. Apalagi saya lihat anak-anak jadi bisa lebih fokus karena tidak terganggu suara berisik dari luar yang bisa memecah konsentrasi belajar mereka. Suasana pembelajaran jadi lebih kondusif.*

(Of course. Furthermore, I think the students could be focus more on the lesson since they were not bothered by the outside noise which could break their learning concentration. The learning situation became more conducive.)

The following interview quotation with the students also showed the benefit of conducting the teaching and learning process of listening in the language laboratory.

5th interview, June 28th 2011

R : *Gimana dek, seneng nggak pelajaran listeningnya di lab bahasa ini? Enakan di sini apa di kelas?*

(What do you think of having the listening class in this language laboratory? Which one do you like better, having the lesson in this language laboratory or in the classroom?)

S : *Enakan di sini lah Miss. Kan di atas, jadi tenang. Ga banyak suara-suara di luar yang mengganggu. Jadi ndengerinnya bisa lebih jelas. Apalagi pake headset sama komputer satu-satu. Jadi makin enak listeningnya.*

(I prefer this lab Miss. Since it is upstairs, the situation is quiet. There was not so much outside noise which disturbed us. Consequently, we could listen to the audio more clearly. Moreover, each student got a computer and a headset. It helped us in listening to the audio.)

R : *Terus fasilitas di lab ini gimana?*

(Then, what do you think about the facilities which you can find in this lab?)

S : *Fasilitas? Maksudnya alat-alat di sini gitu Miss? Lumayan lengkap sih. Ada computer, LCD, speaker, sama yang paling keren ada internetnya Miss. Sayang AC nya yang idup cuma satu ya Miss.*

(Facilities? Do you mean the tools here, Miss? I think it is okay. There are some computers, an LCD projector, room speakers, and the best one that is the internet access. Unfortunately, only one AC which can work properly.)

The quotation above showed that the students preferred having the listening lesson in the language laboratory to having it in the classroom. They considered the language laboratory could provide more conducive environment to have a listening class than their ordinary classroom. The facilities provided there, such as computer sets, room speakers, and internet connection also helped them in the lesson.

2) Providing new materials and pedagogical model for listening

In this action, the researcher tried to present new materials which were more suitable with the students' need and level of proficiency. The new materials which were relevant to the students' goals and interests could increase their attention to the lesson. The simplification of input was also effective to improve the students' listening comprehension. It helped them become more active, that was, more able to activate background knowledge, made inferences, and more willing to respond to what they heard. It was shown in the following quotation of interview:

4th interview, June 28th 2011

R : *Gimana materinya hari ini, dek? Terlalu susah? Atau terlalu mudah? hehe..*

(How was the material today? Was it too difficult? Or too easy for you? Hehe.)

S : *Waaa..ya ga kok Miss. Lumayan lah..Bisa dimengerti. Dialognya ga terlalu panjang, terus diulang beberapa kali.*

Waa.. No, Miss. It was understandable enough. The dialogues were not so long. They were also replayed some times.

R : *Topiknya gimana?*

How about the topic?

S : *Menarik Miss. Apalagi videonya lucu gitu. Hehe.*

(Interesting, Miss. Moreover, the video was nice. Hehe)

The researcher also implemented a new pedagogical model which the explanation could be presented as follows.

a) Description of the lesson**(a) Activity I**

Listen and read: Students listened and watched a video which was completed with the transcript. It contained a dialogue between a customer and a waitress in the restaurant. The dialogue was structured around offering and requesting.

(b) Activity II

Answer: Students listened to the dialogue again and answered the researcher's questions related to the dialogue such as the setting, the participants, the topic, etc.

(c) Activity III

Listen and write: Students listened to a new conversation then wrote the expressions related to offering and requesting which they found in the recording.

(d) Activity IV

Speak: Students mentioned other expressions of offering and requesting which were not found in the dialogue.

(e) Activity V

Listen: Students listened to the examples of the expressions given by the researcher.

(f) Activity VI

Listen and repeat: Students listened to the researcher's examples and repeated them.

(g) Activity VII

Write and speak: Students worked with a partner, wrote a dialogue containing the expressions learned before then practiced it in a form of a role play.

By doing such those activities, the students could achieve both the language and learning skills objectives. Moreover, some listening dimensions could also be accommodated.

b) How the activities fit into the model

Table 10. The Specification of the New Pedagogical Model

Listening Dimension	Description of Activity	Language Skills Objective	Learning Skills Objective
Individualization	Activity VII. Write and speak. Students chose the situation of the conversation by themselves.	Using the expressions of offering and requesting appropriately.	Metacognitive strategy: self-management Cognitive strategy: personal elaboration Socioaffective strategy: cooperation
Contextualized dimension	Activities II and VII. Note taking	Listening for specific information.	Metacognitive strategies: directed attention, selective attention Cognitive strategies: note taking, summarization Socioaffective strategy: self encouragement

(Continued)

(Continued)

Listening Dimension	Description of Activity	Language Skills Objective	Learning Skills Objective
Strategic Aspects	Activity I. Listen and read.	Identifying the correct intonation of expressing offers and requests.	Metacognitive strategies: auditory monitoring, directed attention
	Activity VI. Listen and repeat.	Mimicking the correct intonation and stress	Cognitive strategies: resourcing, repetition

When the researcher was explaining the materials, there were some students who were talking with their friends. They were the students who sat in the back rows. It broke their own and other students' attention to the lesson. The other barrier to reach a conducive learning atmosphere was the lack of vocabulary the students had. They often got frustrated if they found an unknown word. They relied on the researcher and asked what the word means. It inhibited the successfulness of the teaching and learning process.

6th interview, June 28th 2011

R : *Bagaimana Bu proses pembelajaran hari ini?*

(How was the teaching and learning process today?)

ET : *Ya sudah baik. Anak-anak kelihatan antusias. Penyampaian materi cukup jelas. Kegiatan pembelajaran yang mbak aplikasikan juga variatif.*

(That was good. The students looked enthusiastic. You delivered the materials clearly. Moreover, you applied various learning activities.)

R : *Terus kira-kira apa ya Bu yang harus saya perbaiki lagi?*

(So, is there anything which I should improve?)

ET : *Ya mungkin mbak harus memperhatikan anak-anak yang duduk di belakang. Saat mbak menerangkan materi, saya menemukan beberapa siswa yang di belakang asik ngobrol dengan temannya.*

(You should give more attention to the students sitting in the back row. When you was delivering the materials I noticed them chatting with their friends.)

3) Using Tell-Me-More software in the teaching and learning process of listening

The use of Tell Me More software in the teaching and learning process was effective to attract the students' attention and motivate them to focus on the lesson. They were enthusiastic since it was new for them to use such technology in the lessons. It was good to support students' learning for comprehension could take place only if individuals were relaxed and motivated to listen. Moreover, the application of this software helped the teacher to overcome the problems arose from the limited listening materials. It assisted the teacher to provide learning materials which could be adjusted to suit the students' needs and proficiency. Furthermore, the features of this software presented attractive media which not only helped the students to improve their listening comprehension skills but also gave them enjoyable learning atmosphere. It was reflected from the following interview quotation with the English teacher.

7th interview, June 30th 2011

R : *Menurut pendapat ibu bagaimana efektifitas penggunaan software Tell-Me-More ini dalam pembelajaran listening?*

(In your opinion, how was the effectiveness of using the Tell-Me-More software in the teaching and learning process of listening?)

ET : *Saya rasa penggunaan software ini sangat membantu dalam pembelajaran listening. Guru dapat memperoleh materi dan media yang dapat mengakomodasi kebutuhan dan keadaan siswa yang bervariasi. Tampilan dan fiturnya juga menarik untuk anak-anak.*

(I think the use of this software was beneficial to support the teaching and learning process of listening. The teacher could get the students' various needs and condition. This software's display and features were interesting for the students.)

a) Video

Many students could answer the questions related to the monologue correctly. It was so since they were assisted by the visual information contained in the video. The information could be in the forms of body language, gestures, facial expressions, intonation, etc. They became clues about the setting, participants, status, etc. That information helped the students to understand and comprehend the spoken text better. The students could also build better comprehension of the text for they could manage the video by choosing when to start, pause, and replay the audio. It could be revealed in the following interview quotation with the students.

8th interview, June 30th 2011

R : *Kalau videonya gimana dek? Enak ga belajar listening pakai fitur video di software ini?*

(How about the video? Did you enjoy learning listening through the video in this software?)

S : *Lumayan membantu sih Miss. Jadi ga ngantuk ma bosen pas ndegerin audionya. Soalnya ada yang bisa dilihat. Hehe..*

(It was helpful enough, Miss. It made me does not feel sleepy and bored while listening to the audio. It was because there was something to see. Hehe..)

R : *Terus dengan adanya video bikin lebih mudah paham ga isi audionya tu apa?*

(Was the video beneficial to help you comprehend the information in the audio?)

S : *Iya Miss. Kan kita jadi tahu itu siapa yang ngomong, dimana, dan sebagainya.*

(Yes, Miss. It made us know who the speaker was, where, etc.)

b) Dictation

The dictation worked well to give the students exercises to focus on the language. By accessing this feature, the students practiced their accuracy. Moreover, they could have intensive listening practice as well as writing practice. It was due to the feedback given by the computer which corrected their errors and gave them explanation.

They learned how to receive spoken input, hold this in their memory for a short time, then write what they heard. They also did peer-correction. Doing peer correction with partners was not only intended to sharpen their accuracy but also strengthened their cooperation with their partners. However, the researcher found that some students did not come to the same opinion of the sentences.

8th interview, June 30th 2011

R : *Apa yang susah dek?*

(Which one was difficult?)

S : *Dictation, Miss. Habisnya aku sama partnerku beda pendapat terus, Miss. Tapi seringnya aku yang salah sih Miss. Hehe.*

(Dictation, Miss. It was so since I often had different opinion with my partner. However, I made more mistakes than her. Hehe..)

c) Crossword puzzle

This game was successful in avoiding the students to get stressful during the lesson. They looked enjoy the game. They did not realize that by doing that

activity they were learning while playing the game. They practiced their listening ability since the clues of the words were given in the form of the pronunciation of the word. Their individualization could be covered for there was an opportunity for them to adjust the size of the puzzle by themselves. They were also allowed to replay the pronunciations of the words until they were sure what the word was. Consequently, they had a less stressful learning atmosphere which made them motivated to do the next learning activities.

8th interview, June 30th 2011

R : *Jadi senang ya belajar pakai software ini? Terus, ada fitur yang menjadi favorit adek ga? Apa?*

(It means that you enjoyed learning using this software, right? Then, is there any feature that you like the most? What is that?)

S : *Seneng Miss. Favoritku yang itu Miss...mmm...Puzzle Miss. Asik itu.*

(I like it, Miss. My favourite is that one...mmm...Puzzle, Miss. That feature is enjoyable.)

d) Dialogue

Most of the students did not find any difficulty in accessing the dialogue feature. By accessing this feature, they practiced how to use the language functions they had learned before in the daily life context by having simulations with the computer. They interacted with the computer. It was successful in helping the students giving the right responses of the speaker's utterance since it allowed them to set the number of the answer options by themselves based on their own condition.

The pictures accompanying the dialogue also helped them to understand the dialogue. The students' comprehension of the aural text was better. It could be seen from the result of the students' works. However some students did not perform well because they did not know that the pictures there clarified the dialogue. They considered the researcher's instruction was unclear. Consequently, some of them could not finish the task correctly. It could be seen from the test result.

d. Summary of Cycle 1

Based on the reflection above, there were some successful and unsuccessful actions. Those could be reported as follows:

- 1) The successful actions:
 - a) Moving the listening class from the ordinary classroom to the language laboratory was effective to provide a conducive learning environment since the students' concentration was not broken by the outside noise. Moreover, the language laboratory provided them with the equipments supporting the teaching learning process of listening.
 - b) The relevant and interesting materials encouraged the students to be able to activate background knowledge and willing to respond to what they heard. The simplification of the existing listening materials could be a choice to overcome the problem caused by the limited access to good listening materials.

- c) The new pedagogical model in which the activities designed by considering the listening dimensions helped the students to achieve both the language and learning skills objectives.
 - d) Tell-Me-More software assisted the teacher to provide attractive media which increased students' motivation and raised their attention. It also presented communicative ways of learning listening with its various features. Furthermore, its levels and features could be adjusted to suit the students' needs and levels of proficiency.
- 2) The unsuccessful actions:
- a) There were some students who could not finish the task correctly. It could be seen from the first test result. It meant that their listening comprehension was still needed to be improved.
 - b) The students sitting in the back rows were chatting with their friends when the researcher was explaining the materials. It caused them unable to optimally grasp the materials. It also disturbed the other students' attention to the lesson.
 - c) Most of the students did not bring any dictionary. As a result, when they met difficult words, they relied on the researcher to give them the meaning of those words.

2. Cycle 2

a. Planning 2

Based on the reflection of Cycle 1, it was found that the application of Tell-Me-More software was not optimal yet to improve the students' listening comprehension. There were still some problems in the teaching and learning process of listening which were not solved yet. Those problems were: a) there were some students who could not finish the tasks correctly; b) there were some back-row distracters; c) some students did not bring any dictionary; and d) the application of some features in Tell-Me-More software was not appropriate yet, especially the Dictation feature.

In Cycle 2, the researcher and the English teacher planned to implement similar actions like in the Cycle 1 as the following:

- 1) conducting the teaching and learning process in the language laboratory,
- 2) providing new materials and pedagogical model for listening, and
- 3) using Tell-Me-More software in the teaching and learning process of listening.

However, in implementing those actions, the researcher and the English teacher agreed to change several parts to make the actions work more optimally. The new things to be carried out in Cycle 2 were as follows:

- 1) moving the students who became back-row distracters to the students' workstations in the front row and giving them the opportunity to speak as long as it was contextual
- 2) installing electronic dictionaries in the students' computers to overcome the problem caused by the laziness of the students to bring dictionaries

- 3) changing the order of the Tell-Me-More software features to avoid boredom and give the students new experience

b. Actions and Observation of Cycle 2

The implementation of those actions was on Tuesday July 7th 2011, Thursday July 12th 2011, and Tuesday July 14th 2011. The focus of the actions in Cycle 2 was to enhance students' listening comprehension. In this cycle, the materials were about the expressions for telephoning. It covered the expressions for making and receiving a phone call, asking the caller to hold, leaving a message, closing a phone conversation, informing wrong number, etc. The actions in Cycle 2 could be described as follows:

1) Conducting the teaching and learning process in the language laboratory

The researcher and the English teacher had the same opinion that the teaching and learning process of listening would run more effectively in the language laboratory compared with the ordinary classroom. They looked excited in using the lab system. They were more active in doing the researcher's instruction and became more confident to respond to researcher's questions. In Cycle 2, the students had used to learn in the language laboratory. They know how to behave in that room and use the equipments there properly. The activity could be described in the following field note.

Para siswa masuk ke lab bahasa dengan tertib. Mereka tidak lagi berebutan mencari tempat duduk. Mereka duduk di tempat mereka semula. Ketika guru membuka pelajaran mereka memperhatikan. Mereka tidak lagi bermain-main dengan peralatan yang ada di sana. Misalnya saja kursi atau tombol call dan tape recorder yang ada di di meja mereka masing-masing seperti pertemuan-pertemuan sebelumnya.

(The students came into the language laboratory orderly. They did not struggle anymore to get the chair they want. They chose the chairs where they sat in the previous meetings. When the researcher started the lesson, they paid more attention. They did not play the equipments available there such as the swivel chairs, call buttons, and tape recorders in their workstations like what happened in the previous meetings.)

(Field note 10)

To handle the students who became back-row distracters, the researcher asked them to move to the front rows. It was effective to avoid them to make noise during the teaching and learning process. Moreover, to overcome the problem arose from the laziness of the students to bring any dictionary, the researcher installed electronic dictionary in each computer set.

2) Providing new materials and pedagogical model for listening

The researcher attempted to give some materials which not only relevant and authentic, but also contextual and could help learners develop specific listening strategies. The researcher first presented the materials which could activate the students' background knowledge. The teacher asked the students some questions related to telephoning such as:

- a) Have you ever made a telephone call?
- b) How do you make the call? Using a telephone set at home?
- c) A mobile phone?
- d) Who do you frequently call?
- e) When do you usually need to make a call?
- f) Who has ever made a telephone call in English? To whom?

The researcher pointed some students to answer those questions. The activity could be presented in the following field note.

R melontarkan beberapa pertanyaan untuk mengaktifkan background knowledge Ss. Saat R melontarkan pertanyaan -pertanyaan tersebut, Ss menjawab bersamaan sehingga jawabannya kurang terdengar jelas. Namun R ingin mendengar jawaban S satu persatu. R meminta Ss yang ingin berbagi pengalamannya untuk mengangkat tangan. Beberapa Ss antusias dan percaya diri untuk menjawab pertanyaan tersebut.

(Researcher asked the students some questions to activate their background knowledge. After the researcher gave those questions, then the whole class answered together. It caused the researcher could not listen to the answers clearly. Nevertheless, the researcher would like to listen to each student's answers. The researcher asked the students who would like to share their experience to raise their hands. Some students looked enthusiastic and confident to answer those questions.)

R : "Yes, Hera. Tell us your experience."
 S : "I have ever made a call with my mobile phone, Miss."
 R : "Who do you usually need to make a call?"
 S : "My mom or my friends."
 R : "Have you ever made a telephone call in English?"
 S : "Hehe..No, Miss."

(Field note 10)

When the researcher asked whether there was any student had ever made a telephone call in English all of them answered no. The researcher showed the picture of Justin Bieber and asked the students to imagine how if they receive a phone call from English speaker like him. They were so excited and screamed seeing the picture. Then the researcher asked them what would they say when they receive Bieber's phone call.

After that the researcher asked the students who wanted to give some examples of the expressions used in telephoning. There were three students who raised their hands. The researcher gave them the opportunity to speak one by one. Two of them

told the expressions for making a telephone call. The other one gave the example of closing a telephone call. Then, the researcher discussed the expressions mentioned by the three students with the whole class. Afterwards, the researcher gave the students some examples of expressions commonly used in telephoning. The language functions covered the expressions for making, receiving and closing a telephone call, asking the caller to hold, and informing wrong number. While listening to the researcher's explanation, they could read the handout displayed by the researcher.

When the researcher was explaining, the students were listening carefully and paying attention to the researcher. When the researcher gave them the chance to ask any question, there was a student asking how to spell a phone number. Actually, the researcher indeed wanted to explain that even if there was no student asking that question. The researcher then explained that and checked the students' understanding by writing some phone numbers and asked them to spell them.

Having finished giving the examples, the researcher played an audio which the content was highly structured around the expressions for telephoning. The audio there was not accompanied by the transcript. The researcher asked the students to identify the expressions for telephoning used in the dialogue while listening to the audio. The researcher played the audio three times. Then, the researcher asked them to choose a partner and discuss the expressions they found. They were also required to classify the expressions, which ones belonged to the expressions for making a telephone call, which ones included in the group of expressions for closing a telephone call, etc.

When the students found some difficult words, they consulted the dictionary. However, some of them were lazy to consult the dictionary. After that the researcher had them to present their works then discuss it with the whole class. Then, the researcher gave feedback of the students' works. Many of them could classify the expressions appropriately. Moreover, the researcher also asked them some comprehension questions in relation to the audio played before. Most of the students could give elaborated answers.

3) Using Tell-Me-More software in the teaching and learning process of listening

The next activity was learning by using Tell-Me-More software. The students' enthusiasm in using the software did not decreased. Although that was not their first time, they still looked excited in learning using the software.

a) Dialogue

The first feature to be accessed was the Dialogue feature. The researcher instructed the students to come to a level named "Talking on the Phone" and activate the Dialogue feature there. By accessing this feature, the students got more exposure of the application of the expressions for telephoning in the real life situation. They could also do a simulation of using those expressions in a conversation in a daily life context.

The procedure of using employing this feature in the teaching and learning process was similar to that in Cycle 1. The students were given the freedom to set how many options of answers they would like to have. The difference laid in the use

of speech recognition technology. In Cycle 1, the researcher asked the students not to use the speech recognition technology. However, in Cycle 2, the researcher allowed them to use this technology. Having finished doing this activity, the students discussed the dialogue with the researcher. The activity could be described in the following field note.

R mengamati kegiatan yang dilakukan siswa. Para siswa mengakses fitur Dialogue yang terdapat pada level " Talking on the Phone " . Saat menggunakan fasilitas speech recognition, mayoritas siswa tidak mengalami masalah. Mereka sudah bisa memanfaatkan keberadaan gambar-gambar yang menyertai setiap dialog untuk memahami maksud si pembicara dan membantu mereka member respon yang sesuai. Namun, masih terdapat beberapa siswa yang kesulitan. Hal ini disebabkan baik oleh pronunciation yang kurang tepat ataupun penggunaan microphone yang kurang pas.

