



**IMPROVING THE EIGHTH GRADE STUDENTS' ACTIVE
PARTICIPATION AND LISTENING COMPREHENSION ACHIEVEMENT
BY USING CARTOON VIDEO AT SMPN 7 JEMBER**

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

LANGUAGE AND ART DEPARTMENT

FACULTY OF TEACHER TRAINING AND EDUCATION

JEMBER UNIVERSITY

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Language Education Study Program, Language and Arts Education Department,
The Faculty of Teacher Training and Education, Jember University

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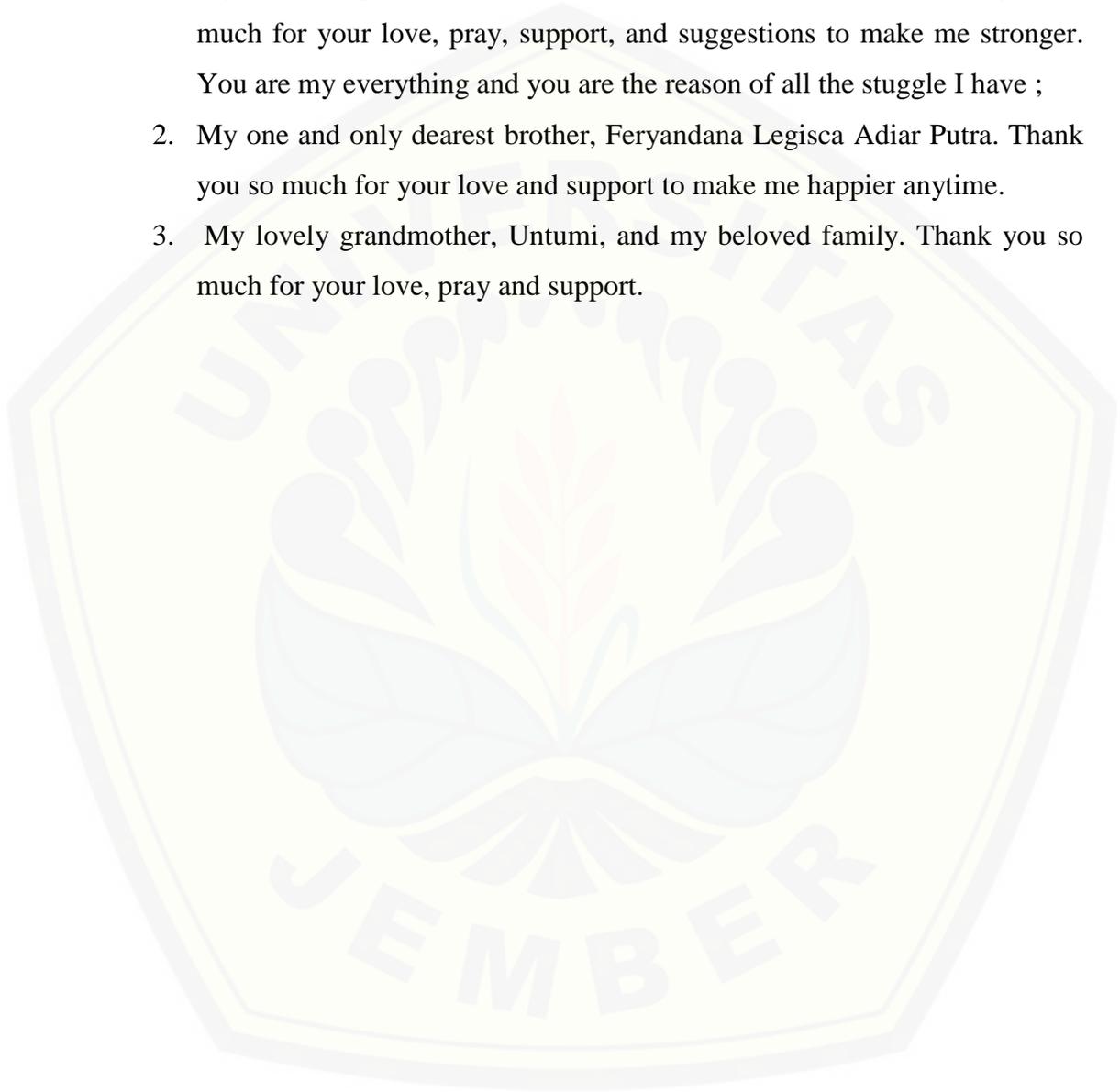
JEMBER UNIVERSITY

2016

DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Heri Adisiwanto and Sri Hartatik. Thank you so much for your love, pray, support, and suggestions to make me stronger. You are my everything and you are the reason of all the struggle I have ;
2. My one and only dearest brother, Feryandana Legisca Adiar Putra. Thank you so much for your love and support to make me happier anytime.
3. My lovely grandmother, Untumi, and my beloved family. Thank you so much for your love, pray and support.



MOTTO

**Everything in writing begins with language. Language begins with listening.
(Jeanette Winterson)**



Source: <http://www.brainyquote.com/quotes/authors/j/Jeanette-Winterson.html>

APPROVAL SHEET OF THE CONSULTANTS

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THESIS

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LETTER OF STATEMENT

I certify that this research is an original and authentic piece of work by the author myself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award ; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Finally, the researcher hopes that this thesis will be beneficial for everyone. However, I do realize that it is still far from being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, August 2016

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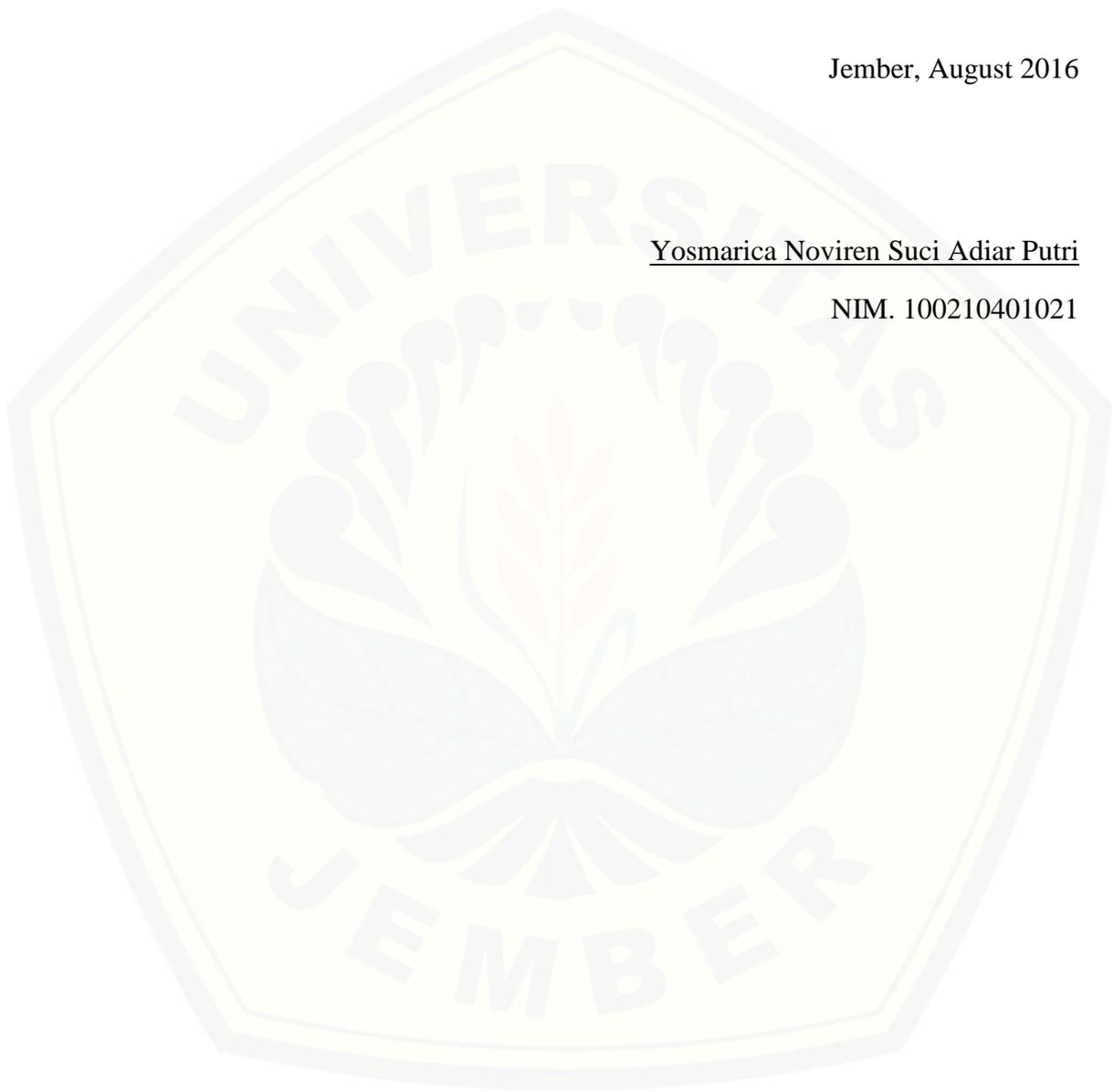


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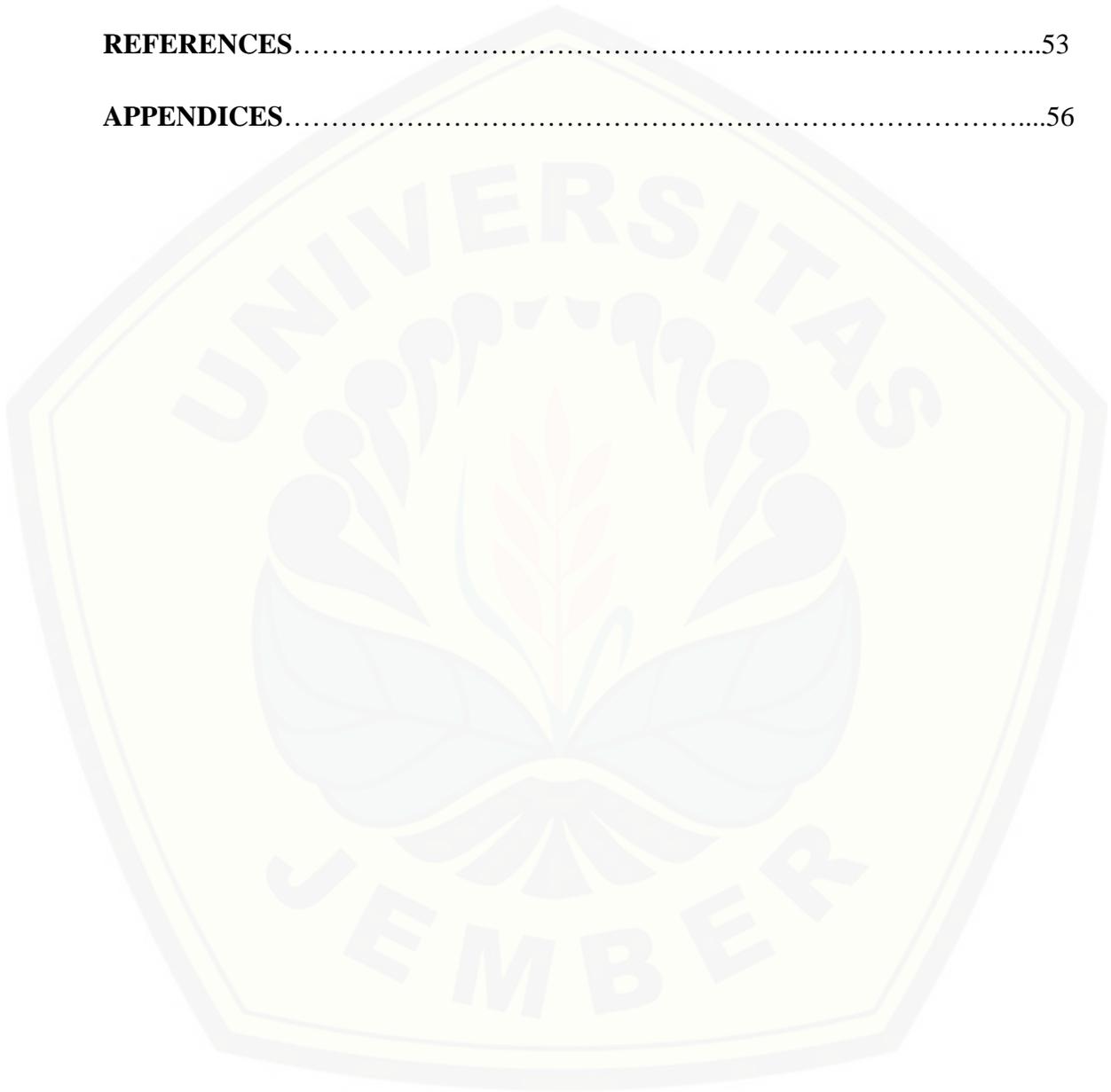
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SUMMARY

Improving the Eighth Grade Students` Active Participation and Listening Comprehension Achievement by Using Cartoon Video at SMPN 7 Jember; Yosmarica Noviren Suci Adiar Putri; 100210401021; 2016; 52 pages; English Language Education Study Program, The Faculty of Teacher Training and Education, Jember University.

Language is very important for human life in order to get information and to communicate each other. As an international language that is used by people in many countries in the world, English plays an important role and has been universally spoken through out the world in various aspects of life, such as economy, politic, technology, social life, and education. Since those aspects are constantly developing from time to time, it is predicted that the number of English speakers is going to be greater and greater in the coming years.

English has four language skills which must be learn and mastered by learners. They are listening, reading, writing and speaking. Listening is the first skill acquired by people before they can speak, read or write. By listening people can hear the words and how to say the pronunciation of the words. In this case, the condition where a kid starts to learn a mother tongue is just like the condition where a students starts to learn a foreign language. However, some difficulties are sometimes found in listening comprehension, especially in getting the information spoken in English. The difficulties are understanding vocabulary, grammatical structure, etc. in this research, video was chosen to help the students improve their active participation and listening comprehension achievement because video presents audio visual information to motivate learners and easily catch the information by synchronizing what they listen and what they see. The kind of video used in this research was cartoon video.

This classroom action research was intended to improve class VIII C students' active participation and listening comprehension achievement by using cartoon video at SMPN 7 Jember in the 2015/2016 academic year. The research subjects were the students of Class VIII C at SMPN 7 Jember in the 2015/2016 academic year. This class was chosen because based on preliminary study by interviewing the English teacher, the class had problem in listening skill. This classroom action research had been done in two cycles. Each cycle was conducted in three meetings including two meetings for implementing the actions and one meeting for administering a listening test. There were four stages of activities in each cycle, namely planning the action; implementing the action; observing and evaluating; and analyzing the data and doing reflection of the action. The process evaluation was conducted by observation that was done in each meeting to observe the students' participation during the teaching learning process. The product evaluation was conducted at the end of each cycle by administering listening comprehension test.