(The researcher observed how the students conducted the activity. They accessed the Dialogue feature in the level named " Talking on the Phone ". In using the speech recognition facility, most of the students did not find any difficulty. They were able to use the pictures accompanying each dialogue to comprehend the speaker's utterance and to give the appropriate response to it. However, there were some students who got some problems. It was due to inaccurate pronunciation and inappropriate use of the microphones.)

(Field note 10)

b) Dictation

Having finished with the exercise in the Dialogue feature, the students accessed the Dictation feature. The rules of doing this activity were similar to those in Cycle 1. The researcher asked the students to work in pairs and do peer-correction. They listened carefully to the sentences dictated by the computer with their own headsets. Then they discussed how to write the sentences they heard. After typing the sentence and got a feedback from the computers on the parts which were incorrectly written, they discussed again with their partners how to correct the sentences.

In this stage, the students did not make so many mistakes like in the previous stage since they had known the aspects which needed special attention. The aspects included capitalization, punctuation, spelling, etc. After that the researcher asked them to arrange the sentences and discussed the result with the whole class. The discussion covered what the sentences about, where the setting was, and who may be the participants. Then the researcher gave feedback of the students' performances in that activity and asked if they found any difficulty so far.

c) Crossword Puzzle

The activity was continued by playing the crossword puzzle to refresh the students' minds after doing many learning activities. The students accessed this feature then set the recording of the words as the clue. The words were the vocabulary related to telephoning. In Cycle 1, the researcher gave the students the freedom to set the size of the puzzle. In Cycle 2, the researcher asked them to set a bigger size of the puzzle compared to that in the previous cycle. The students looked excited in doing this activity. After they had filled all the blanks, the researcher asked them to list the words. Then, they should choose at least five of the words there and use them to make a dialogue combined with the expressions for telephoning they have learned before. They could work in pairs or in a group of three.

The next activity was presenting the dialogue in the form of a role play in front of the language laboratory. Most of the groups showed good performances. However, there was a group which could show quite outstanding performance. They composed a structured dialogue which contained the complete expressions for

telephoning. Their pronunciations were accurate enough. They could also use the contextual vocabulary. There was also a group which performed natural acting. They could pretend as if they were in the real situation. Unfortunately, some students got a difficulty in using the words since they did not know how to pronounce those words. To overcome this, they checked the pronunciation in the glossary provided by the software.

d) Video

The teacher asked the students to enter the level and access the video feature of Tell-Me-More software. They tried to comprehend a monologue text which was accompanied by a video. The topic was around telephoning. Different from the procedure in the previous cycle, in this second cycle, the students were not allowed to display the scripts of the aural text. However, to help them, the researcher allowed them to take a note of the information that they consider important. They were also allowed to use the rewind, fast-forward, pause and play buttons.

Then the researcher asked the students to retell what the monologue was about. They should retell it in pairs. After one student finished retelling, the partner should add the missing information which was not mentioned by his/her partner. After that, the researcher asked the students to watch the monologue once again then answer the questions following the text. The students enjoyed answering the questions. They looked happy when hearing the applause sound indicating a right answer. They did not look sad when hearing scoffing sound, even they could smile.

Having finished doing the exercise, the researcher discussed the answers with the students. When the researcher asked some students to clarify the answer, many of them could give clear explanation. They could make use the clues from the video, such as the setting and the participants to decipher the meaning of the speaker's utterances. When they met unknown words, the researcher asked them to guess the meaning from the context first. Then they could check it in the glossary. This strategy worked well.

c. Reflection of Cycle 2

After conducting the actions in cycle II, the researcher and the English teacher conducted a discussion. In the discussion, they analyzed the data from the observations and the interviews to evaluate the action that had been conducted. Everyone was free to express their opinions, feelings, and suggestions related to the implemented actions. The following were the results of the reflection.

1) Conducting the teaching and learning process in the language laboratory

The researcher found that the lab systems and the equipments provided there could facilitate learning. The students became more active and confident since they got psychological security. Each student had his/her own headsets. It provided them with a psychological privacy that promote their listening and speaking ability. It reduced the inhibitions felt in normal classroom situation and encouraged the shy student to speak.

Moreover, as the language lab allowed the students to listen to the program stimulus individually, each individual student's attention was focused on the program

material being studied, ultimately increasing their attention span and teaching them to listen and analyze the content of the lesson. The language lab helped students develop good listening skills and aided the process of communication. Students heard the correct language patterns all the time through their headsets instead of mimicking others who may be pronouncing incorrectly.

9th .interview, July 7th 2011

R : *Kemudian, menurut ibu, bagaimana manfaat penggunaan lab bahasa ini untuk pembelajaran?*

(Then, in your opinion, what were the benefits of using this language laboratory for the teaching and learning activity?)

ET : *Penggunaan lab ini bisa membantu meningkatkan perhatian siswa terhadap pelajaran. Semakin siswa memperhatikan kan semakin mudah memahami pelajaran. Iya to mbak?*

(The use of this language laboratory could help us to increase the students' attention to the lesson. The more attention students gave to the lesson, the more understanding they could get. Right?)

2) Providing new materials and pedagogical model for listening

The researcher tried to explore the students' background knowledge by asking some questions. Previously, the students were shy to respond to the researcher's questions. Fortunately, at that time the students showed their progress and became more confident to answer the questions and also ask a question. When asked them to imagine how if they receive a phone call from Bieber, the researcher found some points. First, the examples which were on their interest could attract them to be enthusiastic in joining the lesson. Second, their answers indicated that they were quite familiar with the topic that was about telephoning. Nevertheless, they were not accustomed to dealing with telephoning in English.

The researcher also applied a new pedagogical model which could be explained as follows.

a) Description of the lesson

(a) Activity I

Speak: The students shared their experiences dealing with telephoning and gave some expressions commonly used in telephoning which they know.

(b) Activity II

Listen and read: The students were listening to the researcher's explanation while reading the handout.

(c) Activity III

Listen and write: The students were listening to an audio without a transcript while writing the expressions dealing with telephoning which they found in the dialogue.

(d) Activity IV

Speak: The students discuss the expressions they found with their partners and classified the expressions.

(e) Activity V

Listen and speak: The students listened to an audio then answered some comprehension questions.

b) How the activities fit into the model

Table 11. The Specification of the New Pedagogical Model

Listening Dimension	Description of Activity	Language Skills Objective	Learning Skills Objective
Contextualized dimension	Activity III. Note taking Activity V Listen and speak	Listening for specific information.	Metacognitive strategies: directed attention, selective attention Cognitive strategies: note taking, summarization Socioaffective strategy: self encouragement
Strategic Aspects	Activity II. Listen and read. Activity IV. Classifying expressions	Identifying the correct intonation of expressions used in telephoning. Using telephoning expressions	Metacognitive strategies: auditory monitoring, directed attention Cognitive strategies: resourcing, grouping

The researcher conducted a discussion with the English teacher and the students to get their comments about the implementation of the actions. The quotations of the interviews could be presented as follows.

9th interview, July 7th 2011

R : *Bagaimana bu, apakah ada masukan untuk aktivitas belajar mengajar hari ini?*

(Is there any suggestion for me dealing with the teaching and learning process today?)

ET : *Pada dasarnya sudah baik. Aktivitas pembelajarannya bervariasi juga. Anak-anak terlihat mulai pede untuk menjawab dan bertanya ya mbak. Tapi sayang sekali masih ada yang malas membawa kamus ya mbak.*

(Basically, it ran well. The learning activities were varied. The students looked more confident to ask and respond to

questions. Unfortunately, there were some students who were lazy to bring dictionaries.)

10th interview, July 12th 2011

R : *Menurut adek, aktivitas pembelajaran hari ini gimana?*

(What do you think about the teaching and learning activity today?)

S : *Ya asik sih mbak. Sekarang aku uda mulai seneng belajar listening. Soale ga bikin ngantuk and bosen lagi. Hehe.*

(It was enjoyable. Now, I like to learn listening. It was so since it did not make me sleepy and bored.)

3) Using Tell-Me-More software in the teaching and learning process of listening

In Cycle 2, the researcher and the English teacher agreed to use the same features of Tell-Me-More software. However, the order of the features was rearranged. In Cycle 1, the researcher used Video, Dictation, Crossword Puzzle, and then Dialogue. In Cycle two the researcher first used the Dialogue, Dictation, Crossword Puzzle, and then Video. It was aimed at avoiding the students from boredom.

a) Dialogue

In using this software, the researcher tried to give a graded task. In Cycle 1, they listened to the speaker then responded to it by clicking the right option, whereas in Cycle 2, the students responded to the speaker by pronouncing the correct sentences. In this case, the students did not only practice their listening

comprehension ability, but also their pronunciation. Many of them could give the right responses. It indicated that they could comprehend what the speaker said. They could also use some clues from the pictures accompanying the speaker utterance. Moreover, they started to give more attention to the speaker's stress and intonation. The English teacher also admitted this progress. It could be seen in the following interview quotation.

11th interview, July 12th 2011

R : *Anak-anak sepertinya mulai terbiasa dengan listening ya, Bu. Bagaimana pendapat ibu?*

(It seems that the students were used to listening, Ma'am. Isn't it? What is your opinion about it?)

ET : *Iya mbak. Mereka uda mulai mengerti listening strategy. Mereka mulai bisa memanfaatkan berbagai petunjuk yang ada, misalnya gambar yang ada di dialog itu. Sekarang juga uda mulai memperhatikan intonasi speakernya untuk membantu mereka memahami maksud kalimatnya. Hanya saja itu lho mbak. Saya perhatikan ada beberapa anak yang pronunciationnya masih sangat perlu ditingkatkan.*

(Yes. They knew listening strategies. They could use some clues such as the pictures accompanying the dialogue. They paid attention to the speaker's intonation to help them comprehend the meaning of the utterances. Unfortunately, I found that there were some students whose pronunciation needed to be improved.)

The students also gave their comments. One of them could be seen in the following interview quotations.

12th interview, July 12th 2011

R : *Gimana menurut adek belajar listening pake fitur ini?*

(What do you think of learning listening by using this software?)

S : *Aku suka yang pake speech recognition Miss. Bisa belajar pronunciation juga.*

(I like the one using speech recognition, Miss. I could practise my pronunciation as well.)

b) Dictation

In Cycle 2, the researcher still asked the students to do peer-correction in doing the dictation exercise. Nevertheless, different from the application in Cycle 1 in which the students got a problem in having cooperation with the partners, in Cycle 2 they could cooperate well with the partners. They also knew the aspects to which they should give more attention such as the capitalization, punctuation, and spelling. Consequently they did not make so many mistakes like those in Cycle 1. They paid attention to the feedback given by the computer and the researcher. It could be presented in the following interview quotation.

12th interview, July 12th 2011

R : *Gimana dek sekarang dictationnya? Katanya kemarin ada kesulitan.*

(What do you think about the dictation feature? You said that previously you got some problem, right?)

S : *Iya Miss, kemaren kan masalahnya kita eyel-eyelan ma partner kita. Kalau sekarang uda ga eyel-eyelan lagi Miss.*

(Yeah, Miss. Formerly we had a problem that was arguing with our partners. However, it did not continue any longer.)

R : *Oh ya?*

(Really?)

S : *Iya. Soalnya kita uda ngerti bagian mana yang musti diperhatiin.*

(Yes. It was so because we had known the parts which needed more attention.)

R : *Contohnya?*

(For example?)

S : *Bisa hurufnya, tanda bacanya, bisa juga huruf besar kecilnya.*

(It could be the spelling, punctuations, or the capitalizations.)

c) Crossword Puzzle

The game could encourage the students to be more active in joining the lesson. It was because the game gave them stress-free learning atmosphere. In this stage, the researcher designed a new procedure in playing the game. The use of this feature was modified. The students were not only asked to fill in the puzzle with the words they heard from the computer, but also to use the words to make a dialogue. They could cooperate well with their groups. From this exercise, the researcher and team members found that the students were able to employ the words to form a contextual dialogue. However, some of them got a problem in pronouncing the words. This problem could be solved by checking the pronunciation in the glossary.

13th interview, July 14th 2011

R : *Bagaimana menurut ibu tentang cara saya menggunakan fitur crossword puzzle tadi Bu?*

(What is your opinion on my way in using the crossword puzzle, Ma'am?)

ET : *Prosedurnya diganti ya mbak? Kemarin sepertinya cuma simply mendengarkan trs mengisi puzzlenya ya mbak? Sekarang udah dikembangkan dengan membuat dialog. Ya bagus itu. KeMa'ampuan listening dan speaking itu kan memang interrelated ya.*

(The procedure was changed, right? Previously the students simply listened to the pronunciation of the words then filled in the puzzle. Now, it was developed to make a dialogue. That was good. Listening and speaking ability were indeed interrelated.)

d) Video

In this stage, the researcher upgraded the task. They were allowed to use the rewind, fast-forward, pause and play button to accommodate their

individualization. In learning by using this feature, the students were not helped by the transcripts like in Cycle 1. However, to support them, the researcher allowed them to write the important information while watching the video. It also gave them the opportunity to practice note-taking, one of the listening micro skills.

The researcher checked the students' comprehension by asking them to retell the content of the text. They also practiced checking other friends' comprehension. The researcher also asked them to answer the questions following the monologue. They still enjoyed the funny sounds accompanying the answers. It seemed that the note taking activity was successful in helping them to comprehend the text. They could also guess the meaning of the unknown words they found. It revealed that they understood the context of the video.

The students gave their comments. One of them could be seen in the following interview quotations.

14th interview, July 14th 2011

R : *Videonya gimana dek? Susah ga?*

(How about the video? Was it difficult?)

S : *Lumayan sih Miss. Untungnya kita boleh nyatet. Membantu banget.*

(It was rather difficult. Fortunately, we were allowed to take a note. It really helped.)

R : *Terus tadi pas retell bisa kan?*

(You did well in retelling right?)

S : *Alhamdulillah, Miss. Kurang dikit sih. Tapi dibantuin temen aku tadi.*

(*Alhamdulillah, Miss. I missed little part, but my friend helped me.*)

d. Summary of Cycle 2

Based on the reflection above, there were some successful and unsuccessful actions. Those could be reported as follows:

- 1) The successful actions:
 - a) Using the language laboratory was successful to facilitate the students to learn better since it gave them psychological privacy and increase the students' attention span. The students knew how to use the facilities there appropriately.
 - b) Varying the materials and modifying the pedagogical model was successful to sharpen the students listening micro skills.
 - c) The way of using Tell-Me-More software could be creatively modified. The basic activities could be combined with other activities which could give the students graded tasks, practicing listening micro skills, and developing listening strategies.
- 2) The unsuccessful action:
 - a) Some students were lazy to consult the dictionary.

D. Research Findings

The actions were implemented in two cycles. Based on the reflections of each cycle, there were some points which could be concluded as follows:

1. The implementation of Cycle 1 and 2 were successful to improve the students' listening comprehension.
2. Teaching the students by using Tell-Me-More software was effectively conducted in the language laboratory which could provide conducive learning environment and equipments supporting the teaching and learning process of listening.
3. The use of Tell-Me-More software became more effective when it was combined with appropriate listening materials and was packaged in a new pedagogical model in which the activities designed by considering the listening dimensions.
4. Tell-Me-More software became an attractive media which could increase students' motivation. It also provided adjustable listening materials. It presented communicative ways of learning listening with its various features.
5. The way of using Tell-Me-More software could be creatively modified. The basic activities could be combined with other activities which could give the students graded tasks, practicing listening micro skills, and developing listening strategies.
6. The back-row distracters could be overcome by moving them to the front rows and giving them the opportunity to speak anything as long as it was around the learning context.

The followings were the comparison description of students' improvement before and after the implementation of the actions. The table could be presented as follows:

Table 12. The Description of Students' Improvement

No	Before actions were implemented	Cycle 1	Cycle 2
1	Students did not respond to teacher's questions properly.	Some students were confident to respond to researcher's question. However, some others were not.	Many students were confident to respond to teacher's questions and elaborate their answer with clear explanation.
2	Students were bored and sleepy during the teaching and learning process.	Students were enthusiastic in joining listening class. They enjoyed the teaching and learning activities.	Students became more active in the teaching and learning activities. They responded to the researcher's questions and even asked questions.
3	Students frequently lost their attention. They chatted with other friends or look outside the room.	Some students sitting in the back row chatted with their friends and disturbed the other friends' concentration.	The students who often made noise in the back row paid attention to the lesson and researcher's instructions.
4	Students did not know listening strategies.	Students got familiar with some listening strategies such as metacognitive, cognitive and socioaffective strategies.	Students could apply some listening strategies and know how to use the clues in the aural texts to comprehend the texts.
5	Students' listening comprehension was not satisfied enough.	Students' listening comprehension improved. They could answer the questions correctly.	Students listening comprehension improved. They could answer the questions correctly and retell the text as well.
6	The ordinary classroom was not comfortable to have listening class.	Students got fewer outside noise disturbances due to the use of language laboratory. However, some students played with the facilities there.	Students could use the facilities provided in the language laboratory properly to support the learning.

(Continued)

(Continued)

No	Before actions were implemented	Cycle 1	Cycle 2
7	The media were not interesting and lack of visual aids.	The media were completed by visual aids which attract students' attention and increase students' motivation.	The media were attractive and interactive that the students could learn more communicatively in a fun atmosphere.

Beside from class observation, the researcher also got the data from evaluation in each cycle. Below is the scores comparison of the pre-test, cycle 1, cycle 2 and post-test.

Table 13. The Scores Comparison

No.	Scores			
	Pre-test	Cycle 1	Cycle 2	Post-test
1	5	8	8.5	8
2	6	6.7	6.5	7
3	7	8.7	8.5	8
4	7	8.7	8	9
5	5	7	7.5	8
6	7	8	8.5	8
7	7	9	8	9
8	6	7.3	8	8
9	4	9	9	8
10	8	8	8	9
11	5	7.3	6	9
12	4	8	9	8
13	5	8	7.5	8
14	4	7.3	9	9
15	4	8.3	8	8
16	5	7.3	9	9
17	6	7	7	8
18	5	7	7	7
19	5	7	7.5	9
Mean Score	5.53	7.77	7.92	8.23

Since the students were less than 30, Sign test was carried out to prove that their pre-test and post-test scores were indeed significantly different. In carrying out this, SPSS application was used to obtain an accurate result. The result could be presented as follows:

Frequencies

	N
Posttest - Pretest Negative Differences(a)	0
Positive Differences(b)	19
Ties(c)	0
Total	19

a Posttest < Pretest

b Posttest > Pretest

c Posttest = Pretest

Test Statistics(b)

	Posttest - Pretest
Exact Sig. (2-tailed)	.000(a)

a Binomial distribution used.

b Sign Test

From 19 data of the SPSS output, there were 0 data in negative-differences, 19 data in positive differences, and 0 data in ties. Since the output only displayed the probability, the decision was made only based on the probability. It could be seen that the significance was 0.000. The probability was under 0.05. It meant that the results of the pre-test and the post-test were indeed significantly different.

In addition, the researcher got the data from the questionnaires given to the students. The data which became the evidences showing the students' listening comprehension was improved through the use of Tell-Me-More software could be presented in the following table.

Table 14. The Comparison of the Questionnaire Results

Before the actions implemented					After the actions implemented				
No	SA	A	D	SD	No	SA	A	D	SD
1	5	13	1	0	1	10	8	0	0
2	1	10	8	0	2	4	11	3	0
3	4	10	5	0	3	7	8	3	0
4	8	11	0	0	4	8	10	2	0
5	1	10	8	0	5	1	14	3	0
6	0	17	2	0	6	1	15	2	0
7	4	12	3	0	7	3	10	5	0
8	4	13	2	0	8	4	12	2	0
9	1	14	4	0	9	3	10	5	0
10	4	9	6	0	10	5	12	1	0
11	1	13	5	0	11	4	13	1	0
12	4	10	5	0	12	2	14	2	0
13	4	10	5	0	13	0	15	3	0
14	5	14	0	0	14	5	11	2	0
15	3	13	3	0	15	5	11	2	0
16	4	11	4	0	16	2	16	0	0
17	5	8	6	0	17	6	11	1	0
18	4	12	3	0	18	6	12	0	0
19	1	9	8	1	19	3	9	6	0
20	1	10	6	2	20	3	10	5	0
21	4	10	5	0	21	6	12	0	0
22	4	10	5	0	22	6	11	1	0
23	2	12	5	0	23	5	10	3	0
24	6	11	2	0	24	8	9	1	0
Sum	80	272	101	3	Sum	107	274	53	0
Mean	3.33	11.33	4.21	0.13	Mean	4.46	11.42	2.21	0

SA: Strongly Agree

A: Agree

D: Disagree

SD: Strongly Disagree

To check the validity of the finding, the researcher applied methodical and data triangulations. The researcher conducted methodical triangulation by comparing the data gathered from the interview, observation, and test. The data triangulation was applied by interviewing different sources such as the students and the English teacher. The triangulation revealed the same result. The information compiled from the different instruments and sources used by the researcher showed that the students' listening comprehension was enhanced through the use of Tell-Me-More software.

The use of this software which was presented in an appropriate pedagogical model was effective to provide positive learning atmosphere. The students became more active, enthusiastic and motivated to join the listening lesson. They got more access to the appropriate listening materials and had more experience in learning through technology. Moreover, they met learnable language, ideas and skills through meaningful and fun listening experience. They could also develop their learning and listening strategies.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the writer divides the content into three points. They are conclusions, implications and suggestions. The explanation of each point is presented below.

A. Conclusions

This research recorded some data about the use of Tell-Me-More software to improve the students' listening comprehension. The research was carried out from June to July 2011. There were two cycles in this action research. In both cycles, the researcher implemented some actions as follows:

1. conducting the teaching and learning process in the language laboratory,
2. providing new materials and pedagogical model for listening, and
3. using Tell-Me-More software in the teaching and learning process of listening.

In the first and second cycle, there were results showing the implementation of Tell-Me-More software was successful to enhance the students' listening comprehension. The use of this software to teach listening was effective when it was conducted in the language laboratory. It was so since language laboratory provided the students a comfortable room to study in which there was no disturbance from outside noise. Moreover, the language laboratory also gave them access to several equipments supporting the teaching and learning process such as computer sets, LCD projector, room speaker, internet access and air-conditioner.

Instead of using the software in the language laboratory, the students' listening comprehension could be enhanced by combining the use of this software with some other listening materials which were delivered in an appropriate pedagogical model. In the model, all of the activities were designed by considering the listening dimensions such as the individualization dimension, cross cultural dimension, contextualized dimension, social dimension, and affective dimension.

In the model, Tell-Me-More software was attractive media which attracted students' attention and increased their motivation since it was completed with some fun features such as pictures, video, and games. More importantly, this software provided adjustable listening materials which could be graded and presented in a communicative way through its many features such as video, dialogue, crossword puzzle, dictation, etc. The way of using those features could be innovatively customized to suit students' needs and proficiency. By learning listening using this software, the students were exposed to various materials which could sharpen their listening micro skills. Furthermore, they could also develop their listening strategies.

The implementation of the actions resulted in some improvements. Those improvements were related to the teaching and learning process of listening and the students as well. Improvement descriptions were presented below.

1. The improvement of the listening teaching and learning process

Before the actions were implemented, the teaching and learning process of listening was conducted in the ordinary classroom which was not comfortable to have a listening class. It was because the students could be easily disturbed by the

outside noise. Furthermore, the room did not provide the students with the personal facilities for listening for each student. However, after the listening class was moved to the language laboratory, the students got more conducive learning environment and easier access to facilities supporting listening.

The improvements were not only found in term of the room but also the media. Before the actions were implemented, the media used by the teacher were lack of visual aids and fun factors. Nevertheless, after the actions were implemented, the students got access to learning media which could help them to comprehend the texts since it provided some clues through the visualization. The visualization not only helped the students to understand the aural text but also gave them enjoyment. It gave them the experience to learn listening in different ways which were more communicative, effective and enjoyable. Consequently, they became more motivated in joining the lesson.

2. The improvement of the students

There were some improvements of the students after the actions were implemented. The students who formerly often lost their attention became more focused on the lesson and more active in the teaching and learning activities. They became more confident to respond to teacher's questions with sufficient explanation. Moreover, they asked the teacher when they found something they could not understand. Their listening strategies were also developed. They became more familiar with some listening strategies. Then, they could apply those strategies and know how to use the clues in the aural texts to comprehend the texts. Additionally,

the test results showed that their listening comprehension was enhanced. They could answer the questions correctly and retell the texts as well.

B. Implications

Based on the result of the study, it was found that the students could enhance their listening comprehension in the teaching and learning process. The implications of the actions are described below.

1. In this research, the teaching and learning process of listening using Tell-Me-More software was held in the language laboratory. There, many facilities supporting the teaching and learning process of listening are available. Moreover, the language laboratory provides a place where the students can learn more comfortably in a conducive learning atmosphere. It results in a better performance showed by the students. This implies that English teacher should optimize the use of the facilities to support the successfulness of the teaching learning process.
2. The use of Tell-Me-More software becomes more effective when it is combined with an appropriate pedagogical model containing materials and series of learning activities which accommodate listening dimensions. This implies that the teacher should be creative in doing mix and match of many learning materials and designing a pedagogical model which suits the students.
3. Tell-Me-More software is one of learning media which not only provide adjustable learning materials but also give fun factors. The exercises provided in this software can be accessed in some levels which suit the students' needs and

proficiency. It also provides communicative ways in learning listening since it is completed with speech recognition technology which allows the students to have an interaction with the computer. It also provides fun factors through the existence of the video, pictures, and funny sounds, games, etc. Therefore, the teacher needs to explore and choose the learning media which not only help the students to comprehend the aural texts but also give them enjoyment.

4. The use of the features in Tell-Me-More software can be chosen and reordered based on the teacher's creativity. There are some features in the software such as dialogue, video, crossword puzzle, dictation, picture/word association, etc. The teacher can choose only some of them which are needed by the students and reorder the sequence to avoid boredom. The teacher can also change the setting of each feature including the difficulty level, speech recognition function, and many other options.

C. Suggestions

Based on the conclusions and implications that have been explained before, some suggestions can be directed toward the English teachers and other researchers.

The suggestions are as follows:

1. To the English teachers

It is important for the teacher to not only focus on teaching reading, writing and speaking but also listening. Teaching listening is important especially in foreign language classroom since it is the natural forerunner to other skills. In teaching listening, the teachers should optimize the use of facilities provided at school. They

should also be up-to-date with new techniques in teaching listening, especially those related to the use of advanced information technologies which rapidly developed recently. The researcher suggests the teachers to implement those technologies in teaching listening. One of the alternative technologies is Tell-Me-More software.

2. To other researchers

The actions in this study are limited only to enhance the students' listening comprehension. However, since listening is interrelated with speaking, the actions in this study are potential to improve the students' speaking skill as well. Thus, the researcher expects the other researchers who will conduct similar research to explore the software more deeply to improve speaking skill. Then, the researcher also suggests other researchers who are interested to conduct a research dealing with the use of certain software to enrich their knowledge about computer and other information technology. The sufficient knowledge in those fields will be beneficial in carrying out such a research.

3. To the students

One of the factors which inhibit the successfulness of the teaching and learning process is students' motivation. Particularly in learning listening, the students' motivation is relatively low since they consider listening the most difficult skill to master compared to reading, speaking, and writing. Actually, mastering this skill will be easier if they do many listening exercises not only inside the classroom but also outside the classroom. The researcher expects the students to practice this skill independently outside the classroom. They can sharpen their listening skill by using Tell-Me-More software or other software creatively and independently.

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FIELD NOTES

Field Note 1

27th May 2011

R : Researcher

ET : English Teacher

S : Satpam

R tiba di sekolah pada pukul 09.00 WIB. Setelah melapor kepada S, R menunggu ET di lobby seperti yang telah disepakati sebelumnya via pesan singkat. Sembari menunggu ET, R sempat mengobrol dengan seorang guru PKn yang dulu mengajar R saat R masih menjadi siswa di SMP tersebut. Beberapa menit kemudian, ET datang. R mengemukakan maksudnya untuk meminta izin melaksanakan penelitian di sekolah tersebut.

R : “Asalamu’alaikum, Bu.”

ET : “Wa’alaikum salam. Eh, mbak Tyas. Apa kabar? Gimana kuliahnya?”

R : “Alhamdulillah kabar baik, Bu. Nah..itulah tujuan saya kemari, Bu.”

ET : “Gimana? Ada yang bisa saya bantu?”

R : “Begini, Bu. Saya mohon izin untuk melakukan penelitian di sini. Kira-kira bagaimana ya, Bu?”

ET : “Hm...penelitiannya tentang apa, mbak?”

R : “Mau mengimprove listening comprehension pakai software gitu, Bu.”

ET : “Bisa lihat proposalnya?”

R : “Tentu, ini Bu.”

ET : “Action Research ya?”

R : “Betul, Bu.”

ET : “Untuk subjeknya bagaimana?”

R : “Rencananya kelas 8.”

ET : “Oh, begitu. Ya kalau saya sih menyambut baik mbak. Memang dari ke empat macroskills yang ada, listening yang sepertinya kurang. Saya sendiri mengakui kalau mengajar listening itu tidak mudah. Untuk kelasnya bisa kelas VIIIG mbak. Kebetulan kemampuan listening mereka perlu ditingkatkan.”

R : “Wah, terima kasih Bu atas izinnya.”

ET : “Iya, mbak. Tapi mbak Tyas menghadap ke pak Kepsek dulu untuk minta

izin secara resmi.”

R : “Rencana saya juga begitu, Bu. Mohon maaf, kira-kira Bapak ada di tempat tidak ya, Bu?”

ET : “Dari tadi sih saya belum melihat beliau. Coba saja dilihat ke kantornya.”

R : “Iya, Bu. Kalau begitu saya permisi dulu. Terima kasih.”

ET : “Iya, mbak. Sama-sama.”

R menuju ruang Kepala Sekolah, namun beliau tidak berada di tempat. R kembali ke perpustakaan dan menginformasikan hal tersebut kepada ET. ET meminta R untuk datang lain waktu.

Field Note 2

4th June 2011

R : Researcher

ET : English Teacher

Hari ini R tiba di sekolah pada pukul 08.30 WIB. R langsung menuju perpustakaan untuk bertemu ET. Setibanya di perpustakaan, ET sedang sibuk berdiskusi dengan guru lain. R dipersilahkan menunggu sebentar. Setelah selesai, ET segera menghampiri R. R bertanya apakah hari ini bisa bertemu dengan Kepala Sekolah.

R : “Selamat pagi, Bu.”

ET : “Pagi mbak. Gimana?”

R : “Jadi begini, Bu. Saya ingin sowan pak Kepsek.”

ET : “Wah, bapak lagi dinas, mbak. Mau minta izin penelitian ya?”

R : “Betul, Bu.”

ET : “Tenang saja mbak. Kemarin saya sudah sempat berbincang dengan bapak. Bapak sudah mengizinkan. Surat izinnya bisa menyusul. Yang penting ada pengantar dari kampus.”

R : “Oh, begitu Bu. Alhamdulillah.”

ET : “Nanti proposal dan suratnya bisa dititipkan ke TU mbak. Tinggal tunggu disposisi saja.”

R : “Iya, Bu. Terima kasih. Kemudian sebelum melakukan action saya ingin melakukan observasi, Bu. Kira-kira kapan ya saya bisa observasi? ”

ET : “Hm...bagaimana kalau tanggal 11 Juni?”

- R : “Baik, Bu.”
- ET : “Oke kalau begitu, sampai jumpa saat observasi.”
- R : “Iya. Terima kasih ya, Bu. Kalau begitu saya mohon pamit.”
- ET : “Ya. Sama-sama mbak. Mau pulang ke rumah atau ke jogja mbak?”
- R : “Mau ke Jogja, Bu. Kebetulan ada kegiatan di Jogja.”
- ET : “Oke. Hati-hati, Mbak. Jalan rame.”
- R : “Iya, Bu. Assalamu’alaikum.”
- ET : “Wa’alaikumsalam.”

ET menjawab bahwa Kepala Sekolah sedang tidak di tempat, namun demikian ET sudah sempat berbincang dengan Kepala Sekolah terkait penelitian yang akan dilaksanakan oleh R. Kepala Sekolah memberikan izin dan meminta R melengkapi surat izin dan proposalnya. R berterima kasih kemudian bertanya mengenai waktu yang bisa R gunakan untuk observasi. ET melihat kalender dan memberikan beberapa alternatif. R memilih untuk melakukan observasi pada hari Sabtu, tanggal 11 Juni 2011 dikarenakan pada hari Sabtu R tidak ada kegiatan kuliah. ET dan R pun sepakat. Kemudian R berterimakasih dan pamit.

Field Note 3

11th June 2011

R : Researcher

ET : English Teacher

S : Satpam

Ss : Students

Hari ini R tiba di sekolah sekitar pukul 09.00 kemudian melapor pada satpam. R mengemukakan tujuan kedatangannya yaitu untuk menemui ET. S mempersilahkan R untuk masuk. R menunggu ET di ruang tunggu. Kemudian R mencoba mengirim pesan pendek kepada ET untuk memberitahukan bahwa R sudah berada di sekolah sesuai dengan kesepakatan sebelumnya. Tak lama kemudian ET membalas pesan singkat tersebut. Dalam pesan singkat tersebut, ET mempersilahkan R untuk langsung menuju ruang guru. R segera menuju ruang guru dan bertemu dengan ET. R dan ET berbincang sebentar. R mengemukakan tujuannya untuk melakukan observasi kegiatan pembelajaran listening di kelas VIIIG. ET menyambut baik maksud R kemudian mengajak R menuju kelas VIIIG karena sebentar lagi jam pelajaran Bahasa Inggris akan segera dimulai.

Sesampainya di kelas, ET masuk kelas kemudian diikuti oleh R. ET memperkenalkan R kepada Ss dan menjelaskan bahwa R akan melakukan observasi.

Kemudian ET mempersilahkan R untuk duduk. R memilih duduk di bangku paling belakang agar lebih leluasa dalam melakukan observasi dan tidak mengganggu jalannya proses pembelajaran. R kemudian duduk di bangku paling pojok belakang. R mulai mengamati dan mencatat hal-hal penting yang terjadi selama pembelajaran sesuai dengan pedoman observasi yang telah dibuat sebelumnya. Pembelajaran listening dilaksanakan di ruang kelas yang dikelilingi aula sekolah, lapangan basket, dan kantin. Sese kali dari dalam kelas terdengar berbagai suara dari luar karena memang di sekitar kelas tersebut banyak orang berlalu lalang. Suara siswa lain yang sedang mengikuti pelajaran olah raga di lapangan basket juga kadang kala terdengar sampai ke dalam kelas.

Meskipun demikian, kelas tersebut tertata rapi dan bersih. Di dalam kelas terdapat beberapa fasilitas seperti 1 unit komputer, 1 unit LCD projector, dan 1 unit AC. ET membuka pelajaran dengan salam. Kemudian ET menjelaskan bahwa hari itu mereka akan belajar listening. Mendengar kata listening, siswa nampak kurang bersemangat. Bahkan salah seorang S yang duduk di belakang dan berdekatan dengan tempat R duduk berbisik dan mengeluh pada teman sebangkunya. Ia mengeluhkan pembelajaran listening yang membuat mengantuk. ET memberitahukan kepada Ss bahwa pada hari itu mereka akan belajar mengenai teks recount. ET mencoba mengingatkan kembali generic structure teks recount yang telah dipelajari sebelumnya. Dalam pembelajaran, kadang-kadang ET masih menggunakan bahasa Indonesia. Pada saat ET menerangkan materi dengan relatif cepat, nampak beberapa Ss yang duduk di belakang asyik mengobrol dengan teman sebangkunya. Kemudian ET memutar sebuah audio dengan komputer yang ada di kelas dan speaker. ET meminta Ss untuk menjawab pertanyaan terkait audio yang ditampilkan dengan LCD projector dan menulis jawabannya dalam selembar kertas. Audio yang diputarkan oleh ET berdurasi kurang lebih 3 menit dan disampaikan dalam kecepatan yang relatif tinggi. Saat mendengar kata-kata tertentu, beberapa Ss nampak bingung dan saling tengok dengan temannya. Beberapa Ss juga nampak menguap karena mengantuk. Ada juga yang memperhatikan ke arah luar dan melihat aktivitas di aula. Media yang digunakan ET adalah audio yang tidak dilengkapi dengan tampilan visual.

ET memutar audio tersebut sebanyak 3 kali. Setelah Ss selesai menjawab pertanyaan terkait audio, ET meminta Ss untuk menukar lembar jawabnya dengan teman sebelahnya. ET kemudian memberikan jawaban dari pertanyaan-pertanyaan tersebut dan membahasnya. Saat membahas soal, ET menunjuk salah seorang Ss kemudian bertanya apa jawaban yang benar dan mengapa S memilih jawaban tersebut. Jika jawaban Ss benar, ET tidak membahas lebih lanjut. Jika jawaban Ss belum benar, ET meminta Ss lain untuk menjawab. Ketika ada Ss yang menjawab kurang tepat, kadang Ss lain menjadikannya sebagai lelucon. Keadaan kelas menjadi tidak kondusif. Saat Ss menjawab kurang tepat, ET akan membahas kata-kata sulit yang ditemui. Namun kebanyakan Ss malas membuka kamus dan mengandalkan Ss lain yang rajin membuka kamus. Sebelum bel berbunyi, ET bertanya kepada Ss apakah ada pertanyaan, namun semua Ss diam dan geleng-geleng kepala. Kemudian ET menutup pelajaran.

ET dan R meninggalkan kelas VIIIG menuju ke perpustakaan. ET dan R berbincang mengenai pertemuan selanjutnya. R bertanya kapan R bisa memulai penelitiannya.

ET menyarankan agar R mulai masuk kelas di awal studi 4 karena tak lama lagi Ss VIIIIG akan menjalani tes kenaikan studi. R setuju kemudian bertanya apakah R bisa meminta bantuan Ss untuk mengisi angket sebelum liburan kenaikan studi. ET mengizinkan dan meminta R untuk mengkonsultasikan draft angketnya dulu kepada ET. Setelah selesai berbincang, R pamit.

Field Note 4

15th June 2011

R : Researcher

ET : English Teacher

TU : Pegawai Tata Usaha

R datang ke sekolah sekitar pukul 09.00 WIB. Setelah lapor kepada satpam sekolah, R langsung menuju perpustakaan untuk bertemu ET sesuai dengan janji yang telah dibuat sebelumnya. R menunggu beberapa menit sambil mengobrol dengan pustakawan karena ET masih bertugas mengawasi ulangan akhir semester. Tak lama kemudian ET datang. R mengemukakan tujuannya untuk menghadap Kepala Sekolah untuk keperluan legalitas penelitian. Dengan diantar ET, R menuju ke ruang Kepala Sekolah. Sesampai di sana, salah seorang TU memberi informasi bahwa bapak Kepala Sekolah sedang dinas ke luar. TU menyarankan agar surat izin penelitian beserta proposalnya ditiptkan pada TU saja mengingat sebelumnya R sudah meminta izin secara lisan untuk melakukan penelitian di SMP 1 Muntilan.

ET dan R kemudian kembali ke ruang perpustakaan. R mulai mengkonsultasikan draft questionnaire yang akan diberikan kepada siswa VIIIIG. Setelah membaca draft yang disodorkan R, ET memberikan beberapa masukan.

R : “Mohon maaf ibu, ini draft questionnaire saya. Mohon masukan dari ibu.”

ET : “Pada dasarnya konsep tentang aspek yang ingin diteliti sudah sesuai, namun bahasa penyajiannya perlu sedikit disederhanakan, mbak.”

R : “Oh..iya, Bu.”

ET : “Kan mempertimbangkan kondisi siswa yang mayoritas umurnya relatif sangat muda. Misalnya pernyataan ini. Bisa diganti ‘Teks listening yang diberikan tidak terlalu panjang’ gitu mbak.”

R : “Baiklah, Bu. Akan saya perbaiki. Terima kasih atas masukannya ya, Bu.”

ET : “Iya, mbak. Sama-sama.”

Menanggapi masukan ET, R kemudian merubah beberapa bagian dari questionnaire. Setelah draft questionnaire disepakati, R meminta informasi mengenai kapan waktu

yang tepat untuk menyebarkan questionnaire tersebut kepada siswa. ET menyarankan agar R menyebarkan questionnaire pada hari Jumat tanggal 17 Juni 2011 pukul 08.00 WIB. R setuju dan memohon bantuan kepada ET untuk mengkondisikan siswa agar berkumpul di dalam kelas mengingat pada hari tersebut para siswa sudah selesai menjalani tes kenaikan studi. Setelah ET dan R sepakat, R meminta izin untuk pamit.

Field Note 5

17th June 2011

R : Researcher

ET : English Teacher

SS : Students

Seperti yang telah disepakati sebelumnya, R tiba di sekolah pada pukul 07.50 WIB. R langsung menuju ke perpustakaan untuk menemui ET yang kebetulan juga merupakan kepala perpustakaan SMP Negeri 1 Muntilan. ET menyambut R kemudian menemani R menuju kelas VIIIG yang memang sudah dikondisikan sebelumnya. Sesampai di kelas, ET memberikan pengarahannya kepada SS bahwa R akan menemani SS belajar Bahasa Inggris setelah liburan kenaikan studi. SS yang sepertinya sudah terbiasa dengan kehadiran orang baru pun menyambut dengan baik. Kemudian ET memberikan kesempatan kepada R untuk memperkenalkan diri. Setelah memperkenalkan diri, R mulai membagikan questionnaire. Reaksi SS saat mengisi questionnaire bermacam-macam. Ada yang sangat serius seperti mengerjakan tes, ada juga yang mengisi sembari bercanda dengan teman yang lain. Sembari SS mengisi questionnaire, R mengajak siswa mengobrol ringan sehingga suasana santai dan dapat mengakrabkan SS dan R. Setelah selesai, R mengumpulkan lembaran questionnaire kemudian pamit karena SS akan mendapatkan tes diagnostic dari sebuah lembaga bimbingan belajar.