The result of observation in Cycle 1 and Cycle 2 showed that the percentage of the students' participation improved in the teaching and learning process of listening comprehension from 88.6% in Cycle 1 into 95.4% in Cycle 2. Based on the improvement, it can be concluded that the use of cartoon video can improve the students' active participation during the teaching learning process.

The result of listening test in Cycle 1 showed that the percentage of the students who got scores at least 75 was 77.2% (34 out of 44 students). Then, the result of listening test in Cycle 2 showed that the percentage of the students who got scores at least 75 was 79.5% (35 out of 44 students). It means that there was improvement in the first cycle to the second cycle in the term the percentage of the students who got scores ≥ 75 .

Based on the results of this research, the use of cartoon video in teaching learning process especially listening comprehension can improve the students' active participation and listening comprehension achievement.

CHAPTER 1

INTRODUCTION

This chapter presents some issues related to the topic of the research. It includes the background of the research, problem of the research, objectives of the research, and significance of the research.

1.1 Background of the research

Language is very important for human life in order to get information and to communicate each other. According to Tarigan (1994:6), language is very important for human being because the main function of language is for communication. It means that language can help people communicate with one another to get information. As an international language that is used by people in many countries in the world, English plays an important role and has been universally spoken through out the world in various aspects of life, such as economy, politic, technology, social life, and education. Since those aspects are constantly developing from time to time, it is predicted that the number of English speakers is going to be greater and greater in the coming years.

In Indonesia, English is considered as a foreign language and it is taught to the students as a compulsory subject from junior high school up to university levels. Therefore, English must be taught to all junior high school students in Indonesia. English has four language skills which must be learnt and mastered by learners. The four English skills are listening, reading, writing and speaking. In addition, it has three language components covering grammar, vocabulary, and pronunciation. Listening is the first skill acquired by people before they can speak, read or write. By listening people can hear the words and how to say the pronunciation of the words. Moreover, listening is the skill language that the children acquire (Nation and Newton 2008:37). Through listening, students can recognize and learn the sound system of how to produce English words properly. Vandergrift (2007:1991), state that listening is often perceived by language

learners as the most difficult skill to learn and consequently can become a source of anxiety. That is why listening plays an important role in the English language teaching. Akufa (2012:2) states that in listening, the most important element and fundamental is the ability to understand what the speaker has said. It means that the information from the speaker must be absorbed well by the listeners.

Listening might give problems to learners when they first learn it. Some difficulties are sometimes found in listening comprehension. The problem is that many students have difficulties in getting the information spoken in English. Vandergrift (1999:168) states that among the aspects of listening are discriminating between sounds, understanding vocabulary, and grammatical structures, interpreting stress and intonation, retaining what is gathered and interpreting it within the larger socio cultural context of the utterance. The definition tells us that listeners need to comprehend so many aspects while listening to get the information given by the speaker.

Video is one of the solutions to overcome the students` problem in listening. Meskill (1996: 185) says that motion video apparently motivates learners and engages their attention. Therefore , the atmosphere of teaching learning process by using video drives them to avoid feeling stress and bored in the listening class. Burt (1999) states that video is a powerful tool in helping English language learners improve their language skill by providing them with content and language. Hence , the students can easily catch the information by synchronizing what they listen and what they see while they are watching the video in learning listening.

Based on the theory above, a research about listening was conducted. Before conducting the research, a preliminary study in the form of observation and interview to the English teacher of SMPN 7 Jember had been done. The basic information was about the English curriculum used in the school, how many times the teacher taught English in week, the book used to teach listening comprehension, the media used, the student`s problem in listening and the students` listening comprehension achievement. After observing the teaching learning process and doing the informal interview with the English teacher of the

eighth grade students at SMP N 7 Jember, it was known that the eighth grade students were divided into eight classes. They were VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H. The English teacher said that the students in VIII C had the most problem in listening achievement with their mean score of 57,3. In addition, the English teacher claimed that the students in that class (VIII C) were less motivated in joining the teaching learning process in listening because of lack of vocabulary. Based on the observation in the classroom when some students were asked about their problem in learning listening, the students said that it was boring to join the listening class and it was very difficult for them to understand what the speaker means. The english teacher used the material from the textbook and played the tape recorder. The students did the listening activity in the classrom because there was no language laboratory.

Based on the result of interview with the english teacher, she stated that she never used video especially cartoon video in teaching learning process. In this research, the researcher used cartoon video as medium in teaching listening. According to Galacher (2003) one type of video that can be used in teaching and learning listening is animation or cartoon video. Harmer (2011:144) states that the video to be used in teaching learning process should be relevant to the students' level and interest.

Many researchers did a classroom action research by using video. One of them was Shindy (2013) who conducted a classroom action research about the use of cartoon video in reading comprehension achievement and the result of her research revealed that teeaching reading comprehension by using cartoon video could improve the students`reading comprehension achievement and their participation in the teaching learning process.

From the result of the previous research above, cartoon video could be used as one of the media in teaching and learning listening comprehension and could improve both the students' reading and listening comprehension achievement. The differences between this present research and the previous first research are on the research subjects, research area,and kind of language skill.

Based on the ideas above, a classroom action research entitled “ **Improving the Eighth Grade Students’ Active Participation and Listening Comprehension Achievement by Using Cartoon Video at SMP N 7 Jember** ” was conducted.

1.2 Problems of the research

Based on the background of the research above, the problems of the research are formulated in the following.

1. Can the use of cartoon video improve the eighth grade students’ active participation in the teaching learning process of listening at SMP N 7 Jember in the 2015/2016 academic year?
2. Can the use of cartoon video improve the eighth grade students’ listening comprehension achievement at SMP N 7 Jember in the 2015/2016 academic year?

1.3 Objectives of the research

Based on the research problems above, the objectives of the research are :

1. To improve the eighth grade students’ listening active participation in the teaching learning process of listening at SMP N 7 Jember in the 2015/2016 academic year.
2. To improve the eighth grade students’ listening comprehension achievement at SMP N 7 Jember in the 2015/2016 academic year.

1.4 Significance of the research

The results of this research are expected to be useful and give some contributions to these following people .

1. The Students

Hopefully, the result of this research can be useful to improve the students' active participation in the teaching learning process of listening. The use of cartoon video as media in teaching listening can make students have better listening comprehension.

2. The English Teacher

Hopefully, the result of this research can be useful for English teachers as a reference and information by using cartoon video for teaching listening.

3. The Future Researcher

Hopefully , the result of this research can be useful for future researches as a reference and source of information to conduct their research in education.

1.5 Limitation of the Research

This research was conducted at SMPN 7 Jember. It was limited to one class that had specific problem in students' active participation and listening comprehension achievement. That was VIII C at SMPN 7 Jember in the 2015/2016 academic year.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is about the theories underpinning the topic being investigated. It is needed in this research since it gives the researcher a framework to conduct the research. The theories of this research are presented in the following section.

2.1 Listening Comprehension

Listening is a process to get information. Therefore, when there is an assumption that listening is a passive skill, that is not really true since listening calls for active participation in communication and understanding the message (Broughton, 2003:65). Then according to Brewster, (2010:98) listening is not a passive activity. Moreover, Littlewood (2002:66) state that listening demands active involvement from the hearer. In fact, listening may have different definition for each person. Skhela (2010:14) states that listening is a skill that the listeners may get the meaning from what she/he hears. According to Andrew Basquille in Akufah (2012:11), listening is the activity of paying attention and trying to get the meaning from something that has been listened.