R kembali ke perpustakaan untuk bertemu ET. R meminta izin ET untuk melihat laboratorium bahasa yang akan digunakan. Bersama ET, R menuju ke laboratorium bahasa. Sesampai di lab bahasa, ET menjelaskan alat-alat yang ada di sana sembari menyemprotkan pewangi ruangan karena ruangan lab tersebut sangat pengap. ET kemudian bercerita bahwa lab tersebut sangat jarang dipakai.

ET : “Maaf ya mbak, labnya pengap. “

R : “Iya, Bu. Tidak apa-apa. Kan sudah dikasi pewangi ruangan. Nanti juga berkurang pengapnya.”

ET : “Ruangan ini memang jarang digunakan, mbak. Sebenarnya saya tertarik mempelajari teknologi seperti ini mbak. Tapi belum ada kesempatannya.”

R : “Begitu ya, Bu. Tapi ini kelihatannya komputer dan headsetnya masih bagus ya Bu kondisinya?”

ET : “Oh, iya mbak. Sebenarnya alat-alat ini baru semua. Belum lama ini ada

bantuan dari pemerintah. Dulu lab bahasa nggak pakai komputer. Pakainya tape kaya gini.”

R : “Wah, lumayan juga ya, Bu. Bisa dimanfaatkan.”

ET : “Baiklah, mbak. Silahkan kalau mau lihat-lihat dulu. Mau mencoba menginstal softwrenya juga boleh.”

R : “Iya, Bu. Terimakasih. Saya lihat-lihat dulu ya, Bu.”

R kemudian mencoba menginstal software Tell Me More. Setelah selesai, R dan ET meninggalkan laboratorium bahasa. ET kembali ke perpustakaan sedangkan R kembali ke kelas untuk melakukan interview dengan beberapa SS yang telah selesai mengerjakan tes diagnostik. Sesampai di kelas, R menginterview beberapa siswa VIIIG. Setelah selesai, R kembali ke perpustakaan bertemu ET. Sebelum pamit, R sempat berbincang dengan ET terkait pembelajaran listening.

Field Note 6

21st June 2011

R : Researcher

ET : English Teacher

SS : Students

R tiba di sekolah sekitar pukul 09.00 WIB. R segera menemui ET di lantai dua. ET menginformasikan bahwa beliau sedang menyampaikan materi bridging course kepada siswa baru sehingga tidak dapat menemani R saat melakukan pretest. ET mempersilahkan R untuk meminjam kunci lab bahasa kepada pengelola lab. R mencari pengelola lab di lab komputer kemudian segera menuju lab bahasa setelah mendapatkan kuncinya. Saat masuk, ruangan lab sangat pengap karena memang sangat jarang digunakan. R menyalakan perangkat komputer kemudian mengecek kembali fasilitas yang ada seperti monitor, headset, dan room speaker. R menemukan bahwa headset guru rusak. R segera menggantinya dengan headset lain yang dapat berfungsi normal. R juga mengecek headset siswa satu persatu. Kemudian R mengujicoba audio yang akan digunakan untuk pretest.

Setelah jam istirahat, R menjemput SS ke kelas VIIIG kemudian mengajak SS menuju lab bahasa. Saat melihat lab dari luar, SS nampak antusias untuk segera masuk ke ruangan yang memang sangat jarang mereka gunakan.

R membuka pintu lab bahasa kemudian mempersilahkan SS untuk masuk. SS masuk ruangan secara berebutan. Namun, setelah masuk SS mengeluhkan tentang kondisi lab yang sangat pengap meskipun AC sudah dinyalakan. R menyapa SS dengan salam kemudian memberikan penjelasan tentang kegiatan hari ini. Setelah SS mengerti, R membagikan lembar jawaban untuk pretest. Kemudian R memutar audio sementara SS mendengarkan dan menjawab pertanyaan. Setelah selesai, R membahas soal tersebut secara sekilas kemudian menutup kegiatan.

Setelah keluar dari lab bahasa, R menuju ke perpustakaan untuk berkonsultasi dengan ET. Sesampai di perpustakaan, ET nampak sedang sibuk mengetik. Melihat kedatangan R, ET berhenti mengetik kemudian menghampiri R. R pun mengkonsultasikan RPP yang telah disiapkan sebelumnya. Setelah mendapat masukan dari ET, R kemudian pamit.

Field Note 7

28th June 2011

R : Researcher

ET : English Teacher

Ss : Students

R tiba di sekolah pada pukul 09.30 kemudian menemui ET di perpustakaan.

R : “Assalamu’alaikum. Selamat pagi, Bu.”

ET : “Wa’alaikumsaalam. Pagi mbak. Bagaimana? Sudah siap?”

R : “Insyaallah, Bu. Mohon doanya semoga lancar ya, Bu.”

ET : “Iya. Saya doakan.”

R : “Mohon maaf, Bu. Apakah saya boleh meminjam kunci lab untuk mempersiapkan pelajaran hari ini, Bu.”

ET : “Oh, tentu. Ini kuncinya. Mbak Tyas naik dulu saja, nanti kalau sudah mau mulai jam pelajaran saya susul ke atas.”

R : “Baik, Bu. Terima kasih.”

R kemudian menuju ke laboratorium bahasa di lantai dua. Kemudian R berkeliling ruangan untuk mengecek peralatan sembari menyemprotkan pewangi ruangan. Kemudian R mencoba audio dan software Tell-Me-More yang akan digunakan pada pertemuan hari ini. Bel pergantian pelajaran berbunyi. Tak lama kemudian Ss masuk ke laboratorium. Mereka nampak semangat dengan kegiatan yang baru bagi mereka ini. Mereka berebutan mencari tempat duduk yang mereka inginkan. Ss nampak antusias belajar di laboratorium bahasa. Beberapa menit kemudian ET masuk lalu memposisikan diri di belakang laboratorium. Setelah masing-masing Ss mendapatkan tempat duduk, R memulai pembelajaran dan meminta siswa mengecek headset dan microphone masing-masing.

R : “Assalamu’alaikum warahmatullahi wabarakatuh.”

Ss : “Wa’alaikumsalam warahmatullahi wabarakatuh.”

- R : "Good morning class. How's life?"
 Ss : "Good morning, Miss. Excellent. And you?"
 R : "I'm very well, thank you. Are you happy to be here?"
 Ss : "Yeeees Miss."
 R : "That's great."

Kemudian R meminta salah seorang Ss untuk memimpin doa. Setelah doa selesai, R mengecek kehadiran Ss dengan memanggil nama Ss satu-persatu. Hal ini bertujuan agar R bisa lebih cepat menghafal nama masing-masing Ss. Setelah mengabsen Ss, R kemudian memutarakan sebuah video pendek mengenai offering dan requesting. Video tersebut dilengkapi dengan transcript. R meminta Ss untuk mengamati video tersebut. Setelah video selesai diputar, R bertanya pada Ss apa isi video tersebut. Mayoritas Ss mengerti bahwa video tersebut berisi tentang offering dan requesting. Kemudian R memberikan ilustrasi tentang penggunaan language functions offering dan request dalam kehidupan sehari-hari. R melontarkan beberapa pertanyaan untuk mengecek pemahaman siswa tentang penggunaan language function tersebut dalam kehidupan mereka sehari-hari.

- R : "Have you once offered something to someone?"
 S : "Hmm...Yes, Miss."
 R : "Good. Tell us your experience. What thing did you offer?"
 S : "Ice cream, Miss."
 R : "To whom?"
 S : "My friend."
 R : "What do you say when you offer something to your friend?"
 S : "Hmm..Ice cream?" (other students laughed)
 R : "That's great. Any other student who want to share the experience? Dita?"
 S : "Uh...No, Miss. " (shook her head)
 R : "It's okay. How about you Dila?"
 S : "I have, Miss."
 R : "Okay, tell us."
 S : "I offer my friend, Dita. Do you want to have mango juice?"
 R : "Okay. Did Dita accept it or reject it?"
 S : "She said no."
 R : "Good. Thank you Dila."

Mayoritas siswa dapat menggunakan fasilitas di lab dengan semestinya. Namun terdapat beberapa orang siswa yang memainkan alat-alat di lab seperti kursi atau tape yang ada di meja mereka. Kegiatan tersebut mengganggu konsentrasi siswa tersebut maupun Ss lain. Untuk itu R mengingatkan mereka agar menggunakan alat-alat tersebut dengan semestinya.

Setelah itu, R memutar sebuah video lagi dengan tema *In the Restaurant*. Saat menonton video tersebut Ss nampak antusias karena tampil video yang lucu. R memutar video toga kali dengan cara yang berbeda. Saat pemutaran pertama, R tidak menampilkan transkripnya. R meminta Ss untuk memperhatikan video tersebut dan mengidentifikasi ungkapan terkait *offering* dan *requesting* yang terdapat dalam video tersebut. Kemudian R memutar video tersebut untuk yang kedua kalinya dan meminta Ss untuk menuliskan ungkapan *offering* dan *request* yang mereka temukan. Setelah selesai, R membahas dialog tersebut dengan para Ss. R memutar kembali video tersebut dengan menampilkan transkripnya. R mem-pause video di bagian-bagian penting agar Ss lebih mudah memahami dialognya. R melotarkan beberapa *comprehension questions*. Beberapa siswa dapat menjawab dengan baik, namun kebanyakan masih malu-malu. Ketika R bertanya apa Ss punya pertanyaan, mereka hanya geleng-geleng kepala. R bertanya apa ada kata-kata yang tidak dimengerti, Ss menjawab ada. R meminta Ss melihat artinya di kamus, namun mayoritas Ss tidak membawa kamus. Kemudian mereka bertanya pada R apa artinya. R mengecek di kamus elektronik yang R install di master console. Kemudian menampilkannya di monitor siswa.

Setelah membahas dialog, R meminta Ss untuk menyebutkan ungkapan lain yang Ss ketahui. Beberapa Ss dapat menyebutkan ungkapan tersebut. Setelah memberikan *feedback*, R memberikan beberapa contoh lain dan meminta Ss menirukan ungkapan yang R sebutkan. Kemudian R mendistribusikan *handout* berisi ungkapan *making, accepting, and declining offers* serta ungkapan *making, accepting, and declining requests*. R juga menjelaskan tentang penggunaan determiner “*some*” dan “*any*” serta *countable* dan *uncountable noun*. Ketika R menerangkan, beberapa Ss yang duduk di bagian belakang tidak memperhatikan dan malah asik mengobrol dengan temannya. R mengingatkan, namun setelah itu mereka masih mengobrol lagi.

R meminta Ss membentuk kelompok yang terdiri atas dua atau tiga Ss kemudian menyusun sebuah dialog yang berisi ungkapan *offering* dan *requesting*. R berkeliling memonitor kegiatan Ss. Setelah selesai Ss mempraktekan dialog tersebut dengan rekan sekelompoknya. Tak lama kemudian bel berbunyi, R menutup pelajaran dengan menanyakan kembali apa yang sudah dipelajari hari ini.

Field Note 8

30th June 2011

R : Researcher

ET : English Teacher

SS : Students

R membuka pelajaran dengan salam kemudian mereview pelajaran sebelumnya. R kemudian meminta Ss mengakses software Tell-Me-More dari komputer mereka. Mereka nampak antusias karena selain ini merupakan hal yang baru bagi mereka, tampilan Tell-Me-More juga menarik. Fitur pertama yang diakses adalah Video. Ss mengakses latihan pada level “ordering breakfast”. Saat mengakses fitur video, Ss berinteraksi dengan video yang berisi teks monolog. R meminta Ss untuk memperhatikan video tersebut. Karena baru pertama, R memperbolehkan Ss untuk menampilkan script dari monolog tersebut. R juga memberi Ss kebebasan untuk mengatur kecepatan pemutaran video, mereka dapat memilih opsi normal, slow, atau very slow. Mereka juga dapat memanfaatkan tombol rewind, fast-forward, pause dan play. Pemberian bantuan melalui opsi tersebut nampaknya efektif dalam mempermudah Ss berlatih listening. Terdapat beberapa Ss yang bingung saat mengerjakan. Terutama Ss yang duduk di belakang. Setelah R tanya, ternyata S tersebut mengalami gangguan pendengaran. Jadi ia harus mengulang pemutaran video lebih banyak dari temannya yang lain.

Setelah selesai menonton video, Ss mengerjakan latihan dengan menjawab pertanyaan terkait video. Ketika Ss menjawab pertanyaan pada fitur video, R berkeliling lab bahasa untuk mengamati pekerjaan siswa. Beberapa Ss nampak asyik mengerjakan dan tidak menemukan kesulitan. Namun ada juga Ss yang masih nampak bingung sehingga bertanya pada teman sebelahnya. Mayoritas Ss nampak tertarik pada tampilan video dan juga pada emoticon dan suara lucu saat mereka menjawab pertanyaan. Ss nampak senang saat mereka menjawab dengan benar lalu mendengar suara tepuk tangan atau suara hore yang dikeluarkan oleh komputer saat mereka menjawab dengan benar. Begitu pula saat mereka menjawab salah dan mendengar suara mengolok-olok. Beberapa Ss mengatakan suara itu lucu. Meskipun Ss langsung tahu jawaban yang benar ketika mengerjakan latihan Video, R tetap mengulas kembali pertanyaan-pertanyaan tersebut agar Ss benar-benar paham. Ketika R bertanya pada Ss, mereka menjawab dengan keras secara bersama-sama. Namun saat R bertanya satu-satu kepada Ss, mereka masih malu-malu. Ada beberapa siswa yang dapat menjawab dengan benar sekaligus memberikan penjelasan mengapa mereka memilih jawaban tersebut. Namun sebagian besar masih belum bisa menjelaskan.

Setelah selesai dengan latihan di fitur Video, Ss mengakses fitur Dictation. Pada latihan ini, R mencoba untuk mengganti suasana dengan meminta Ss bekerja secara berpasangan. Masing-masing Ss mendengarkan kalimat yang didikte komputer melalui headset mereka masing-masing. Kemudian mereka berdiskusi, apa kalimat yang didiktekan komputer. Lalu salah satu dari mereka mengetikkan kalimat tersebut di tempat yang tersedia. Komputer memberikan feedback dengan menunjukkan bagian-bagian yang salah. Ss kemudian mendiskusikan bagaimana membetulkan kalimat tersebut. Setelah kalimatnya benar, mereka merangkai kalimat tersebut menjadi sebuah teks dengan tema “in the restaurant”. Beberapa siswa dapat bekerjasama dengan baik bersama pasangannya. Namun masih ada yang tidak bisa sepaham karena perbedaan pendapat mereka tentang bagaimana kalimat yang benar.

Selesai dengan fitur dictation, Ss nampak lelah padahal jam pelajaran belum usai. R memutuskan untuk mengisi waktu dengan bermain fitur Crossword Puzzle agar Ss dapat menghilangkan letih sekaligus belajar dengan menyenangkan. Ss memilih opsi menjadikan pronunciation sebagai clue nya. Ukuran besar kecilnya puzzle dapat diatur sesuai keinginan dan kemampuan Ss. R berkeliling laboratorium bahasa untuk mengamati kegiatan Ss. Mayoritas Ss nampak tidak kesulitan. Jadi hanya mendengarkan kata tersebut dua atau tiga kali saja sudah dapat mengisi teka-teki tersebut. Namun ada juga beberapa siswa yang harus mendengarkan sebuah kata yang agak panjang secara berulang-ulang. Saat memainkan permainan ini, Ss nampak menikmati dan antusias. Ss menjadi lebih bersemangat untuk pembelajaran selanjutnya. Tetapi, bel pergantian pelajaran berbunyi, R menutup pembelajaran.

Field Note 9

5th July 2011

R : Researcher

ET : English Teacher

SS : Students

R memulai pembelajaran dengan meminta salah satu siswa untuk memimpin doa. Kemudian R mereview kembali pelajaran sebelumnya. R meminta Ss untuk menyebutkan ungkapan-ungkapan terkait offering dan requesting yang telah mereka pelajari sebelumnya. Namun masalah yang sama masih terjadi. Saat menjawab bersama-sama, Ss menjawab dengan keras. Tapi saat R meminta Ss menyebutkan satu-persatu, Ss masih malu-malu. R meyakinkan Ss bahwa membuat kesalahan adalah bagian dari proses belajar.

R melanjutkan pembelajaran dengan menggunakan Tell-Me-More software. Kali ini fitur yang digunakan adalah Dialog. Level yang diakses masih sama yaitu 'ordering breakfast'. Pada pertemuan ini, R belum mengizinkan Ss untuk menggunakan speech recognition dulu. S merespon ungkapan-ungkapan yang dikatakan komputer dengan memilih jawaban yang sesuai pada opsi yang disediakan oleh komputer. Ss mengklik opsi yang mereka anggap paling sesuai untuk merespon ungkapan komputer. R member kebebasan Ss untuk mengatur berapa jumlah opsi jawaban yang mereka inginkan. Ada yang memilih 3 pilihan, ada juga yang memilih 4.

R berkeliling untuk memonitor Ss. Saat R memonitor kegiatan siswa, R menemukan bahwa beberapa Ss tidak menemui kesulitan dan menikmati gambar-gambar yang muncul pada tiap soal. Di sisi lain, beberapa Ss lain masih nampak bingung dalam berinteraksi dengan komputer. Saat R berkeliling, terdapat seorang Ss yang mengeluh bingung dan bertanya pada R. Ternyata ia tidak tahu bahwa gambar-gambar yang muncul di setiap soal tersebut merupakan petunjuk. Jadi dalam merespon kalimat yang diucapkan komputer ia menjawab dengan asal. Setelah selesai mengerjakan, R mendiskusikan dan mengulas soal dengan Ss.

Kemudian R mereview kembali materi yang telah dipelajari. Mulai dari ungkapan untuk making, accepting and declining offers dan requests. Setelah itu R memberikan quiz bagi Ss. Mayoritas Ss nampak tegang saat mengerjakan test karena mereka jarang mengerjakan test listening. R meemutar sebuah audio kemudian meminta Ss menjawab pertanyaan dalam secarik kertas. Setelah selesai, Ss mengumpulkan lembar jawab mereka. R member feedback tentang apa yang sudah Ss kerjakan sejauh ini. R bertanya apa ada kesulitan. Mayoritas Ss menanggapi masalah utama mereka adalah kurangnya perbendaharaan kata.

Field Note 10

7th July 2011

R : Researcher

ET : English Teacher

SS : Students

Para siswa masuk ke lab bahasa dengan tertib. Mereka tidak lagi berebutan mencari tempat duduk. Mereka duduk di tempat mereka semula. Ketika guru membuka pelajaran mereka memperhatikan. Mereka tidak lagi bermain-main dengan peralatan yang ada di sana. Misalnya saja kursi atau tombol call dan tape recorder yang ada di di meja mereka masing-masing seperti pertemuan-pertemuan sebelumnya. Namun beberapa siswa yang duduk dibelakang nampak asyik mengobrol. Untuk mengatasinya, R meminta mereka untuk pindah di bagian depan. Sehingga akan lebih mudah bagi R untuk mengawasi mereka.

R melontarkan beberapa pertanyaan untuk mengaktifkan background knowledge Ss terkait dengan telephoning. Saat R melontarkan pertanyaan -pertanyaan tersebut, Ss menjawab bersamaan sehingga jawabannya kurang terdengar jelas. Namun R ingin mendengar jawaban S satu persatu. R meminta Ss yang ingin berbagi pengalamannya untuk mengangkat tangan. Beberapa Ss antusias dan percaya diri untuk menjawab pertanyaan tersebut.

R : “Yes, Hera. Tell us your experience.”

S : “I have ever made a call with my mobile phone, Miss.”

R : “Who do you usually need to make a call?”

S : “My mom or my friends.”

R : “Have you ever made a telephone call in English?”

S : “Hehe..No, Miss.”

Kemudian R menampilkan foto Justin Bieber dan bertanya pada siswa bagaimana bila mereka menerima telepon dari English speaker seperti Bieber. Ss berteriak

antusias. R bertanya apa yang akan mereka katakan ketika menerima telepon Bieber. R memberi kesempatan pada Ss yang ingin memberikan contoh ungkapan telephoning yang mereka ketahui. Terdapat tiga siswa yang mengangkat tangan. R memberi mereka kesempatan berbicara satu persatu. Dua diantara mereka mengucapkan ungkapan untuk membuat panggilan telepon. Sedangkan yang satu lagi memberikan contoh ungkapan untuk menutup telepon. Kemudian R mendiskusikan contoh-contoh tersebut dengan Ss. R melengkapi dengan contoh-contoh lain ungkapan dalam telephoning seperti asking the caller to hold and informing wrong number. Sambil mendengarkan penjelasan R, Ss membaca handout yang disiapkan R.