Listening ability is very important for the students to have in order to catch the informations during the teaching learning process. Nunan (1997:1) states that listening is vital in the language classroom because it provides input for the learners. Moreover, Henning (1997:146) states that in the classroom listening should be an active process, with students reacting rather than passively receiving. By listening, we will get some input such as vocabularies and how to pronounce the words.

Listening comprehension is a process, a very complex process (Buck,2001:1). Richards (2008:3) also states that listening as comprehension has assumption that the main fuction of listening is to facilitate understanding of spoken language. The students do not only have to pay attention to what they hear but also have to use

their knowledge. It is also supported by Buck (2001:31) that listening comprehension is an active process of constructing meaning, and that this is done by applying knowledge to the incoming sounds.

Based on the ideas above, listening is important because listening is known as the first stage when we learn a language. By listening we get input such as vocabularies and how to pronounce the words.

2.2 Listening Comprehension Achievement

In fact, listening may have different definition for each person. According to Andrew Basquille in Akufah (2012:11), listening is the activity of paying attention and trying to get the meaning from something that has been listened. Furthermore, listening comprehension is a process, a very complex process (Buck, 2001: 1). However, Thompson & Rubin (1996:331) define listening process as an active process through which the listeners select and interpret information that comes from auditory and visual clues in order to define what is going on and what the speakers are trying to express. It can be assumed that the complex process through what the listeners sees and listens are in the line of listening comprehension to gain and interpret the information from the speaker. While listening comprehension is defined as active process of getting the information from the speaker, listening comprehension achievement is the measurement to know how deep the students can get the information from what they are listening. Brown (2010:9) states that achievement relates to the test that should be limited to particular material addressed in curriculum within a particular time and offered after a course and focused on the objectives. In addition, McMillan (1992:117) states that achievement is the emphasis of what has been learned by the students on recent school learning. The measurement of listening comprehension achievement itself is a test.

Listening comprehension achievement in this research deals with the result of listening activities that shows the students' ability in comprehending are text. The students' listening comprehension achievement is achieved by giving the learners a listening comprehension test.

2.3 Teaching Listening Comprehension

Teaching listening comprehension is divided into some kinds. Brown (2010:120) states that we can derive four common identified types of listening performance. They will be presented as follows:

1. Intensive

It is listening for perception of the components (phonemes, words, intonation, etc) for a large stretch of language.

2. Extensive

It is listening to develop a global understanding of spoken language. Listening for the gist, for the main idea and making inferences are all parts of extensive listening.

3. Responsive

It is listening to a relatively short stretch of language (a greeting, a question, a command) in order to make an equally short response.

4. Selective

The processing stretches of discourse such as short monologue for several minutes in order to “scan” for detail idea (names, certain facts, events).

Among the four kinds of listening comprehension, the researcher combined the selective and extensive listening comprehension because they focus on gaining the main idea and detail idea.

2.4 The Definition of Video

Video is an electronic medium for the recording, copying and broadcasting of moving visual images. According to Canning (2000:1) video is best defined as the selection and sequence of messages in an audio – visual context. In this case, the video is a medium to deliver information that is most effective in the process of learning English. By using video, it makes the students curious in what they are learning. Video supported by cartoon pictures can help the students to get messages from the video by watching the facial expression, gesture, and attitudes of cartoon pictures in video. According to Cruse (2006:1), using video in teaching

learning process is not new anymore, but not all the teachers often use it in learning process. It makes the teachers more creative to use interesting media in a teaching learning process whether they make it by themselves or take it from the internet.

In this case, the researcher used cartoon video as a media in teaching learning process taken from internet since it was more efficient than if the researcher has to make it by herself. Listening could also be learned by watching and listening the subtitles in video. Cartoon video was chosen in this teaching learning process because cartoons are created for young learners and is a fun way to understand the information given.

2.5 The Types of Video

Gallacher (2003:4) classifies the types of video covering animation/cartoon, educational program, TV advertisement, music, and news program. Each kind is explained in the following part.

1) **Animation / Cartoon**

Cartoon is a film made by photographing a series of cartoon drawings to give the illusion of movement when projected in a rapid sequence. According to Hee (2004:17) animated movies have a lot of merits as one of the effective means of language study especially for young children. It means that animated movie or cartoon video is appropriate for young learners for learning process. It can help students to learn about language skills and components like reading, speaking, listening, writing, vocabulary, and pronunciation.

Picture 1. No dogs!

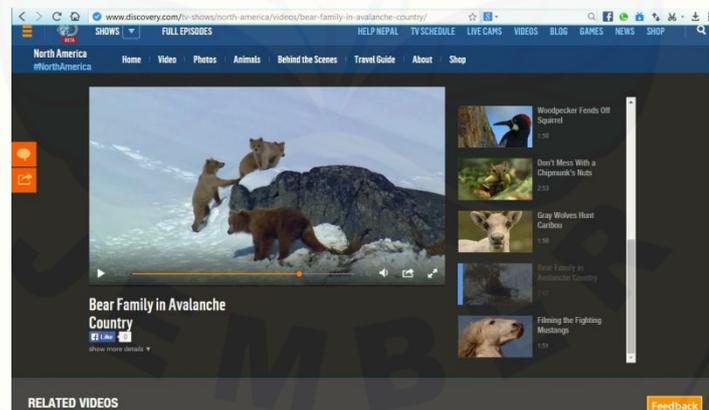


<http://learnenglishkids.britishcouncil.org/en/short-stories/no-dogs>

2) Educational Program

Educational Program is a program that contains knowledge such as science and nature. From the information, in educational program the students can improve their knowledge and mind. One of the examples of educational program is Discovery Channel.

Picture 2. Bear family in Alavanche



<http://www.discovery.com/tv-shows/north-america/videos/bear-family-in-avalanche-country/>

3) TV Advertisement

TV advertisement is a TV program used to promote product or to sell product to customers. It can also be used to teach students about advertisement. According to Hee (2004:17) TV advertisements are excellent aids for English teaching because they are short and very carefully planned. It means that making an advertisement must be careful about word, scenes, and design. A good advertisement gives good feedback for products which are sold by the company.

Picture 3. Bbuy Home Shopping



<https://www.bbuy.co.id/#!T0+9946A099012A462D9427662615ECA5F3+T3+4611686018427982257L>

4) Music

Video music can be used in teaching learning process such as listening and pronunciation. While listening to the music, the students can learn how to pronounce the words.

Picture 4. This the way



<http://learnenglishkids.britishcouncil.org/en/songs/the-way>

5) Drama

Drama is a form of art that explores and expresses human feelings through performance. Hee (2004:16) states that drama includes feature films, broadcast play, “soap opera” serial stories, and “sitcom (situation comedy)” comedy series. It can help the students to explore their imagination and to develop the language that they learn. In addition, drama can also be used to teach language skills and language components. By using drama as a medium in teaching learning process, the students can learn about speaking skill by memorizing the dialogue from the text. The students can also learn about reading skill by reading the dialogue, learn about writing skill by making a short drama text, and they can also learn about listening skill by watching and listening drama performance carried out by their friends.

Source: <http://www.teachingenglish.org.uk/articles/video-young-learners-1>.

In this research, cartoon video was chosen to help the students to improve their listening comprehension achievement because cartoon video has pictures and sound so that the students could get the information through what they see and listen.