Ketika R menerangkan, Ss memperhatikan. R memberi kesempatan Ss untuk mengajukan pertanyaan. Ada seorang S yang bertanya tentang bagaimana cara menyebutkan nomor telepon yang benar. Sebenarnya R memang berencana untuk menerangkan materi tersebut. R kemudian menerangkan tentang penulisan phone number dan mengecek pemahaman siswa dengan cara menuliskan beberapa nomor telepon dan meminta siswa untuk mengeceknya.

Selesai memberikan contoh, R memutar sebuah audio yang isinya seputar ungkapan-ungkapan saat melakukan panggilan telepon. Audionya tidak dilengkapi dengan transcript. Ss mendengarkan secara seksama kemudian mengidentifikasi ungkapan-ungkapan terkait panggilan telepon yang terdapat dalam dialog tersebut. R memutar dialog sebanyak tiga kali. Kemudian R meminta Ss untuk bekerja secara berpasangan dan mendiskusikan ungkapan yang mereka temukan. Mereka juga mengklasifikasikan ungkapan tersebut. Mana yang termasuk ungkapan untuk membuat panggilan, menerima panggilan, menutup panggilan, mengecek nomor, dsb. Ketika mereka menemukan kata-kata sulit, mereka mengecek artinya di kamus elektronik yang terinstal di komputer. Sayangnya, masih banyak Ss yang malas membuka kamus. Mereka mengandalkan teman lainnya.

Kemudian Ss mempresentasikan hasil diskusi mereka. Hasil pekerjaan mereka dibahas lagi secara klasikal. Beberapa kelompok dapat mengklasifikasikan ungkapan-ungkapan tersebut dengan sesuai. Setelah itu, R menanyakan beberapa comprehension questions, seperti siapa yang membuat panggilan, siapa yang menerima panggilan, apa isi percakapan telepon tersebut, dsb. R juga meminta Ss menjelaskan jawaban mereka. Misalnya mengenai apa clue yang mereka pakai, bagian mana yang menunjukkan informasi tertentu, dsb.

Setelah memahami ungkapan-ungkapan terkait telephoning, Ss berlatih menggunakan Tell-Me-More software lagi. Kali ini, R mengubah urutan penggunaan fiturnya. Fitur pertama yang digunakan adalah Dialogue. Menggunakan fitur ini, Ss melakukan simulasi dialog dengan komputer. Jika pada siklus pertama Ss belum diizinkan menggunakan fasilitas speech recognition. R mengamati kegiatan yang dilakukan siswa. Para siswa mengakses fitur Dialogue yang terdapat pada level "Talking on the Phone". Saat menggunakan fasilitas speech recognition, mayoritas siswa tidak mengalami masalah. Mereka sudah bisa memanfaatkan keberadaan gambar-gambar yang menyertai setiap dialog untuk memahami maksud si pembicara

dan membantu mereka member respon yang sesuai. Namun, masih terdapat beberapa siswa yang kesulitan. Hal ini disebabkan baik oleh pronounciation yang kurang tepat ataupun penggunaan microphone yang kurang pas.

Field Note 11

12th July 2011

R : Researcher

ET : English Teacher

SS : Students

R melanjutkan pembelajaran dengan menggunakan fitur lain yaitu Dictation. Prosedur pelaksanaannya masih sama dengan siklus sebelumnya. Namun kali ini, kesalahan yang Ss lakukan lebih sedikit karena mereka sudah mengerti bagian apa saja yang harus diperhatikan seperti punctuation, capitalization, dsb. Kemudian R meminta Ss merangkai kalimat-kalimat tersebut dan mendiskusikan dengan teman sekelas. Hal yang didiskusikan diantaranya mengenai tentang apa kalimat-kalimat tersebut, dimana settingnya, dan siapa yang mungkin menjadi pembicaranya. R memberikan feedback penampilan Ss.

Fitur yang digunakan selanjutnya adalah Crossword Puzzle. R meminta Ss untuk memperbesar ukuran puzzlenya dibandingkan dengan yang mereka kerjakan pada siklus pertama. Ss nampak senang memainkan fitur ini. Setelah Ss selesai mengisi puzzlenya, R meminta mereka untuk mencatat kata-kata yang mereka temukan. Kemudian, mereka memilih lima kata yang mereka temukan dan menggunakannya untuk membuat sebuah dialog digabungkan dengan ungkapan telephoning yang telah mereka pelajari. Mereka dapat bekerja secara berpasangan atau bertiga. Dialog yang sudah mereka buat kemudian mereka praktekan di depan kelas. Beberapa kelompok dapat menyuguhkan penampilan yang bagus. Dialognya terstruktur dan ungkapan telephoning yang digunakan pun beragam. Pronunciationnya juga cukup akurat. Bahkan ada sebuah kelompok yang nampak natural. Meskipun demikian, terdapat beberapa orang siswa yang mengalami kesulitan yang disebabkan karena mereka tidak tahu cara mengucapkan kata tersebut. Untuk mengatasinya, Ss mengecek pronounciationnya di kamus maupun glossary yang ada di Tell-Me-More.

Selanjutnya, Ss mengerjakan latihan yang ada di fitur Video. Kali ini Ss tidak diperbolehkan untuk menampilkan script dari video tersebut. Namun, untuk memberi mereka kemudahan, R mengizinkan mereka mencatat informasi yang mereka rasa penting. Mereka juga diperbolehkan menggunakan pilihan rewind, fast-forward, pause dan play. Kemudian R meminta Ss untuk menceritakan kembali apa isi monolog tersebut secara berpasangan. Saat salah satu S selesai bercerita, pasangannya harus melengkapi kalau ada informasi yang belum disebutkan.

Field Note 12**14th July 2011****R : Researcher****ET : English Teacher****SS : Students**

Pada pertemuan ini R masih menggunakan fitur Video lagi. Ss menyaksikan video tersebut sekali lagi kemudian menjawab pertanyaan terkait video tersebut. Ss tetap menikmati belajar menggunakan fitur ini. Mereka tetap ekspresif saat mendengar suara-suara lucu dari komputer. Saat membahas pertanyaan tersebut, Ss dapat menjelaskan jawaban mereka. Mereka dapat memanfaatkan clue dari video, seperti setting dan pembicara untuk memaknai kalimat yang diucapkan pembicara. Ketika menemukan kata-kata sulit, R meminta Ss untuk menebak artinya dari konteksnya. Kemudian mereka dapat memeriksanya di kamus.

Seusai membahas latihan di fitur Video, R mereview kembali materi yang sudah diberikan. Setelah itu Ss mengerjakan tes yang disiapkan oleh R. Setelah selesai, R membahas tes tersebut. R juga menginformasikan bahwa pertemuan berikutnya R akan mengadakan post-test.

INTERVIEW TRANSCRIPTS

Interview 1

17th June 2011

R : Researcher

S : Student

- R : "Halo dek, lagi istirahat ya?"
S : "Iya mbak, mau masuk kelas lagi mbak?"
R : "Nggak kok, mbak cuma mau ikut istirahat di sini. Boleh kan dek?"
S : "Ya boleh dong mbak."
R : "Adek ga jajan?"
S : "Udah tadi mbak. Ini tadi dari kantin."
R : "Oh gitu, kalau begitu boleh nggak ngobrol sebentar?"
S : "Iya mbak. Duduk sini lho mbak."
R : "Makasih. Oh ya dek, apa adek sering dapet pelajaran listening?"
S : "Mm..Ya pernah sih mbak, tapi jarang banget. Seringnya tuh kita belajar reading mbak."
R : "Nah, terus apa pendapat adek tentang pelajaran listening itu?"
S : "Gimana ya mbak.. "
R : "Mm..Adek suka ga sama pelajaran listening?"
S : "Ya lumayan sih mbak. Tapi seringnya ngantuk mbak. Soalnya cuma dengerin aja."
R : "Jadi sering ngantuk ya? Terus kalau listening tu di kelas ini atau di lab?"
S : "Di sini mbak. Kita belum pernah pakai lab."
R : "Apa ga terganggu dek kalau di sini?"
S : "Ya terganggu sih mbak. Kan sebelahnya aula, jalan, ma lapangan. Jadi suka berisik mbak. Ga bisa konsen."
R : "Iya sih. Kan belajar listeningnya di sini, terus bu guru suka pakai kaset atau muterin video pake lcd atau gimana?"
S : "Ga mbak. Biasanya diputerin audionya. Terus soalnya ditayangin pakai proyektor."
R : "Jadi ga pernah pakai video atau media lainnya?"
S : "Ga pernah mbak."
R : "Kalau adek sendiri pengennya pembelajarannya seperti apa?"
S : "Ya dibikin yang asik gitu lho mbak. Biar ga ngantuk."
R : "Lha yang asik tu kaya apa?"
S : "Ya pokoknya yang bikin enjoy gitu."
R : "Iya..terus yang bisa bikin enjoy tu yang kaya apa? Yang pakai gambar atau video gitu?"
S : "Lha ya gitu juga bisa mbak. Kan biar ga bosan dan ngantuk gitu."
R : "Oke. Terus kalau di lab bahasa gimana dek?"
S : "Yaaa...kita belum pernah mbak.. oke juga itu. "
R : "Baiklah. Makasih ya dek. Besok kita ngobrol-ngobrol lagi. See you."
S : "Iya sama-sama mbak. See you."

Interview 2**17th June 2011****R : Researcher****S : Student**

- R : “Dek, boleh ngobrol bentar?”
- S : “Boleh dong mbak, tapi taksambi makan gapapa ya mbak? Hehe..”
- R : “Iya..santai aja. By the way, pelajaran favorit adek apa?”
- S : “Matematika sama Bahasa Inggris mbak.”
- R : “Wah, Bahasa Inggris? Paling suka reading, writing, speaking, apa listening?”
- S : “Reading mbak. Aku kan seneng baca. Ni kacamatanya mpe tebal. Hehe”
- R : “Hm..kalau listening suka ga?”
- S : “Gimana ya mbak. Kita jarang dapet listening je. Listeningnya ya dari Bu Guru aja.”
- R : “Biasanya emangnya kaya apa pelajaran listeningnya/ Ada masalah ga?”
- S : “Iya, aku sering ketinggalan e mbak. Kalau reading kan bisa dibaca lagi kalau belum ngerti. Kalau listening kan ga bisa balik lagi mbak.”
- R : “Iya sih. Ada masalah yang lain?”
- S : “Masalahnya adalah aku gampang bosen mbak. Apalagi kalau Cuma bengong njuk ndengerin suara doang. Ngantuk mbak. Hehe.”
- R : “Terus pengen belajar listening lagi ga?”
- S : “Iya dong mbak. Bosen juga reading melulu. Hehe. Tapi listeningnya yang oke gitu mbak. ”
- R : “Lha yang oke tu yang kaya gimana?”
- S : “Ya yang asyik, ga bikin bosen.”
- R : “Hmm..ya yang asik tu yang kaya gimana? Pake video gitu?”
- S : “Gitu juga oke. Eh mbak, udah dulu ya. Mau nganterin Dila ke kamar mandi. Hehe.”
- R : “Oke. Makasih ya dek.”
- S : “Sip lah.”

Interview 3**17th June 2011****R : Researcher****ET : English Teacher**

- R : “Permisi, Bu.”
- ET : “Oh sini mbak, duduk. Gimana? Sudah selesai menyebar questionnaire dan interviewnya?”
- R : “Iya, Bu. Alhamdulillah. Anak-anaknya nice.”
- ET : “Ya memang. Masih imut-imut kan?”
- R : “Hehe..Iya, Bu. Tadi sempat ngobrol dengan siswa mengenai pembelajaran listening.”
- ET : “Lalu bagaimana hasilnya mbak?”

- R : "Menurut apa yang saya tangkap tadi sepertinya memang pembelajaran listening paling jarang mereka dapatkan ya Bu, bila dibandingkan dengan reading, writing, dan speaking."
- ET : "Ya memang untuk menunjang hasil belajar mereka dalam tes kenaikan studi saya banyak memberikan materi reading dan writing mbak. Untuk speaking juga mereka punya banyak kesempatan untuk berlatih. Tapi terus terang untuk listening memang intensitasnya kurang bila dibandingkan dengan ketiga skill tadi. "
- R : "Oh..begitu ya Bu. Kalau boleh tau sebabnya apa ya, Bu?"
- ET : "Kan reading dan writing tu benar-benar mereka butuhkan. Terutama untuk menunjang tes kenaikan studi dan ujian nasional mereka mbak. Speaking juga penting untuk komunikasi sehari-hari mengingat mereka adalah siswa RSBI yang bahasa pengantarnya adalah bahasa Inggris."
- R : "Hmm...iya."
- ET : "Apalagi untuk mengajar listening kan tidak mudah mbak. "
- R : "Mmm..tidak mudah ya bu? Apa kesulitan yang ibu temui dalam pembelajaran listening?"
- ET : "Materi untuk reading, writing dan speaking kan relative mudah dicari. Tetapi kalau materi listening yang bagus dilihat dari segi content, length dan organizationnya kan tidak mudah untuk didapatkan. "
- R : "Iya sih Bu, lalu materi seperti apa yang ibu berikan saat pembelajaran listening?"
- ET : "Ya biasanya saya mengajar listening melalui song mbak. Saya putarkan lagu, lalu mereka menjawab pertanyaan yang berkaitan dengan lagu tersebut. Kan kalau pakai song mereka jadi enjoy mbak."
- R : "Itu pembelajarannya dilaksanakan dimana, Bu? Apakah di kelas atau di lab?"
- ET : "Karena kemarin lab bahasa sedang direnovasi, jadi kami melaksanakan teaching learning process nya di kelas mbak. Ini lab nya baru saja selesai direnovasi."
- R : "Wah, jadi besok bisa difungsikan kembali ya Bu?"
- ET : "Ya, insyaallah bisa mbak. Baru ada bantuan alat dari dinas juga. Jadi baru semua."
- R : "Sepertinya untuk hari ini sudah cukup Bu. Jadi saya bisa mulai setelah anak-anak selesai liburan kenaikan studi ya Bu?"
- ET : "Iya mbak. Silahkan."
- R : "Terima kasih, Bu. Saya permisi dulu."
- ET : "Loh, baru mau saya ajak ke kantin mbak."
- R : "Wah terima kasih, Bu. Tadi sudah mampir ke sana. Mungkin lain kali."
- ET : "Ya sudah kalau begitu. Hati-hati ya mbak."
- R : "Iya, Bu. Permisi. Assalamu'alaikum."
- ET : "Wa'alaikumsalam."

Interview 4**28th June 2011****R : Researcher****S : Student**

- R : “Dek, Miss Tyas pengen tanya-tanya bentar nih. Boleh?”
 “Iya, Miss. Mau tanya apa?”
- R : “Gimana materinya hari ini, dek? Terlalu susah? Atau terlalu mudah? hehe..”
- S : “Waaa..ya ga kok Miss. Lumayan lah..Bisa dimengerti. Dialognya ga terlalu panjang, terus diulang beberapa kali. “
- R : “Topiknya gimana?”
- S : “Menarik Miss. Apalagi videonya lucu gitu. Hehe.”
- R : “Terus uda dong belum ama materinya?”
- S : “Gimana ya Miss? Lumayan lah. Hehe..”
- R : “Kok lumayan lagi? Lumayan dong apa blong?”
- S : “Ya lumayan dong lah Miss. Dikit-dikit.. hehe.”
- R : “Loh..hehe..Kalo gitu coba Miss Tyas kasih pertanyaan.”
- S : “Waduh..”
- R : “Adek bisa sebutin contoh ungkapan offering something ga?”
- S : “Hm..Would you like to have a burger?”
- R : “Great. Terus misal Miss Tyas nanya gini ke adek. Would you like to have a cup of coffee? Tapi adek mau nolak. Ngomongnya gimana?”
- S : “No,thanks.”
- R : “Wah..pinter. Oke deh dek. Sampai sini dulu ngobrolnya. Besok dilanjut lagi. Makasih ya.”
- S : “Iya. Sama-sama Miss.”
- R : “Pulang kemana dek?”
- S : “Deket kok Miss. Tamanagung.”
- R : “Oke. Tiati ya.”
- S : “Iya, Miss. Assalamu’alaikum.”
- R : “Wa’alaikumsalam.”

Interview 5**28th June 2011****R : Researcher****S : Student**

- R : “Dek, belum pulang?”
- S : “Belum Miss. Masih nunggu Rahma. Lagi ke kamar mandi.”
- R : “Miss Tyas temenin ya?”
- S : “Iya Miss.”
- R : “Oh ya, gimana dek, seneng nggak pelajaran listeningnya di lab bahasa ini? Enakan di sini apa di kelas?”
- S : “Enakan di sini lah Miss. Kan di atas, jadi tenang. Ga banyak suara-suara di luar yang mengganggu. Jadi ndengerinnya bisa lebih jelas.

- Apalagi pake headset sama komputer satu-satu. Jadi makin enak listeningnya.”
- R : “Terus fasilitas di lab ini gimana?”
- S : “Fasilitas? Maksudnya alat-alat di sini gitu Miss? Lumayan lengkap sih. Ada computer, LCD, speaker, sama yang paling keren ada internetnya Miss. Sayang AC nya yang idup cuma satu ya Miss.”
- R : “Hm. Gitu ya.”
- S : “Miss, Rahma uda kelar. Kita pulang dulu ya, Miss.”
- R : “Oke. See you.”
- S : “See you.”

Interview 6

28th June 2011

R : Researcher

ET : English Teacher

- R : “Ibuk.”
- ET : “Iya, mbak. Belum pulang?”
- R : “Baru mau ini Bu. Ibu juga belum pulang?”
- ET : “Masih menunggu jemputan suami saya mbak.”
- R : “Oh gitu. Sembari menunggu, boleh ngobrol sebentar Bu.”
- ET : “Ya boleh aja mbak. Gimana?”
- R : “Saya mohon masukan dari ibu mengenai pembelajaran hari ini Bu.”
- ET : “Iya.”
- R : “Bagaimana Bu proses pembelajaran hari ini?”
- ET : “Ya sudah baik. Anak-anak kelihatan antusias. Penyampaian materi cukup jelas. Kegiatan pembelajaran yang mbak aplikasikan juga variatif.”
- R : “Terus kira-kira apa ya Bu yang harus saya perbaiki lagi?”
- ET : “Ya mungkin mbak harus memperhatikan anak-anak yang duduk di belakang. Saat mbak menerangkan materi, saya menemukan beberapa siswa yang di belakang asik ngobrol dengan temannya.”
- R : “Oh iya Bu. The boys itu ya Bu?”
- ET : “Iya mbak. Pada asyik sendiri itu di belakang.”
- R : “Lalu baiknya gimana ya Bu?”
- ET : “Gimana kalau mereka dipindah ke deretan depan aja mbak duduknya?”
- R : “Sepertinya ide bagus itu Bu. Biar bisa lebih focus gitu ya Bu?”
- ET : “Iya mbak.”
- R : “Kalau misal memungkinkan, saya ingin memberi mereka kesempatan bicara Bu. Tapi yang kontekstual tentunya.”
- ET : “Ya, boleh juga. Tapi usahakan jangan sampai mereka merasa terintimidasi ya mbak.”
- R : “Hehe. Nggih Bu. Ada lagi Bu yang harus saya perbaiki?”
- ET : “Sementara itu aja mbak.”
- R : “Terima kasih Bu atas masukannya.”

- ET : “Sama-sama. Saya senang kok punya teman berdiskusi. Sekalian update informasi. Masuk kelas lagi lusa ya mbak? ”
- R : “Iya Bu.”
- ET : “Ok. Good luck.”
- R : “Thanks Mam.”
- ET : “Anytime.”

Interview 7

30th June 2011

R : Researcher

ET : English Teacher

- ET : “Bagaimana mbak? Sudah sampai mana nih?”
- R : “Alhamdulillah ya Bu, siklus pertama sudah terlaksana. Mohon maaf ibu, saya mohon masukan dari ibu. Bagaimana pendapat ibu mengenai pelaksanaan pembelajaran yang saya lakukan?”
- ET : “Secara garis besar, pelaksanaan pembelajaran sudah baik. Sepertinya penggunaan lab bahasa membuat anak-anak jadi lebih semangat. Kan memang mereka jarang belajar di sana. Apalagi ditunjang dengan penggunaan computer. Anak-anak jadi lebih termotivasi untuk belajar.”
- R : “Alhamdulillah. Jadi tidak masalah ya Bu kalau tiap pembelajaran listening saya laksanakan di laboratorium bahasa ini?”
- ET : “Tentu saja mbak. Apalagi saya lihat anak-anak jadi bisa lebih fokus karena tidak terganggu suara berisik dari luar yang bisa memecah konsentrasi belajar mereka. Suasana pembelajaran jadi lebih kondusif.”
- R : “Menurut pendapat ibu bagaimana efektifitas penggunaan software Tell-Me-More ini dalam pembelajaran listening?”
- ET : “Saya rasa penggunaan software ini sangat membantu dalam pembelajaran listening. Guru dapat memperoleh materi dan media yang dapat mengakomodasi kebutuhan dan keadaan siswa yang bervariasi. Tampilan dan fiturnya juga menarik untuk anak-anak.”
- R : “Alhamdulillah. Saya akan usahakan untuk mengeksplor lagi Bu.”
- ET : “Good. Semoga bisa berkontribusi lebih ke pembelajaran listening.”
- R : “Iya Bu. Terima kasih.”