2.6 Criteria for Selecting Cartoon Video

Selecting video is useful to limit the material so that it is not too wide or too limit for the students. By choosing an appropriate video, it will help the students to stimulate their learning motivation. Gallacher (2007) states that when selecting an authentic video for use in an English class, certain general criteria should be kept in mind. There are some criteria on selecting the video as the following.

1. Watchability

Watchability means that the video is interesting enough to watch by the students in the classroom.

2. Completeness

The ideal video tells the audience a complete story or section of a story. This idea of completeness is important for students because for many of them a key motivation for watching a video is enjoyment.

3. Length

The length of the video is important. It should not be too long or too short, the duration of the video is about 30 seconds to 10 minutes depending on the learning objective.

4. Appropriateness of Content

The content should be suitable for the students. The appropriate content will be easier to comprehend by the students.

5. Level of Maturity

The teacher should select the appropriate video based on the level of students' maturity. Seven year olds watching a video made for five olds would probably regard it as "too babyish". On the other hand, using a movie intended for older children with a group of younger children might lead to the children not being able to understand the concepts in the video.

6. Availability of Related Materials

Many authentic video come with ready made materials that can be used. Other videos may have been adapted from books, which could be used in the classroom to support teaching and learning process.

7. Degree of Visual Support

A good idea is to choose scenes that are very visual. The more visual a video is, the easier it is to understand- as long as the pictures illustrated what is being said.

8. Clarity of Picture and Sound

If the video has been copied from TV or internet, it is important to make sure that both the picture and the sound are clear.

9. Density of language

This refers to the amount of language spoken in a particular time. Videos in which the language is dense are more difficult for learners to comprehend.

10. Speech Delivery

Clarity of speech, speech rate and accents are all factors in determining how difficult a video will be for students to comprehend.

11. Language Content

In using video to present language, an important factor to consider is the linguistic item (particular, grammatical structures, language functions, or colloquial expressions) presented in the scene. Another important factor is the amount of repetition of the language content. Authentic videos for young learners will often contain a lot of repetition. It is also useful to see if the linguistic content in the video can be linked to that of the language curriculum or the course book used thus providing a way to integrate video work into the course as a whole.

12. Language Level

The language level of the movie should be appropriate for the level of the class without the teacher has to explain too much.

In choosing the cartoon video all the criteria has been done. The cartoon video chosen by the researcher was appropriate to teach in class VIII. The researcher chose 3 videos for young learners; they were The Haunted House, The Magic Spell, and Circus Escape. For example the cartoon video about The Magic Spell, the length of this cartoon video is about 01.22 minutes. This length made the students easier to understand the whole story. The content of this carton video was also appropriate for the students because it told the students about lovely thing that each student has. This cartoon video was appropriate for the students' age. At last, this cartoon video was in accordance with the curriculum used in SMP N 7 Jember that is curriculum KTSP for class VIII.

2.7 Recount text

Recount Text is a text which retells the readers events or experiences in the past. In this research, narrative text was chosen in teaching listening process because it is appropriate with the English curriculum used for the second semester of the eighth grade. In addition, recount text is one of the texts required for National Examination besides descriptive, procedure, narative, and report.

a. The Generic Structure of Recount Text

According to *Crownet al* (2009), the generic structures of recount text are as the following.

1. Orientation

This part gives the reader about background information needed to understand the text such as who was involved, where it happened, and when it happened.

2. Events

In this part, the reader will know the series of events that happened in the past, ordered in a chronological sequence.

3. Reorientation

In the last part, the reader will see a personal comment about the events happened in the end.

b. The Language Features of Recount Text

1. Using chronological connection

Examples : First, next, and so on.

2. Using action verb

Examples : Went, walked, ran, and so on

3. Using temporal connectors

Examples : Then, after,before, and so on.

c. The Social Function of Recount text

The social function of recount text is either to inform or to entertain the readers, audience, etc .

The Example of Recount Text :

Script

My Birthday Party

Orientation

On the weekend I had a party. It was for my birthday.

Events

All my friends came to my house and we played lots of games. After the games we ate lunch. We had fairy bread , chips, and cake. Later,I opened my presents. I got lots of great things.

Re-orientation

Then , it was time for everyone to go home. I had fun at my party.

<http://learnenglishkids.britishcouncil.org/en/short-stories/my-birthday-party>

2.8 The Advantages and Disadvantages of Using Cartoon Video for Listening

2.8.1 The Advantages

There are some advantages in using video in teaching learning process. Besides having some advantages, cartoon video also has disadvantages. Each part is discussed in the following part. According to Howell (2005:119):

- a. Exposing the students to the real listening situations. It means that the students in this research could know the real situations happening in the clstory to make them have better understanding of the story.
- b. Video allows learners to see facial expression and body language at the same time as they hear the stress, intonation, and rhythm of the language.
- c. Video combines visual and audio stimuli, and is accesible to those who have not yet learned to read well and provides context for learning
- d. For English language learners, video has benefit to provide real language and cultural information. By watching video with subtitles, the students can learn about the use of language in daily life and its culture. We know that when we are learning about language, we automatically learn about culture and customs of the people.

2.8.2 The Disadvantages

Although there are some advantages of using video for listening, however, the teacher should be aware of its disadvantages. According to Gareis in Burt, (1999), the disadvantages of using video are as follows.

- a. Sometimes, the language content and theme are not appropriate with the students' need.
- b. It takes time, though, and careful planning on the part of the teacher to find the most suitable video which is appropriate with the students' need. Besides, it also takes time to prepare learners to watch and discuss the video in the classroom.

- c. Sometimes, the content and language are uninteresting and irrelevant with the learners age.

To solve the disadvantages of using video in language teaching and learning process, the researcher is quite selective in choosing the video that is used. Besides, the researcher has to pay attention with some criteria in choosing video as explained in the previous point.

2.9 The Procedures of Teaching Listening by Using Video

There are three steps to use video in teaching learning process of listening adapted from Fazey in Burt (1999), and Ghalacher (2003). They are pre-viewing activities, viewing, and post viewing activities.

a. Pre-viewing activities

The activities are used to gain students' interest in what they will be doing in listening activity. Some activities in this part are discussion of new vocabulary from the video, and introducing the character in the video. The activities done by the teacher in this step are as follows.

1. The teacher arouses the students' interest by driving them to expect what to watch and what to listen to by giving instruction.
2. The students are asked some leading questions to guess the topic content and vocabulary related to the video.

b. While- viewing activities

In this activities, the learners have to do exercises given by the teacher, by listening and viewing the video. The learners have to answer questions based on the content of the video that they have already seen. This steps are as follows.

1. Playing video for the first time
2. Asking the students to find unfamiliar words and finding the meaning
3. Distributing the work sheet to the students
4. Playing video for the second time
5. Asking the students to do the exercise

c. Post viewing activities

The teacher and the students discussed the answers of the questions and replaying the video to check the answers of the students.

2.10 The Action Hypothesis

Besed on the research problems and the review of related literature, the action hyptheses of the research were formulated as follows.

1. The use of cartoon video could improve class VIII C students' active participation in the teaching learning process of listening at SMP N 7 Jember.in the 2015/2016 academic year.
2. The use of cartoon video could improve class VIII C students' listening comprehension achievement at SMP N 7 Jember in the 2015/2016 academic year.

CHAPTER III

RESEARCH METHODS

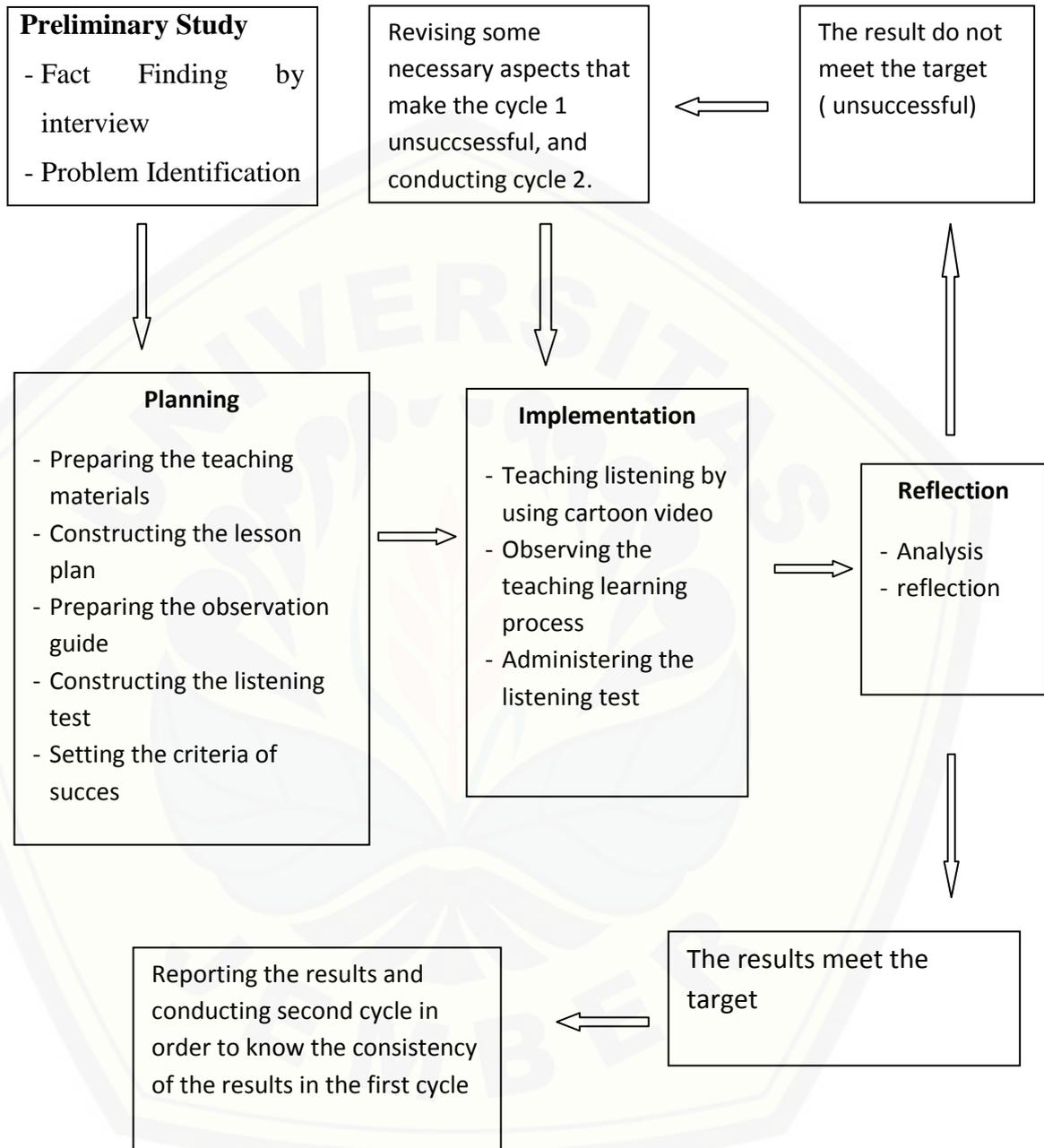
This chapter presents the methods used in this research, namely: research design, area determination method, operational definition, subject determination method, data collection method, data analysis method, and research procedure. They are presented in this following section.

3.1 Research Design

Classroom action research (CAR) was used in this research because this research was intended to improve the students' listening comprehension achievement by using cartoon video in class VIII C at SMP N 7 Jember. According to Arikunto (2006: 91), classroom action research is a research which is done in the classroom by doing intentional activities. Further, Arikunto (2006:91) says that in conducting a classroom action research, the researcher needs to do it collaboratively with another researcher or team. Dealing with the statement above, this classroom action research was conducted collaboratively with the English teacher of class VIII C at SMPN 7 Jember that had problem in listening comprehension and their score was 57,3 as the lowest mean score. The problem in this research were the students' passive participation and low achievement in listening. The information was based on the results of interview and documentation.

The collaboration was focused on planning the action, implementing the action, observing the class, and doing reflection. According to Snell (1999), classroom action research usually includes having an observer collecting data and together with the teacher developing a plan to bring about the desired change, acting on the plan and then observing the effects of the plan in the classroom. This classroom action research was conducted in cycle and design of this research was illustrated in the diagram below.

Table 3.1 The Design of This Classroom Action Research



(Adapted from Lewin, 1980 in Elliot, 1991:70)

The activities of the research are as follows.

1. Interviewing the English teacher of SMP N 7 Jember as the preliminary study to find and identify the problem to be researched.
2. Observing the classroom to know the students' participation during the teaching learning process of listening before they are taught listening comprehension by using cartoon video.
3. Planning the actions by constructing the lesson plan for the first cycle done in two meetings (lesson plan 1 and lesson plan 2).
4. Implementing the actions in the first cycle in teaching listening comprehension. In this activity, the researcher is carrying out the teaching practice while the English teacher is doing the observation.
5. Observing the students' activities during the implementation of the action.
6. Administering a listening comprehension achievement test to the research subjects after the action done in the first cycle.
7. Analyzing the result of listening comprehension achievement test.
8. Analyzing the result of classroom observation
9. Reflecting the result of listening comprehension achievement test and the result of classroom observation.

3.2 Area Determination Method

The area determination method of this research was done by using purposive method. According to Arikunto (2006:139), purposive method is a method employed in choosing research area based on certain purpose or reason. SMPN 7 Jember was chosen purposively as the research area because the English teacher agreed to conduct a classroom action research to improve the students' listening comprehension achievement by using cartoon video. And, the headmaster has given permission to conduct the research. Based on the preliminary study conducted at SMPN 7 JEMBER, there were eight classes of the eighth grade, that is from VIII Aup to VIII H. One of those had problem listening, that was class VIII C with the mean score 57.3. The researcher focused on Class VIII C which

was based on the results of asking the information from the English teacher about the students' achievement in language skills and components in this class which showed that Class VIII C consisted of the students with the lowest percentage of the students who could get score 75 or more than the other class.

3.3 Subject Determination Method

McMillan (1996:85) states that subject of the research are individual who participates in a research study. The research participants of the presents research are the students of class VIII – C in SMP N 7 Jember in the 2015/2016academic year. The English mean score of this class is 57.3. Based on the information about listening score of listening test obtained from the english teacher, the students of VIII C had the lowest mean score of listening test among the other classes. The required standard score of English for class VIII in SMP N 7 Jember is 75. So, the students in class VIII C needs to be improved

3.4 Data Collection Method

Data collection method refers to the methods used to collect the data in this research. They are listening test, observation, interview guide, and documentation. They will be explained below in detail.

3.4.1 Listening Test

Test is an instrument to measure skill or knowledge by giving a standard set of questions that requires the completion of a cognitive task (McMillan, 1992:114). In addition, according to Arikunto (2006:150) a test is a set of questions or exercises or other instruments used to measure skill, knowledge, intelligence, and aptitude of an individual or a group. In this research, the students' score of listening test were used as the primary data. The listening test was administered in each cycle. According to Hughes (2003:11), there are for types of test, they are proficiency test, achievement test, diagnostic test, and

placement test. In this research, the researcher used an achievement test which was used to measure how successful groups of students.