Interview 8

30th June 2011

R : Researcher

S : Student

- R : “Gimana dek, menikmati pelajaran tadi?”
- S : “Iya Miss.”
- R : “Kalau videonya gimana dek? Enak ga belajar listening pakai fitur video di software ini?”
- S : “Lumayan membantu sih Miss. Jadi ga ngantuk ma bosen pas ndegerin

- audionya. Soalnya ada yang bisa dilihat. Hehe..”
- R : “Terus dengan adanya video bikin lebih mudah paham ga isi audionya tu apa?”
- S : “Iya Miss. Kan kita jadi tahu itu siapa yang ngomong, dimana, dan sebagainya. “
- R : “Jadi seneng ya belajar pakai software ini? Terus, ada fitur yang menjadi favorit adek ga? Apa?”
- S : “Seneng Miss. Favoritku yang itu Miss...mmm...Puzzle Miss. Asik itu.”
- R : “Apa yang susah dek?”
- S : “Dictation, Miss. Habisnya aku sama partnerku beda pendapat terus, Miss. Tapi seringnya aku yang salah sih Miss. Hehe.”
- R : “Oh, gitu. Terus ada masukan ga untuk cara ngajar Miss Tyas?”
- S : “Ga kok Miss. Lumayan asyik. Suasananya ga tegang.”
- R : “Ada yang lain yang perlu Miss Tyas perbaiki gitu?”
- S : “Apa ya, Miss? Ga kok Miss. Udah bagus.”
- R : “Kalau ada yang kurang bilang aja dek. Miss Tyas malah seneng kalau adek mau ngomong. Hehe ..”
- S : “Hm..paling itu aja Miss. Miss Tyas kadang ngomongnya suka kecepetan. Hehe..”
- R : “Wah, iya ya. Maaf ya dek. Penyakit lama itu. InsyaAllah besok Miss Tyas perbaiki. Makasi masukannya. Besok lagi kalau pas Miss Tyas kecepetan, adek tolong ingetin aja ya.”
- S : “Iya, Miss.”
- R : “Yap. Makasih ya dek uda mau berbagi cerita sama Miss Tyas.”
- S : “Sip, Miss.”

Interview 9

7th July 2011

R : Researcher

ET : English Teacher

- R : “Bagaimana bu, apakah ada masukan untuk aktivitas belajar mengajar hari ini?”
- ET : “Pada dasarnya sudah baik. Aktivitas pembelajarannya bervariasi juga. Anak-anak terlihat mulai pede untuk menjawab dan bertanya ya mbak. Tapi sayang sekali masih ada yang malas membawa kamus ya mbak.”
- R : “Kemudian, menurut ibu, bagaimana manfaat penggunaan lab bahasa ini untuk pembelajaran?”
- ET : “Penggunaan lab ini bisa membantu meningkatkan perhatian siswa terhadap pelajaran. Semakin siswa memperhatikan kan semakin mudah memahami pelajaran. Iya to mbak?”
- R : “Iya sih Bu. Itu memang tujuan awal saya Bu. Untuk membuat lingkungan pembelajaran yang lebih kondusif, nyaman, dan jauh dari gangguan luar.”
- ET : “Sepertinya tujuannya tercapai ya Mbak.”

- R : "Alhamdulillah ya Bu. "
- ET : "Oh ya mbak, sepertinya urutan penggunaan fiturnya diubah ya mbak? Beda sama yang kemarin."
- R : "Iya Bu. Ya selain biar anak-anak punya experience lain ya biar ga pada bosan juga Bu."
- ET : "Ya. Bagus itu. Memang sekarang kita dituntut untuk lebih kreatif dan inovatif mbak."
- R : "Iya Bu. Saya sedang belajar untuk lebih kreatif lagi. Biar ga kalah sama anak-anak sekarang yang lebih kreatif."
- ET : "Iya Mbak. Kan kalau anak-anak sekarang lebih terfasilitasi ya untuk mengembangkan kreatifitas mereka. Saya juga jadi merasa terinspirasi. Saya ingin lebih memberdayakan lab ini nantinya. Terutama untuk listening. Mungkin kita bisa share materi ya mbak."
- R : "Dengan senang hati Bu. Saya jadi bisa belajar lagi."
- ET : "Iya. Saya juga. Belajar kan sepanjang hayat mbak, life long learning."
- R : "Benar sekali, Bu. Baiklah. Terima kasih sekali ya Bu atas masukannya. Saya permisi dulu. Mau kembali ke Jogja."
- ET : "Loh..ga ke muntiran pulangnya mbak?"
- R : "Kebetulan saya punya sesuatu yang harus dikerjakan di Jogja Bu."
- ET : "Oh gitu. Ya sudah. Hati-hati ya mbak."
- R : "Iya Bu. Terima kasih. Assalamu'alaikum."
- ET : "Wa'alaikumsalam."

Interview 10

12th July 2011

R : Researcher

S : Student

- S : "Jadi mau ngobrol-ngobrolnya, Miss?"
- R : "Iya, jadi dek. Ga buru-buru mau pulang kan?"
- S : "Ga kok, Miss."
- R : "Miss Tyas mau tanya nih. Menurut adek, aktivitas pembelajaran hari ini gimana?"
- S : "Ya asik sih Miss. Sekarang aku uda mulai seneng belajar listening. Soale ga bikin ngantuk and bosen lagi. Hehe."
- R : "Kenapa ga bikin ngantuk dek? Kan kegiatannya tetep ndengerin aja?"
- S : "Soalnya itu lho Miss..mm.."
- R : "Itu apa? Hehe.."
- S : "Kan ga cuma ndengerin doang Miss. Kadang kan ada praktek ngomongnya gitu. Yang kita kaya conversation gitu."
- R : "Maksudnya role play?"
- S : "He'em. "
- R : "Terus apa lagi?"
- S : "Apa ya?"
- R : "Kalau yang tentang software yang dipakai, gimana?"

- S : “Hm..enaknya tu kita bisa balik lagi kalau ada yang belum mudeng.”
 R : “Balik lagi gimana maksudnya, dek?”
 S : “Itu lho Miss, kan kita bisa klik back nya. Jadi bisa diulangi lagi speakernya ngomong apa.”
 R : “Oalah. Ya..ya.. Terus adanya video ma gambarnya membantu ga dek?”
 S : “Iya Miss, kan jadi lebih jelas gitu.”
 R : “Terus aktivitas belajarnya gimana dek?”
 S : “Ya udah bagus sih mbak. Tapi mungkin bisa dimacem-macemin lagi gitu.”
 R : “Maksudnya dimacem-macemin gimana?”
 S : “Bisa ditambah game-gamenya.”
 R : “Iya. Coba ntar Miss variasikan lagi.”
 S : “Yap. Sebenarnya ni buat apa to Miss?”
 R : “Jadi ni buat penelitiannya Miss Tyas.”
 S : “Penelitian?”
 R : “Iya. Jadi Miss Tyas lagi nyusun skripsi. Jadi musti penelitian dulu.”
 S : “Terus Mbak Dewi itu juga Miss?”
 R : “Iya. Mbak Dewi juga lagi nyusun skripsi.”
 S : “Oh gitu Miss.”
 R : “Iya. Yasud..kayanya uda cukup. Makasih ya dek uda nemenin Miss Tyas ngobrol.”
 S : “Sama-sama, Miss.”
 R : “Hati-hati pulangnya.”
 S : “Iya, Miss.”

Interview 11

12th July 2011

R : Researcher

ET : English Teacher

- R : “Siang, Bu.”
 ET : “Siang, mbak. Sini-sini. Duduk sini.”
 R : “Iya, Bu. Maksih.”
 ET : “Gimana, mbak?”
 R : “Anak-anak sepertinya mulai terbiasa dengan listening ya, Bu. Bagaimana pendapat ibu?”
 ET : “Iya mbak. Mereka uda mulai mengerti listening strategy. Mereka mulai bisa memanfaatkan berbagai petunjuk yang ada, misalnya gambar yang ada di dialog itu. Sekarang juga uda mulai memperhatikan intonasi speakernya untuk membantu mereka memahami maksud kalimatnya. Hanya saja itu lho mbak. Saya perhatikan ada beberapa anak yang pronunciationnya masih sangat perlu ditingkatkan.”
 R : “Iya sih, Bu. Cukup menjadi masalah saat mereka harus menggunakan speech recognition. Kadang tidak terdeteksi sama komputernya.”
 ET : “Nah, itulah. Jadi musti berlatih lagi.”

- R : “Saya juga sependapat. Kalau mengucapkan secara word by word gitu sepertinya kok kurang komunikatif. Makanya tadi saya mengajak anak-anak belajar retell agar bisa sekalian belajar speaking.”
- ET : “Itu juga cukup efektif sepertinya mbak. Lalu rencananya besok ada agenda apa?”
- R : “Saya ingin menyelesaikan materi, review kemudian skalian post-test, Bu.”
- ET : “Oke kalau begitu. Semoga sukses ya mbak.”
- R : “Iya, Bu. Terima kasih.”
- ET : “Ya. Sama-sama.”

Interview 12

12th July 2011

R : Researcher

S : Student

- R : “Eh, dek. Miss Tyas boleh tanya-tanya sebentar?”
- S : “Iya, Miss. Gimana?”
- R : “Miss mau tanya soal pembelajaran hari ini. Kan katanya kemarin dialoguenya masih ada kesulitan ya?”
- S : “Iya, Miss.”
- R : “Gimana menurut adek belajar listening pake fitur ini?”
- S : “Aku suka yang pake speech recognition Miss. Bisa belajar pronunciation juga.”
- R : “Gimana dek sekarang dictationnya? Katanya kemarin ada kesulitan.”
- S : “Iya Miss, kemaren kan masalahnya kita eyel-eyelan ma partner kita. Kalau sekarang uda ga eyel-eyelan lagi Miss.”
- R : “Oh ya?”
- S : “Iya. Soalnya kita uda ngerti bagian mana yang musti diperhatiin.”
- R : “Contohnya?”
- S : “Bisa hurufnya, tanda bacanya, bisa juga huruf besar kecilnya.”
- R : “Jadi uda tau ya dek sekarang apa aja bagian-bagian yang mesti diperhatikan dalam menulis sehingga penulisannya akurat?”
- S : “He’em mbak..eh Miss.”
- R : “Walah. Mau manggil Miss atau Mbak juga boleh. Asal jangan dipanggil tante aja. Hehe.. “
- S : “Miss aja deh. Biar keren. Hehe.”
- R : “Iya. Tanya lagi nih dek. Kalau note-takingnya gimana?”
- S : “Note-taking?”
- R : “Itu loh. Pas dengerin monolog kan kalian boleh mencatat to? Itu namanya note-taking.”
- S : “Oh itu. Iya sangat membantu. Jadi ga kelupaan apa isinya monolog itu.”
- R : “Hmm..Iya. Oke deh. Maksih ya dek. Kayanya uda cukup tanya-tanyanya. Bye.”
- S : “Sip. Bye Miss.”

Interview 13**14th July 2011****R : Researcher****ET : English Teacher**

- R : “Maaf, Bu. Apa ada waktu untuk konsultasi sebentar?”
- ET : “Oh, ya. Saya ada acara lain Mbak. Tapi kalau cuma sebentar sih bisa saja.”
- R : “Iya, Bu. Sebentar saja.”
- ET : “Apa yang ingin dikonsultasikan mbak?”
- R : “Bagaimana menurut ibu tentang cara saya menggunakan fitur crossword puzzle tadi Bu?”
- ET : “Prosedurnya diganti ya mbak? Kemarin sepertinya cuma simply mendengarkan terus mengisi puzzlenya ya mbak? Sekarang udah dikembangkan dengan membuat dialog. Ya bagus itu. Kemampuan listening dan speaking itu kan memang interrelated ya.”
- R : “Iya, Bu. “
- ET : “Mengajari anak-anak note-taking kaya kemarin juga bagus mbak. Akan bermanfaat kedepannya. Sayang sekali saya tadi tidak dapat menemani ya Mbak. Mohon maaf lho. Post-tesnya sudah?”
- R : “Iya, Bu. Tidak apa-apa. Nggih mpun. Sepertinya ibu sedang buru-buru. Terima kasih ya Bu.”
- ET : “Iya mbak. Sama-sama.”

Interview 14**14th July 2011****R : Researcher****S : Student**

- S : “Miss, jadi mau tanya-tanyanya?”
- R : “Iya dek, sini duduk sini.”
- S : “Mau tanya tentang apa, Miss?”
- R : “Videonya gimana dek? Susah ga?”
- S : “Lumayan sih Miss. Untungnya kita boleh nyatet. Membantu banget.”
- R : “Terus pas retell bisa kan?”
- S : “Alhamdulillah, Miss. Kurang dikit sih. Tapi dibantuin temen aku.”
- R : “Tadi emang pasangannya siapa? Mifta ya?”
- S : “Iya, Miss.”
- R : “Terus, overall gimana menurut adek tentang software ini?”
- S : “Hmm..gimana ya Miss? Hehe..”
- R : “Gini deh, membantu ga kalau belajar listening pake software ini?”
- S : “Membantu.”
- R : “Membantunya gimana?”
- S : “Ya jadi ga boring Miss.”
- R : “Yang bikin ga boring apanya?”
- S : “Ya kan ada gambarnya, videonya, suara lucunya. Terus kegiatannya juga

- macem-macem.”
- R : “Oh gitu. Terus materinya terlalu susah ga?”
- S : “Gimana ya Miss. Dibilang mudah, enggak. Dibilang susah juga enggak. Hehe.”
- R : “Sedengan?”
- S : “Yap. “
- R : “Kalau cara ngajar Miss Tyas gimana?”
- S : “Gimana ya Miss..”
- R : “Jujur aja dek. Nggak apa-apa. Nggak akan Miss Tyas apa-apain wes. Hehe.”
- S : “Enak sih Miss, awalnya sih suka kecepetan. Tapi sekarang uda enggak kok.”
- R : “Wah, sepertinya emang Miss Tyas suka ngebut ya kalau ngomong. Hehe. Oke deh. Makasih ya dek uda bantuin Miss Tyas.”
- S : “Iya Miss. Sama-sama.”

**ENHANCING STUDENTS' LISTENING COMPREHENSION THROUGH TELL-ME-MORE® SOFTWARE
AT THE EIGHTH GRADE OF SMP NEGERI 1 MUNTILAN IN THE 2011/2012 ACADEMIC YEAR**

COURSE GRID

School : SMP Negeri 1 Muntilan
Subject : Bahasa Inggris

Class : VIII G
Study : 4

STANDARD COMPETENCE	BASIC COMPETENCE	LEARNING MATERIALS	LEARNING ACTIVITY	INDICATORS	ASSESMENT	SOURCES	MEDIA
7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.	7.1. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak barang dan menawarkan/menerima/menolak sesuatu.	Language Functions 1. Making Offers A : <u>Would you like some tea, Mr. Green?</u> B : Yes, I'd love to. 2. Accepting Offers A : Would you like some more rice? B : <u>Yes, please.</u> 3. Declining Offers A : Chocolate? B : <u>No, thanks.</u> 4. Making Requests A : <u>Could you give me some water?</u> B : Of course, Sir. 5. Accepting Requests A : Can I have the menu, please? B : <u>Yes, of course. Here you are.</u>	1. BKOF • Students watch a video showing people making offers and requests. • Students are given some illustration about the use of the expressions related to offering and requesting in the daily life context. • Students share their experiences in using the expressions related to offering and requesting in their daily life. 2. MOT • Students discuss the use of the expressions of offering and requesting in different contexts using videos. • Students differentiate the use of the expressions of offering and requesting in terms of politeness and appropriateness.	1. Students are able to identify the expressions of making, accepting, and declining offers. 2. Students are able to identify the expressions of making, accepting, and refusing requests. 3. Students are able to give appropriate responses orally to the expressions of making, accepting, and declining offers based on the recording. 4. Students are able to give appropriate responses orally to the expressions of making, accepting, and refusing requests. 5. Students are able to identify expressions for offering uttered by the speaker in the recording.	Performance assessment Tests	Functions in English SPBE VIII Internet	Listening Texts • Dialogue • Monologue Tell-Me-More Software • Video • Dictation • Crossword Puzzle • Dialogue • Glossary Language Laboratory • Computers • Headsets • Room speakers

		<p>6. Refusing Requests A : Could you give me some salad? B : <u>Sorry, we don't have any salad.</u></p> <p>Grammatical Items</p> <p>1. Quantifier “some” and “any”</p> <p>2. Countable nouns e.g. an orange, some bananas</p> <p>3. Uncountable nouns e.g. some tea, the rice</p> <p>Vocabulary in Context e.g. would, could, can, menu, waiter, beverages, containers, etc</p>	<ul style="list-style-type: none"> • Students explore the use of quantifiers “some” and “any”, countable and uncountable noun. <p>3. JCOT</p> <ul style="list-style-type: none"> • Students watch and listen to the text in the Video feature of Tell-Me-More software. • Students have a group work discussing the text in the Video feature of Tell-Me-More software. • Students access the Dictation feature of Tell-Me-More software. • Students do peer-correction in completing the exercises in the Dictation feature. • Students discuss the exercises with the teacher. <p>4. ICOT</p> <ul style="list-style-type: none"> • Students fill in the blank words in the Crossword Puzzle feature. • Students respond to the speaker’s utterances in the Dialogue feature. <p>5. LTRT</p> <ul style="list-style-type: none"> • Students compare the use of the expressions dealing with offering and requesting in other fields such as in a business context. 	<p>6. Students are able to identify expressions for requesting uttered by the speaker in the recording.</p> <p>7. Students are able to spell phone number correctly.</p> <p>8. Students are able to use the quantifiers “some” and “any” correctly and appropriately.</p> <p>9. Students are able to identify the use of countable and uncountable nouns.</p> <p>10. Students are able to answer some questions related to the expressions of making, accepting, and declining offers.</p> <p>11. Students are able to answer some questions related to the expressions of making, accepting, and refusing requests.</p>			
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7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.	7.2 Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: mengawali, memperpanjang, dan menutup percakapan telepon.	Language Functions <ol style="list-style-type: none"> Making a Phone Call A : <u>Hello. Can I speak to Jena?</u> B : Speaking. Receiving a Phone Call A : <u>Hello. Who's calling, please?</u> B : It's John. Asking the Caller to Hold A : Can I speak to Mrs. Jones? B : <u>Just a second.</u> Connecting A : Can I speak to Mr. Richards? B : Just a second. <u>I'm just putting you through.</u> Leaving a Message A : <u>Can I leave a message?</u> B : Sure. Taking a Phone Message A : <u>Any message?</u> B : Yes. Please tell him to ring me back. 	<ol style="list-style-type: none"> BKOF <ul style="list-style-type: none"> Students are asked some questions related to their personal experience in telephoning. Students are given some illustration about the use of the expressions related to telephoning in the daily life context. MOT <ul style="list-style-type: none"> Students explore the use of the expressions in different contexts using audios. Students differentiate the use of the expressions in terms of politeness and appropriateness. Students learn how to spell phone numbers. JCOT <ul style="list-style-type: none"> Students respond to the utterances in the Dialogue feature by using speech recognition technology. Students do the exercise in the Dictation feature and do peer-correction. Students fill in the Croosword Puzzle and use the words they find to make a dialogue about telephoning in group. Students practise the dialogue in front of the class. 	<ol style="list-style-type: none"> Students are able to identify the expressions of making, extending, receiving and closing a phone call. Students are able to differentiate the use of the expressions in terms of politeness and appropriateness. Students are able to give appropriate responses orally to the expressions of making, extending, receiving, and closing a phone call based on the recording. Students are able to fill in a table with the appropriate information based on the recording. Students are able to answer some questions related to the expressions of making, extending, receiving, and closing a phone call. Students are able to make a dialogue containing the expressions related to telephoning using the words they hear in the Crossword Puzzle feature. 	Performance assessment Tests	Functions in English SPBE VIII Internet	Listening Texts <ul style="list-style-type: none"> Dialogue Monologue Tell-Me-More Software <ul style="list-style-type: none"> Video Dictation Crossword Puzzle Dialogue Glossary Language Laboratory <ul style="list-style-type: none"> Computers Headsets Room speakers
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		<p>7. Closing a Phone Call A : <u>Thank you for calling, bye.</u> B : Bye.</p> <p>8. Informing Wrong Number A: Hello, this is the press office. B : Rachel Smith, please. A: <u>I'm sorry. You must have the wrong number.</u> There's no-one of that name here.</p> <p>Grammatical Items</p> <p>Number, phone numbers spelling</p> <p>Vocabulary in Context e.g. call, message, receiver, caller, mobile phone, ring, etc.</p>	<p>4. ICOT</p> <ul style="list-style-type: none"> • Students listen to the text in the Video feature of Tell-Me-More software. • Students take note the important information they find in the Video feature. • Students answer the questions in the Video feature. • Students retell the information they get from the video. <p>5. LTRT</p> <ul style="list-style-type: none"> • Students compare the use of the expressions dealing with telephoning in other fields such as in a business context. 	<p>7. Students are able to perform a dialogue containing the expressions related to telephoning using the words they hear in the Crossword Puzzle feature.</p> <p>8. Students are able to spell phone numbers.</p> <p>9. Students are able to take notes the important information in the video.</p> <p>10. Students are able to retell the information they hear from the recording.</p>			
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LESSON PLAN

School	: SMP Negeri 1 Muntilan
Subject	: English
Class/Study	: VIII/4
Time Allocation	: 6 x 40 minutes

Standar Kompetensi

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

- 7.1. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak barang dan menawarkan/menerima/menolak sesuatu.

Indicators:

1. Students are able to identify the expressions of making, accepting, and declining offers.
2. Students are able to identify the expressions of making, accepting, and refusing requests.
3. Students are able to give appropriate responses orally to the expressions of making, accepting, and declining offers based on the recording.
4. Students are able to give appropriate responses orally to the expressions of making, accepting, and refusing requests.
5. Students are able to identify expressions for offering uttered by the speaker in the recording.

6. Students are able to identify expressions for requesting uttered by the speaker in the recording.
7. Students are able to spell phone number correctly.
8. Students are able to use the quantifiers “some” and “any” correctly and appropriately.
9. Students are able to identify the use of countable and uncountable nouns.
10. Students are able to answer some questions related to the expressions of making, accepting, and declining offers.
11. Students are able to answer some questions related to the expressions of making, accepting, and refusing requests.

Text Type : Transactional

Theme : In the Restaurant

Aspect/Skill : Listening

A. Objectives

By the end of the course, students will be able to respond to the use of the expressions for:

1. making, accepting, and declining offers
2. making, accepting, and refusing requests

B. Materials

1. Expressions for making an offer
 e.g. Mr. Andrew : Would you like some tea, Mr. Green?
 Mr. Green : Yes, I'd like to.
2. Expressions for accepting an offer
 e.g. Waiter : Would you like some more rice?
 Customer : Yes, please.
3. Expressions for declining an offer
 e.g. Daisy : Chocolate?
 Clara : No, thanks.

4. Expressions for making a request
 e.g. Customer : Could you give me some water?
 Waiter : Of course, Sir.
5. Expressions for accepting a request
 e.g. Customer : Can I have the menu, please?
 Waitress : Yes, of course.
6. Expressions for refusing a request
 e.g. Customer : Could you give me some salad?
 Waiter : Sorry, we don't have any salad.
7. Countable nouns
 e.g. an orange, some bananas
8. Uncountable nouns
 e.g. some water, the rice
9. Vocabulary in context
 e.g. menu, waiter, beverages, containers

C. Approach

Genre-Based

D. Activities

1. Opening Activities

- Greeting
- Praying to start the lesson
- Checking for the attendance
- Teacher tells what will be learned by the students in the meeting
- Teacher tells the goal that will be achieved to the students

2. Main Activities

a. Exploration

- **Building Knowledge of the Field**
 - Teacher plays a recording about utterances related to the expressions of making, accepting, and declining offers.

- Teacher plays a recording about utterances related to the expressions of making, accepting, and refusing requests.
- Teacher gives the students some illustration about the use of the expressions of making, accepting, and declining offers in the daily life contexts.
- Teacher gives the students some illustration about the use of the expressions of making, accepting, and refusing requests in the daily life contexts.

- **Modelling of Text**

- Teacher gives the students some examples of the expressions of making, accepting, and declining offers.
- Teacher gives the students some examples of the expressions of making, accepting, and refusing requests.
- Teacher plays a recording containing the expressions of making, accepting, and declining offers.
- Teacher plays a recording containing the expressions of making, accepting, and refusing requests.
- Teacher explains the differences in the use of the expressions of making, accepting, and declining offers in terms of politeness and appropriateness.
- Teacher explains the differences in the use of the expressions of making, accepting, and refusing requests in terms of politeness and appropriateness.

b. Elaboration

- **Joint Construction of the Text**

- Students have a group work discussing the monolog dealing with offerings and requests in the video feature of Tell-Me-More software.
- Students answer the questions related to the monolog in groups.
- Students discuss the answers of the questions with the teacher.

- Students have pair work doing the exercises in the Dictation feature of Tell-Me-More software and write the sentences uttered by the speakers in the software.
- Students do peer-correction of the sentences.
- Students discuss the sentences with the teacher.
- **Independent Construction of the Text**
 - Students do a game:
Students access the crossword feature of the Tell-Me-More software and fill in the words they hear.
 - Students access the Dialogue feature of the Tell-Me-More software and respond to the speaker's utterances.
 - Students discuss the answers with the teacher.
- **Linking to Related Texts**
 - Students compare the use of the expressions dealing with offering and requesting in other fields such as in a business context

c. Confirmation

- Teacher gives feedback to the students' performances about accuracy, fluency, and appropriateness.
- Teacher asks the students about the difficulties found during the teaching-learning activity.
- Teacher gives solution of students' problems found during teaching-learning activity.
- Teacher checks students' understanding about the materials which have been learned.

3. Closing Activities

- Teacher gives homework to the students.
- Teacher and students pray to finish the lesson.
- Leave taking.

E. Sources

1. Relevant Books

Blundel, John. et. al. 1992. *Function in English*. Oxford: Oxford University Press.

Gratiana, Yohana, dkk. 2009. *Seri Panduan Belajar dan Evaluasi Bahasa Inggris*. Jakarta: Grasindo

2. Internet

<http://www.esl-lab.com/fastfood/fastfoodrd1.htm>

F. Assessment

- Kind of assessment: Individual performance and group work
- Instruments: Monolog and Dialogue about offerings and requests.

English Teacher



Titik Sholihah, S.Pd.

NIP. 19741124 200003 2 001

Muntilan, June 2011

Researcher



Nugraheni Suryaningtyas

NIM. 07202241003

LESSON 1

OFFERINGS

LANGUAGE FUNCTIONS

1. Offering Something

Offering to older people

- a. Allison : Would you like a cup of coffee, Mr. Green?
Mr. Green : Yes, I'd like to.
- b. Lucy : Should I get you a bottle of water?
Mother : No, thanks.
- c. Dona : Would you like some more rice, Mrs. Lina?
Mrs. Lina : Yes, thank you.
- d. Waiter : Would you care for some salad?
Customer : No. Thank you.

Offering to friends

- a. Ronald : I have some salad. Want some?
David : No. I really won't. I'm not hungry.
- b. Linda : Chocolate?
Tata : No, thanks.
- c. John : Glass of lemonade?
Sally : Yes. I like it very much.
- d. Sharon : Why don't you have some lemonade?
Clara : Thanks. I will.

2. Responses

Declining an offer

- a. Father : Would you like a piece of cake?
Mother : No, thanks. I'm on a diet.
- b. Lisa : Candies?
Edward : No, I don't like candies. Thank you.

- c. Daniel : Would you like to have some bread?
 Andy : No, thanks. I'm full.

Accepting an offer

- a. Mrs. Davies : Could I offer you a cup of coffee?
 Mrs. White : Yes, thank you.
- b. Waiter : Would you like to have some soft drinks?
 Customer : Yes, I'd like some soft drinks, please.
- c. Linda : Chocolate?
 Tata : Yes. I like it.
- d. Waiter : Would you like some tomato soup?
 Customer : Thank you, I would.
- e. Grace : Would you like some pudding?
 Alan : Yes. That would be very nice.

GRAMMAR

Some and Any

We use *some* to make a request and an offer.

We use *any* in other questions and negative sentence.

Study the following sentences.

Offer : Would you like **some** biscuits?

Negative : I haven't got **any** coffee.

Question : Is there **any** salt?

REQUESTS

LANGUAGE FUNCTIONS

1. Requesting Something:

- a. Customer : Could you give me some salad, please?
Waiter : Sorry, we don't have any salad.
- b. Mrs. Posh : Could I have a glass of water, please?
Mrs. Green : Yes, please.
- c. Mary : Can I have a piece of cake, please?
Mother : Yes, of course.
- d. Customer : Can I have the menu, please?
Waiter : Yes. Here you are.

2. Responses:

Accepting a request:

- a. Angel : Could you give me some water?
Rose : Yes, I could.
- b. James : Could I have more ketchup, please?
Mother : Yes. Here you are.
- c. Richard : Can I have a piece of cake, please?
John : Yes, of course.

Refusing a Request:

- a. Lola : Could you give me some ketchup, please?
Sandy : Sorry, I couldn't. I don't have any ketchup.
- b. James : Can you give me a slice of bread, please?
David : I'm sorry, I can't.

GRAMMAR

1. Countable and Uncountable Nouns

a. Countable Nouns

Countable nouns have plural forms. We use article a/an with countable nouns.

Study the following table.

Singular	Plural
a banana	five bananas
an orange	some oranges

b. Uncountable Nouns

Unlike countable nouns, uncountable nouns do not have plural forms.

We cannot use article a/an with uncountable nouns.

some water
any orange juice
the rice

2. Quantity Expressions

Study the quantity expressions for countable and uncountable nouns in the following table.

Countable Nouns	Uncountable Nouns
a lot of bananas	a lot of rice
a few bananas	a little rice
many bananas	much rice

LESSON PLAN

School : SMP Negeri 1 Muntilan
Subject : English
Class/Study : VIII/4
Time Allocation : 6 x 40 minutes

Standar Kompetensi

7. Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

- 7.2. Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: mengawali, memperpanjang, dan menutup percakapan telepon.

Indicators:

1. Students are able to identify the expressions of making, extending, receiving and closing a phone call.
2. Students are able to differentiate the use of the expressions in terms of politeness and appropriateness.
3. Students are able to give appropriate responses orally to the expressions of making, extending, receiving, and closing a phone call based on the recording.
4. Students are able to fill in a table with the appropriate information based on the recording.
5. Students are able to answer some questions related to the expressions of making, extending, receiving, and closing a phone call.
6. Students are able to make a dialogue containing the expressions related to telephoning using the words they hear in the Crossword Puzzle feature.

7. Students are able to perform a dialogue containing the expressions related to telephoning using the words they hear in the Crossword Puzzle feature.
8. Students are able to spell phone numbers.
9. Students are able to take notes the important information in the video.
10. Students are able to retell the information they hear.

Text Type : Transactional

Theme : Daily Life

Aspect/Skill : Listening

A. Objective

By the end of the course, students will be able to respond to the use of the expressions for making, extending, receiving, and closing a phone call.

B. Materials

1. Expressions for making a phone call
 e.g. Mary : Hello. Can I speak to Jena?
 Jena : Speaking.
2. Expressions for receiving a phone call
 e.g. Matt : Hello. Who's calling, please?
 John : It's John.
3. Expressions for asking the caller to hold
 e.g. Mrs. Green : Can I speak to Mrs. Jones?
 Mr. Jones : Just a second.
4. Expressions for connecting
 e.g. Sandy : Can I speak to Mr. Richards?
 Michelle : Just a second. I'm just putting you through.
5. Expressions for leaving a message
 e.g. Dona : Can I leave a message?
 Cindy : Sure.
6. Expressions for taking a phone message
 e.g. Allison : Any message?
 Jonathan : Yes. Please tell him to ring me back.

7. Expressions for closing a phone call

e.g. Linda : Thank you for calling, bye.
 Tata : Bye.

8. Expressions for informing wrong number

e.g. Mike : Hello, this is the press office.
 Michelle : Rachel Smith, please.
 Mike : I'm sorry. You must have the wrong number.
 There's no-one of that name here.

9. Phone numbers spelling

10. Vocabulary in context

e.g. receiver, caller, mobile phone

C. Approach

Genre-Based

D. Activities**1. Opening Activities**

- Greeting
- Praying to start the lesson
- Checking for the attendance
- Teacher tells what will be learned by the students in the meeting
- Teacher tells the goal that will be achieved to the students

2. Main Activities**a. Exploration**

- **Building Knowledge of the Field**
 - Students are asked some questions related to their personal experience in telephoning.
 - Students are given some illustration about the use of the expressions related to telephoning in the daily life context.

- **Modeling of Text**

- Teacher gives the students some examples of the expressions of making, extending, receiving, and closing a phone call.
- Teacher explains the differences in the use of the expressions of making, extending, receiving, and closing a phone call in terms of politeness and appropriateness.
- Teacher plays a recording containing the expressions of making, extending, receiving, and closing a phone call.
- Teacher discusses the expressions of making, extending, and receiving, and closing a phone call found in the recording.

b. Elaboration

- **Joint Construction of the Text**

- Students access the Dialogue feature of the Tell-Me-More software and respond to the speaker's utterances using the speech recognition option.
- Students discuss the answers with the teacher.
- Students access the Dictation feature of Tell-Me-More software and write the sentences uttered by the speakers in the software.
- Students do peer-correction of the sentences.
- Students discuss the sentences with the teacher.
- Students do a game:
Students access the Crossword feature of the Tell-Me-More software and fill in the words they hear.
- Students work in pairs and choose five words they find in the puzzle and use them to make a dialogue about telephoning using the expressions they have learned before.
- Students practice their dialogue in front of the class.

- **Independent Construction of the Text**

- Students access the Video feature of Tell-Me-More software and listen to the monolog dealing with telephoning.
- Students listen to the monologue and take notes the important information.
- Students work in pairs to retell the information in the video.
- Students complete the missing information which is not mentioned by their partner.
- Students answer the questions related to the monolog.
- Students discuss the answers of the questions with the teacher.

- **Linking to Related Texts**

- Students compare the use of the expressions dealing with offering and requesting in other fields such as in a business context

c. Confirmation

- 1) Teacher gives feedback to the students' performances about accuracy, fluency, and appropriateness.
- 2) Teacher asks the students about the difficulties found during the teaching-learning activity.
- 3) Teacher gives solution of students' problems found during teaching-learning activity.
- 4) Teacher checks students' understanding about the materials which have been learned.

3. Closing Activities

- a. Praying to finish the lesson.
- b. Leave taking.

E. Sources

1. Tell-Me-More Software

2. Relevant Books

Blundel, John. et. al. 1992. *Function in English*. Oxford: Oxford University Press.

Gratiana, Yohana, dkk. 2009. *Seri Panduan Belajar dan Evaluasi Bahasa Inggris*. Jakarta: Grasindo

3. Internet

<http://www.esl-lab.com/fastfood/fastfoodrd1.htm>

<http://www.esl-lab.com/phonemessage/phonemessagerd1.htm>

F. Assessment

- Kind of assessment: Individual performance and group work
- Instruments: Monolog and Dialogue about telephoning.

English Teacher



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NIP. 19741124 200003 2 001

Muntilan, June 2011

Researcher



Nugraheni Suryaningtyas

NIM. 07202241003

LESSON 2

TELEPHONING

LANGUAGE FUNCTIONS

1. Making a phone call

- a. Marry : Hello. Can I speak to Jena?
Jena : Speaking.
- b. Selena : Hello. May I speak to Justin Bieber, please?
Manager : Just a second.
- c. Clara : Hi. I'm Clara. Is Andrew there?
Mother : Sorry. He is out.

2. Receiving a phone call

- a. Sam : Hello. Who's speaking?
Andy : It's Andy.
- b. Jeany : Who am I speaking to?
Rose : It's me. Rose.
- c. Mrs. Smith : Who's calling, please?
Mrs. Green : I'm Sally Green.

3. Asking the caller to hold

- a. Mrs. Green : Can I speak to Mrs. Jones?
Mr. Jones : Just a second.
- b. Ron : May I speak to Hermione?
Harry : Hang on a moment.
- c. Jessica : Hello. It's Jessica. Is Sam there?
Mother : I'll see if he is in.
- d. Mr. Posh : Can I speak to Mr. Davies?
Mrs. Davies : Please hold.

4. Connecting

- a. Sandy : Can I speak to Mr. Richards?
Michelle : Just a second. I'm just putting you through.
- b. Cindy : I've got James on the phone for you.
Ron : Okay.

5. Leaving a message

- a. Dona : Can I leave a message?
Cindy : Sure.
- b. Matt : Could you tell him I called?
Angel : Yes, of course.

6. Taking a message

- a. Andy : Any message?
Mandy : Please tell him I called.
- b. Mrs. Black : Would you like to leave a message?
Mr. Brown : Please tell him to ring me back tonight. Thanks.
Mrs. Black : Okay. I'll make sure he gets the message.
- c. Sally : Can I take your message?
James : No, thanks.

7. Closing a phone conversation

- a. Linda : Thank you for calling, bye.
Tata : Bye.
- b. Sharon : Nice talking to you, bye.
Adam : Bye.

8. Wrong number

- a. Jane : Can I speak to Ben?
Amy : Ben? There's no Ben here.
- b. Mike : Hello, this is the press office.
Michelle : Rachel Smith, please.
Mike : I'm sorry. You must have the wrong number.
There's no-one of that name here.

PRE-TEST

Name :

Student Number :



Task 1

Listen to the conversation and complete the following bill.



JOE'S Hamburger
Restaurant

Order Number : 8

Table Number : 21

Foods	Quantity	Price	Total
Hot and spicy cheeseburger			
Mustard-lettuce hamburger			
Barbeque burger			
Bacon cheeseburger			
Onion rings			
Fries			
Drinks			
Lemonade			
Ice cream			
Everything-but-the-kitchen-sink			
Pepsi			
Sprite			
Fanta			
Orange juice			
Water			
Total			

Save the hearty eaters.

Thank you.

**Task 2**

Listen to the conversation and answer the following questions.

1. Why does the customer not buy the recommended sandwich at the beginning of the conversation?
 - A. It is too expensive.
 - B. He is not interested in ordering a burger.
 - C. He fears the food will make him sick.
2. What does the combo meal NOT come with?
 - A. an order of fries
 - B. a dessert
 - C. a sandwich
3. How does the specialty drink get its name?
 - A. It contains a wide range of ingredients.
 - B. It is prepared in the kitchen sink.
 - C. It comes in a very large cup.
4. Why was the man surprised by the price of his meal?
 - A. He thought the drink should have been included.
 - B. He felt the meal was way overpriced.
 - C. He was charged for two sandwiches instead of one.
5. What does the customer decide to do at the end of the conversation?
 - A. He orders something from the restaurant menu.
 - B. He decides to look for another place to eat.
 - C. He plans to come in a week when the prices are lower.

**Task 3**

Listen to the conversation and answer the following questions.

1. Who first receives the call?
 - A. the daughter
 - B. the mother
 - C. the sister

2. According to the girl, her father:
 - A. is not home.
 - B. is on another line.
 - C. can't come to the telephone.


3. What does the girl refuse to tell the caller?
 - A. her age
 - B. her name
 - C. her address

4. Why does the man think that the girl is smart?
 - A. because she does not mention her name
 - B. because she can repeat the man's phone number
 - C. because she can take a message

5. The man tells the girl:
 - A. that he will call again sometime after 7:00 PM.
 - B. to ask her father to call him later.
 - C. that he will drop by around 8:30 PM.

**Task 4**

Listen to the conversation and complete the following phone message form.

<i>Phone Message</i>		
To	:	_____
Receiver	:	_____
Caller	:	_____
Phone Number:		_____
Message	:	_____

😊 Good luck! 😊

TEST 1

Name :

St. Number :

Task 1

Listen and complete the conversation.

Conversation 1

Waiter : Excuse me, Sir. Are you ready to order?

Customer : Yes, I'd like fried rice, please.

Waiter : (1) _____ ?

Customer : Iced lemon tea, please.

Waiter : Would you like some ice cream for the dessert?

Customer : (2) _____. That's all.

Conversation 2

Customer : (3) _____ ?

Waitress : Yes, of course. Here you are.

Customer : Can I have some coffee and cheese cake, please?

Waitress : Yes. How would you like your coffee?

Customer : (4) _____.

Conversation 3

Waiter : (5) _____ ?

Customer A : Yes, please. I'd love some.

Customer B : (6) _____ ?

Customer C : Yes, of course. Here you are.

Task 2

Listen again and match the expressions in the conversation with the function.

Function	Expressions
Offering something	(7) _____ (8) _____ (9) _____
Requesting something	(10) _____ (11) _____ (12) _____

TEST 2

Name :

St. Number :

Task 1

Listen to the dialogue and fill in the blanks.

Matt : Hello.