In addition, a good test has criteria. They are validity, reliability, and practicality. Djiwandono (1996:91) states that validity is the appropriateness between the test and what is going to be measured through the test it self. The validity is classified into four kinds, they are content validity, criterion related validity, construct validity, and face validity. In this research, the researcher used content validity. It means that the test was conducted to asses students` achievement in finding the content of the story provided through the video. The content was related to the main idea and detail idea. The basic reason was that the content of the material was constructed based on the indicators to be measured by considering the materials in the 2006 Institutional Based Curriculum (KTSP). The materials were related to find the main idea and detail idea.

Besides validity, a good test must have the other criteria which are reliability and practicality. According to Fraenkel and Wallen (1996:160), reliability refers to the consistency of the scores obtained, how consistent they are for each individual from one set items to another. It means that whoever and whenever the test is given, the result will not have a very significant difference. The indicators to be tested and the forms of instruments are presented in the following table.

Table 3.2 Test Instrument

Basic Competence	Indicators	Forms of Instrument
8.2 Responding the meaning of short simple monologue accurately, properly and acceptable to interact with the surrounding environment in the form of narrative and <i>recount</i> text.	a. Finding the main idea b. Finding the detail idea	a. Multiple choice questions b. T / F questions

Hughes (2003:22) divides test into two kinds, they are subjective test and objective tes. A test was called an objectives test if there is no judgement on the part of the scorer, but if there was judgement on the part of the scorer, the test is called subjective type. In this research, the researcher was used objective type in the form of multiple choice and true or false. The way to correct the answer was easier than essay, and it was easy to get the score.

Madsen (1983:144-145) states that listening test can be conducted in the form of multiple choice questions and T/F questions. He adds that we can construct multiple-choice questions with paraphrasing options based on the video script. Further, he says that writing T/F sentences must use appropriate language for the students by making some questions false (illogical) and some of them true (consistent with reality). Hence, we can conclude that the use of those two kinds of tests in this research were appropriate to test listening comprehension achievement .There were two kinds of the test format. The first was to measure the listening comprehension in finding the main idea and the second was to measure the listening comprehension in finding the detail idea. Dealing with the main idea, the students were required to find the theme of the story to find the theme of the story by understanding the whole text. It was given in the form of multiple choice. Meanwhile, in finding the detail idea, the students were required to find specific information given in the form of true false. The test was conducted at the end of each cycle. Each test consists of 20 test items. They were 10 items in the form of true or false and 10 test items in the form multiple choice. The scoring for each item in true and false was 5 points, and each item for multiple choice was 5 points. So, the total of the score was 100 points. There was one video of the test. The time of the video was 3-4 minutes (and the time of the take place about 40 minutes).

Notes:

1. The students listened and watched the video
2. The students asked the question(s) in relation to video
3. The students answered the teacher's questions in relation in video
4. The students did the exercises based on the video

3.4.3 Interview

According to McMillan (1992 :132), interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. In this research, semi structured interview was conducted to get the information needed because the information was about the curriculum used at the school, how many times the teacher teach English in a week, the student's problem in listening, the teaching media, and the materials. The result of the interview was used to support the primary data.

3.4.4 Documentation

In this research, the documentation was used to collect the data about the list of students' names of SMPN 7 Jember, especially VIII C and the document of the students' previous listening scores. The data were taken from the English teacher .

3.5 Operational Definition of the Key Terms

The operational definition is a brief discussion about some terms related with the topic of the research. The terms that were defined in this research were listening comprehension achievement, the students' active participation , recount text and cartoon video.

3.5.1 Student's Active Participation

Students active participation in this research referes to the students' activeness and willingness to participate in listening class. The students' activeness could be seen by their active role in listening and watching the video, asking questions in relation to video, answering teacher' questions in relation to

video, and doing exercises based on the video. The students can be categorized as the active students if they can fulfill at three of four indicators.

3.5.2 Listening Comprehension Achievement

Listening comprehension achievement in this research dealt with the result of listening activities that showed the students' ability in comprehending the message of the speaker both in finding general and specific information. The students' listening comprehension achievement was manifested in the form of the students' listening comprehension scores based on the listening comprehension test.

3.5.3 Recount Text

The type of text that was used in teaching learning process was recount text. Recount text that was used in this research was story about experience to give the reader or the students a description of what happened and when it happened in the past.

3.5.4 Cartoon Video

The video used in this research were in the form of cartoon videos. Cartoon is a film made by photographing a series of cartoon drawings to give the illusion of movement when projected in rapid sequence. The cartoon video in this research was about imaginative stories taken from www.britishcouncil.org/learnenglishkid because it provides many educational videos which are suitable to the students in this research. In addition the cartoon videos in this site were suitable with the research subjects' need, age, and culture. Furthermore, the length of the video is less than five minutes. They could be taken freely and easily, so the videos were categorized as practical. Hopefully, the cartoon video could improve students' active participation and listening comprehension achievement in listening class.

3.6 Research Procedures

This classroom action research was conducted in the form of cycle. They were planning of the action, implementing of the action, observation and evaluation, and reflection. They were explained as follows.

3.6.1 The Planning of the Action

The researcher and the English teacher of this class need to design the activities well before conducting the action. They were about conducting the preliminary study to collect the information about students' problem in listening, preparing the materials that could be used, constructing the lesson plans collaboratively with the English teacher, constructing the observation checklist based on the indicators being observed in the process of teaching listening and constructing the listening test for cycle 1 and cycle 2.

3.6.2 The Implementation of the Action

The implementation of the action in this research was teaching listening comprehension by using cartoon video based on the schedule from the school. There were two meetings of teaching learning process in each cycle and then the test of listening comprehension was administered in the third meeting. The English teacher becomes the observer and the researcher becomes the English teacher. In cycle 1 there are three meetings. Two first meetings are based on Lesson Plan 1 and Lesson Plan 2. One video was used the first meeting, another one was for the second meeting and the last one is for the listening test.

3.6.3 Observation and Evaluation of the Action

a. Observation

Observation was used to observe the activity of the students' activity during the teaching learning process of listening by using video. Observation checklist was used to observe the students' active

participation during the teaching learning process of listening by using video based on the indicators provided.

b. Evaluation

Evaluation was important to know the improvement of the students' active participation and listening comprehension achievement. The action was categorized as successful if 75% of the students can achieve score 75 as the minimum standard score of SMP N 7 Jember and their mean score was at least 57.3. Moreover, the action was considered successful if 75% of the students in VIII C class are actively participated during the teaching learning process of listening by using cartoon video.

3.6.4 Data Analysis Method and Reflection of the Action

- a. Analyzing the data becomes an important thing in this research. To analyze the obtained data, data analysis was needed. The primary data collected in this research cover the results of observation and the results of listening comprehension achievement test. The data of the students' active participation in each cycle are analyzed by using simple statistics with percentage formula as follow.

$$E = \frac{n}{N} \times 100 \%$$

Notes :

E = The percentage of the students who are active.

n = The total number of the students who are active.

N = The total number of the students.

To analyze the results of the students' listening comprehension test, the formula used is presented below.

$$E = \frac{n}{N} \times 100 \%$$

Notes :

E = The percentage of the students who achieved ≥ 75 as the standard score.

n = The total number of the students who achieved ≥ 75 as the standard score.

N = The total number of the students.