Ross : Hello, (1) _____ am I (2) _____ to?

Matt : It's Matt, George's roommate.

Ross : Oh, I see. (3) _____ I speak to George (4) _____?

Matt : (5) _____ you hold on a (6) _____?

Ross : (7) _____.

Matt : I'm afraid he's out.

Ross : (8) _____ you know (9) _____ he'll be back?

Matt : I don't know for sure. Can I take a message?

Ross : No, thanks. I'll (10) _____ back later.

Matt : Ok, I'll tell him you called.

Ross : Thanks, bye.

Now answer the following questions.

1. Why can't Matt speak to George?
2. Did Matt leave a message?

Task 2

The scripts below contain three mistakes.

Listen to the recording then correct the mistakes.

Male : Hello, this is the press office.

Michelle : Rachel Allsop, please.

Male : I'm sorry, you must have the wrong number. There's no-one of that name here.

Michelle : Oh. Can I check the number I've got... is there not 5568790?

Male : No, it's 5558790.

Michelle : Oh, sorry of that. I must have connected the wrong number.

Male : No problem! Bye!

Task 3

Listen to the dialogue and complete the information below.

<i>Phone Message</i>	
From	: _____
To	: _____
Phone Number:	_____
Message	: _____ _____

POST-TEST

Name :

Student Number :

Task 1

Listen to the conversation and answer the following questions.

1. May I take your order please?
 - A. Three people.
 - B. That'll be all.
 - C. No. We're not ready yet.
2. Would you care for something to drink?
 - A. A glass of water is fine.
 - B. I'll have a piece of apple pie.
 - C. French dressing, please.
3. How would you like your steak?
 - A. T-bone steak, please.
 - B. Medium, please.
 - C. I'd like rice with my steak.
4. Would you like bread or potatoes with your meal?
 - A. I'll have the salad, please.
 - B. I'd like the rice.
 - C. Bread, please.

5. Would you like anything else?
 - A. Yes. I'd like more water.
 - B. I didn't order this.
 - C. Yes. The food is great.
6. How many people are in your party?
 - A. A party is fun.
 - B. No, thank you.
 - C. Three.
7. What kind of dressing do you want on our salad?
 - A. A small salad, please.
 - B. What kinds do you have?
 - C. I like dressing a lot.
8. Is everything okay with your meal?
 - A. The meal is ready.
 - B. I'll have another.
 - C. So far, so good.
9. Would you like a carryout container for the rest of your meal?
 - A. I think I'll rest.
 - B. This looks good.
 - C. No. I think I'm done.
10. Do you accept personal checks?
 - A. No. Only cash or credit cards.
 - B. Yes. Credit cards are okay.
 - C. I can write a check.

Task 2

Listen to the conversation and answer the following questions.

1. Who answers the call?
 - A. Mr. Hibberd
 - B. Mr. Jefferson
 - C. Mr. Hibberd's secretary
2. Why can't Mr. Jefferson speak to Mr. Hibberd?
 - A. He is having lunch
 - B. He is attending a meeting
 - C. He is out
3. What will Mr. Hibberd do in the following week?
 - A. Attending a meeting
 - B. Having a holiday
 - C. Going abroad
4. When will Mr. Jefferson meet Mr. Hibberd?
 - A. Sunday
 - B. Thursday
 - C. Wednesday
5. What time will they meet?
 - A. 03.00 p.m.
 - B. 04.15 p.m.
 - C. 04.00 p.m.

Task 3

The scripts below contain five mistakes. Listen to the recording then correct the mistakes.

Male : Hello, press office, I can help you?

Ruth : Hello. Paul Richards, please.

Male : I'm sorry, you've got a wrong number, but he does work here. I'll try and put you on. In future, his direction number is 5558770.

Ruth : Did I not dial that?

Male : No, you rang 5558790.

Ruth : Oh, sorry to have trouble you.

Male : No problem. Hang on a moment and I'll put you through to Paul's extension.

Ruth : Thanks.

Task 4

Listen to the dialogue and complete the information below.

<i>Phone Message</i>	
From	: _____
To	: _____
Phone Number:	_____
Message	: _____ _____

STUDENTS' SCORES

Class : VIII G

Study : 4

School : SMP Negeri 1 Muntilan

NO.	NAME	Scores			
		Pre-test	Cycle 1	Cycle 2	Post-test
1.	Ahmad Fauzi Choirul U.	5	8	8.5	8
2.	Ali Mashari	6	6.7	6.5	7
3.	Ariska Vinanti Sadya	7	8.7	8.5	8
4.	Ayudia Siswi P.	7	8.7	8	9
5.	Christanto Arif Wibowo	5	7	7.5	8
6.	Dian Fery Himawan	7	8	8.5	8
7.	Fadhila Dhaneswara P.	7	9	8	9
8.	Faiz Advan Zain	6	7.3	8	8
9.	Farida Habibatur Rahmah	4	9	9	8
10.	Fatih Aulia Rahman Al R.	8	8	8	9
11.	Gabriel Otrista Listyawan	5	7.3	6	9
12.	Herawati	4	8	9	8
13.	Kevin Hamuchti D.J.	5	8	7.5	8
14.	Mifta Roudatul J.	4	7.3	9	9
15.	Novia Raras Asih	4	8.3	8	8
16.	Rahma Titisari	5	7.3	9	9
17.	Rifki Wisnu Ananta	6	7	7	8
18.	Rizky Nurramadita	5	7	7	7
19.	Variana Indariyati	5	7	7.5	9
Mean		5.53	7.77	7.92	8.23

Muntilan, July 2011

English Teacher

Researcher



Titik Sholihah, S.Pd.

NIP. 19741124 200003 2 001



Nugraheni Suryaningtyas

NIM. 07202241003



KEMENTERIAN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/32-01
10 Jan 2011

Nomor : 614 / H. 34.12 / PBI / V / 2011
Lampiran :
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth. Drs. Suhaini M. Saleh, M.A.
Pembantu Dekan I
FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : NUGRAHENI SURYANINGTYAS

No. Mhs. : 07202241003

Jur/Prodi : PBI / PBI

Lokasi Penelitian : SMP N 1 Muntlan


Judul Penelitian : Enhancing Students' Listening Comprehension through TeLL-Me-More software at the Acceleration Eight Grade of SMP Negeri 1 Muntlan

Tanggal Pelaksanaan : Juli - September in the 2011/2012 Academic Year

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan PBI
FBS UNY,


Drs. Samsul Maarif, M.A.
NIP. 19530423 197903 1 004



KEMENTERIAN PENDIDIKAN NASIONAL

UNIVERSITAS NEGERI YOGYAKARTA

FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01

10 Jan 2011

26 Mei 2011

Nomor : 1240/H.34.12/PP/V/2011
Lampiran : --
Hal : **Permohonan Izin Survey/Observasi/Penelitian*)**

Kepada Yth.

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

Diberitahukan dengan hormat bahwa mahasiswa kami Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan survey/observasi/penelitian untuk memperoleh data menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Enhancing Students' Listening Comprehension Through Tell-Me-More® Software at The Acceleration Eight Grade of SMP Negeri 1 Muntilan in The 2011/2012 Academic Year

Mahasiswa dimaksud adalah :

Nama : NUGRAHENI SURYANINGTYAS
NIM : 07202241003
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Tanggal Pelaksanaan : Bulan Juli s.d. September 2011

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

Atas izin dan kerjasamanya disampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,



Drs. Suhaini M. Saleh, M.A.
NIP 19540120 197903 1 002



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kepatihan - Danurejan, Yogyakarta - 55213

Nomor : 070/4410/2011
Hal : Ijin Penelitian

Yogyakarta, 27 Mei 2011

Kepada Yth.
Gubernur Provinsi Jawa Tengah
Cq. Bangkesbangpol dan Linmas
Di-

SEMARANG

Menunjuk surat

Dari : Dekan Fak. Bahasa dan Seni UNY.

Nomor : 1240/UN.34.12/PP/2011.

Tanggal : 26 Mei 2011

Perihal : Ijin Penelitian.

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : **NUGRAHENI SURYANINGTYAS**

NIM/NIP. : 07202241003

Alamat : Karangmalang, Yogyakarta.

Judul Penelitian : **ENHACING STUDENTS LISTENING COMPREHENSION THROUGH TELL-ME-MORE SOFTWARE AT THE ACCELERATION EIGHT GRADE OF SMP NEGERI 1 MUNTILAN IN THE 2011/2012 ACADEMIC YEAR**

Lokasi : Prov. Jawa Tengah

Waktu : 3 (tiga) Bulan Mulai Tanggal 27 Mei 2011 s/d 27 Agustus 2011.

Peneliti berkewajiban menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadikan maklum

Tembusan disampaikan Kepada :

1. Gubernur Daerah Istimewa Yogyakarta (sebagai Laporan);
2. Dekan Fak. Bahasa dan Seni UNY;
3. Yang Bersangkutan.

An. Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub. Kepala Biro Administrasi Pembangunan



J. SURAT DJUMADAL

NIP. 195604031982091001



PEMERINTAH PROVINSI JAWA TENGAH
BAHAN KESATUAN BANGSA, POLITIK DAN PERLINDUNGAN MASYARAKAT
JL. A. YANI NO. 160 TELP. (024) 8454990 FAX. (024) 8414205, 8313122
SEMARANG - 50136

SURAT REKOMENDASI SURVEY / RISET
Nomor : 070 / 1279 / 2011

- I. DASAR : Surat Edaran Gubernur Jawa Tengah.
Nomor 070 / 265 / 2004. Tanggal 20 Februari 2004.
- II. MEMBACA : Surat dari Gubernur DIY. Nomor 070 / 4410 / V / 2011. Tanggal 27 Mei 2011.
- III. Pada Prinsipnya kami TIDAK KEBERATAN / Dapat Menerima atas Pelaksanaan Penelitian / Survey di Kabupaten Magelang.
- IV. Yang dilaksanakan oleh :
1. Nama : NUGRAHENI SURYANINGTYAS.
 2. Kebangsaan : Indonesia.
 3. Alamat : Karangmalang Yogyakarta.
 4. Pekerjaan : Mahasiswa.
 5. Penanggung Jawab : Dra. Jamilah, M.Pd.
 6. Judul Penelitian : Enhancing Students Listening Comprehension Through Tell – Me – More Software At The Acceleration Eight Grade Of SMP Negeri 1 Muntilan In The 2011 / 2012 Academic Year.
 7. Lokasi : Kabupaten Magelang.
- V. KETENTUAN SEBAGAI BERIKUT :
1. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat Setempat / Lembaga Swasta yang akan dijadikan obyek lokasi untuk mendapatkan petunjuk seperlunya dengan menunjukkan Surat Pemberitahuan ini.
 2. Pelaksanaan survey / riset tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan pemerintahan. Untuk penelitian yang mendapat dukungan dana dari sponsor baik dari dalam negeri maupun luar negeri, agar dijelaskan pada saat mengajukan perijinan. Tidak membahas masalah politik dan / atau

agama yang dapat menimbulkan terganggunya stabilitas keamanan dan ketertiban.

3. Surat Rekomendasi dapat dicabut dan dinyatakan tidak berlaku apabila pemegang Surat Rekomendasi ini tidak mentaati / Mengindahkan peraturan yang berlaku atau obyek penelitian menolak untuk menerima Peneliti.
4. Setelah survey / riset selesai, supaya menyerahkan hasilnya kepada Badan Kesbangpol Dan Linmas Provinsi Jawa Tengah.

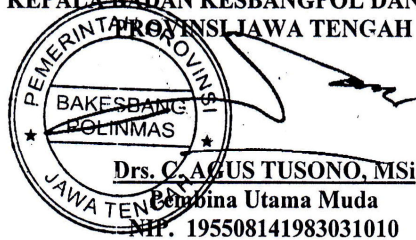
VI. Surat Rekomendasi Penelitian / Riset ini berlaku dari :

Juni s.d. September 2011.

VII. Demikian harap menjadikan perhatian dan maklum.

Semarang, 6 Juni 2011

an. GUBERNUR JAWA TENGAH
KEPALA BADAN KESBANGPOL DAN LINMAS
PROVINSI JAWA TENGAH





PEMERINTAH KABUPATEN MAGELANG
BADAN KESATUAN BANGSA, POLITIK DAN PENANGGULANGAN BENCANA
Jl. Mayor Unus No. 4 A (0293) 789182 & (0293) 788080
KOTA MUNGKID 56511

Kota Mungkid, 07 Juni 2011

Nomor : 070/453 / 14 / 2011

Lampiran : -

Perihal : Ijin Penelitian.

Kepada :
Yth, Kepala Badan Pelayanan Perijinan
Terpadu (BPPT) Kabupaten Magelang.

Di -

KOTA MUNGKID

1. Dasar : Surat dari Badan Kesbangpolinmas Prop. Jateng
Nomor : 070/1279/2011
Tanggal : 06 Juni 2011
Tentang : Ijin Penelitian.
2. Dengan hormat diberitahukan bahwa kami tidak keberatan atas pelaksanaan Penelitian / Riset / Survey / PKL di Kabupaten Magelang yang dilakukan oleh :
 - a. Nama : Nurrahani Suryaningtyas.
 - b. Pekerjaan : Mahasiswa
 - c. Alamat : Tambakan 009/005 Selayu Kec. Muntilan
 - d. Penanggung Jawab : Dra. Jamilah, M.Pd.
 - e. Lokasi : SMP Negeri 1 Muntilan Kab. Magelang
 - f. Waktu : tgl. ~~01~~ 09 Juni s.d 30 September 2011
 - g. Tujuan : Mengadakan penelitian dengan judul :
Enhancing Student Listening Comprehension
Through Tell - Me - More Software At The
High Grade Of SMP Negeri 1 Muntilan in -
The 2011 / 2012 Academic Year.
3. Sebelum melakukan kegiatan, terlebih dahulu melaporkan kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
4. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku.
5. Setelah pelaksanaan selesai agar menyerahkan hasilnya kepada Badan Kesbang Pol dan PB Kabupaten Magelang.
6. Surat Rekomendasi ini dapat dicabut dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mentaati/ mengindahkan peraturan yang berlaku.
Demikian untuk menjadikan periksa dan guna seperlunya.

An. KEPALA BADAN KESBANGPOL DAN PB
KABUPATEN MAGELANG
Kepala Bidang Hubungan Antar Lembaga,



[Signature]
SOEDARYANTO, A. Md, SE
Pembina Tk. I
NIP. 19560924 198003 1 009

Tembusan,

1. Bp. Bupati Magelang (sebagai laporan).
2. Kepala Badan / Dinas / Kantor / Instansi Ybs.
(Tanpa Lampiran)



PEMERINTAH KABUPATEN MAGELANG
BADAN PELAYANAN PERIZINAN TERPADU

Jl. Letnan Tukiyat No. 20 (0293) 788249
Kota Mungkid 56511

Nomor : 070 / **521** / 59 / 2011

Sifat : Amat Segera

Perihal : Izin Penelitian

Kota Mungkid, 7 Juni 2011

Kepada :

Yth. Nugraheni Suryaningtyas

Dsn. Tambakan, Rt. 009/Rw. 005, Ds. Sedayu,
Kec. Muntilan, Kab. Magelang
Di -

MUNTILAN

Dasar : Surat Kepala Badan Kesbangpol dan PB Kabupaten Magelang Nomor : 070/ 453 / 14 / 2011, Tanggal 7 Juni 2011, Perihal Izin Penelitian.

Dengan ini kami tidak keberatan dan menyetujui atas pelaksanaan Kegiatan Penelitian di Kabupaten Magelang yang dilaksanakan oleh Saudara :

Nama : **Nugraheni Suryaningtyas**
Pekerjaan : Mahasiswi, Universitas Negeri Yogyakarta
Alamat : Dsn. Tambakan, Rt. 009/Rw. 005, Ds. Sedayu, Kec. Muntilan, Kab.
Penanggung Jawab : **Dra. Jamilah, M.Pd**
Pekerjaan : Dosen Pembimbing I
Lokasi : SMP Negeri I Muntilan
Waktu : Juni 2011 s.d. September 2011
Peserta :
Tujuan : Mengadakan Kegiatan Penelitian Dengan Judul :

**" ENHANCING STUDENTS LISTENING COMPREHENSION THROUGH TELL-
ME-MORE SOFTWARE AT THE ACCELERATION EIGHT GRADE OF SMP
NEGERI I MUNTILAN IN THE 2011/2012 ACADEMIC YEAR "**

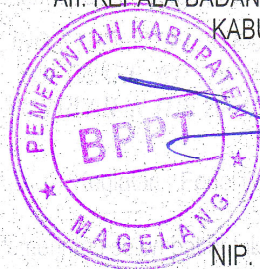
Sebelum Melaksanakan Kegiatan Penelitian agar Saudara Mengikuti Ketentuan-ketentuan sebagai berikut :

1. Melapor kepada Pejabat Pemerintah setempat untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan yang berlaku
3. Setelah pelaksanaan Penelitian selesai agar melaporkan hasilnya kepada Kepala Badan Pelayanan Perizinan Terpadu Kabupaten Magelang
4. Surat izin dapat dicabut dan dinyatakan tidak berlaku, apabila pemegang surat ini tidak mentaati / mengindahkan peraturan yang berlaku.

Demikian untuk menjadikan periksa dan guna seperlunya

An. KEPALA BADAN PELAYANAN PERIZINAN TERPADU
KABUPATEN MAGELANG

Sekretaris



SUYONO, SE

Pembina

NIP. 195601131981031011

TEMBUSAN :

1. Bupati Magelang
2. Kepala Badan/ Dinas.Kantor/Instansi terkait



PEMERINTAH KABUPATEN MAGELANG
DINAS PENDIDIKAN, PEMUDA DAN OLAHRAGA
**SMP NEGERI 1
MUNTILAN**

Jalan Pemuda No 161 Telp. & fax (0293) 587021 Muntilan, KP 56415
Kabupaten Magelang
Web site : www.smpn1muntilan.sch.id/2009

SURAT KETERANGAN

NOMOR : 070 / 581 /20 .16.SMP/2011

Yang bertanda tangan di bawah ini .

Nama : Drs. SUGIYANTO, M.Pd

NIP : 19580912 198503 1 023

Pangkat/ Gol : Pembina, IV / A

Jabatan : Kepala Sekolah

Dengan ini menerangkan Bahwa :

Nama : NUGRAHENI SURYANINGTYAS

NIM : 07202241003

Prodi Studi : Fak Bahasa dan Seni

Jurusan : Bahasa Inggris

Mahasiswa tersebut diatas benar benar telah melaksanakan Penelitian di SMP Negeri 1 Muntilan mulai tanggal Juni 2011 s.d September 2011 tentang :

“ ENHANCING STUDENTS LISTENING COMPREHENSION THROUGH TELL ME MORE SOFTWARE AT THE ACCELERATION EIGH GRADE OF SMP NEGERI 1 MUNTILAN THE 2011/2012 ACADEMIC YEAR”

Demikian keterangan ini dibuat untuk dapat dipergunakan Seperlunya

Muntilan, 22 September 2011



KEPALA SEKOLAH

Drs. SUGIYANTO, M.Pd

Pembina

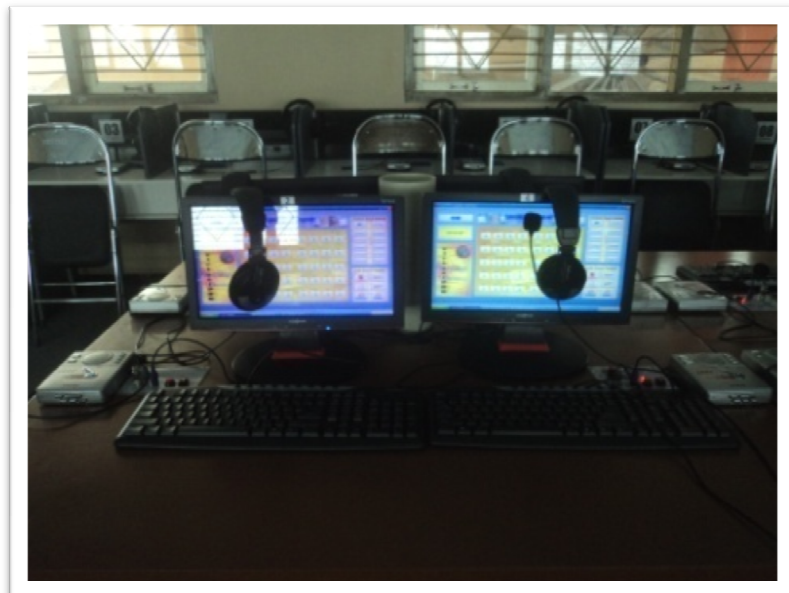
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PHOTOGRAPHS



Picture 1. The Language Laboratory



Picture 2. Students' Workstations



Picture 3. Students Listening Activity



Picture 4. Teacher's Console



Picture 5. The Activity of Using Tell-Me-More Software



Picture 6. Students Doing the Exercises