Ali (1993 :186)

To find the average score of the class, the following formula will be used.

$$\frac{\sum fn}{\sum n}$$

F_n = The total score of the students

n = The total number of the students

Ali (1993 :186)

b. Reflection

Reflection will be done after knowing the results of observation and the result of listening test in each cycle. The purpose of reflection it self is to know wether there are any improvement of students' active participation and listening comprehension achievement after being taught by using cartoon video or not.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. The suggestions are given to the English teacher, the students and the future researcher.

5.1 Conclusion

Based on the results of data analysis and discussion, it could be concluded that teaching listening by using cartoon video could improve the eighth grade students' active participation and listening comprehension achievement during the teaching learning process at SMPN 7 JEMBER in 2015/2016 academic year.

The use of cartoon video could improve VIII C students' active participation in the teaching learning process of listening comprehension at SMPN 7 JEMBER in the 2015/2016 academic year. The use of cartoon video could improve VIII-C students' active participation in the teaching learning process of listening comprehension at SMPN 7 JEMBER in 2015/2016 academic year. The results of the students' active participation in the teaching learning process improved in each cycle. In the first cycle, the average result of the observation in the first meeting and second meeting in Cycle 1 showed 78.3% of the students were active in the teaching learning process. Meanwhile, the average results of observation in the first meeting and second meeting of Cycle 2 showed 92% of the students were active in the teaching learning process. Thus, there was an improvement as much as 13.7% of the percentage of students who were active in the teaching learning process. It means that the results of Cycle 2 gave the consistent results as well as Cycle 1, that the use of cartoon video can improve the students' active participation in teaching learning listening comprehension.

In addition, the use of cartoon video could improve VIII C students' listening comprehension achievement at SMPN 7 Jember in the 2015/2016 academic year.

The improvement can be seen from the result of listening comprehension test in the first cycle showed that 77.2% of 44 students got score ≥ 75 . The result of listening comprehension test in the second cycle showed that 79.5% of 44 students got scores ≥ 75 . It means that there was an improvement as much as 2.3% of the students who got the standard minimal score of 75.

5.2 Suggestions

Based on the result of the classroom action research, some suggestions are proposed to the following people.

1. The English Teacher

The English teacher is suggested to use cartoon video as medium of instruction in teaching learning process especially in listening comprehension. Hopefully, it can help students to comprehend of what they have to listen by using visual clues of the video. Hopefully, it can improve students' active participation and listening comprehension achievement during the teaching learning process of listening.

2. The students

It is suggested to students to use cartoon video to help them learn English.

It is because the characters' body language can be easily learned through the video instead of what they are listening only. The students are suggested to watch the other videos that they can be found on the internet, CD, Television or other media to improve their listening comprehension achievement.

3. Future Researchers

The result of this research hopefully can be used as a source of reference in doing another research related with the use of cartoon video in teaching learning process, either in different skill such as reading or different research design such as an experimental research on the effect of the use of cartoon video on the students' listening comprehension achievement.

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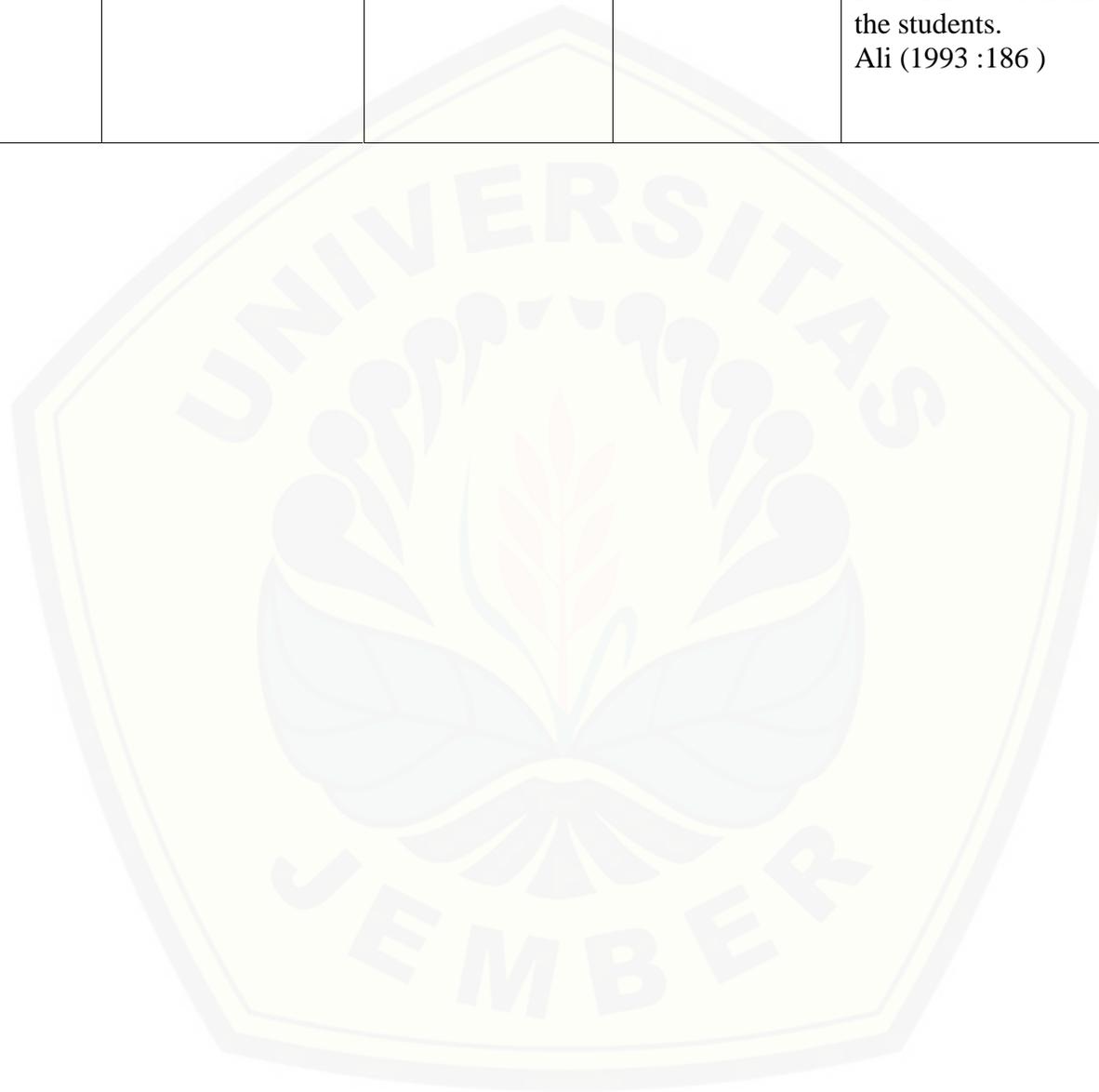
Appendix A

Research Matrix

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCE	RESEARCH METHODS	THE ACTION
Improving the Eighth Grade Students' Active Participation and Listening Comprehension Achievement by Using Cartoon Video at SMPN 7 Jember	<ol style="list-style-type: none"> Can the use of cartoon video improve the eighth grade students' active participation in teaching learning process of listening at SMPN 7 Jember in the 2015/2016 academic year? Can the use of cartoon video improve the eighth grade students' listening comprehension achievement at SMP N 7 Jember in the 2016/2017 academic year? 	<p>1. <u>Independent Variable</u></p> <p>Using cartoon video in listening teaching.</p> <p>2. <u>Dependent Variable</u></p> <ol style="list-style-type: none"> Students' listening comprehension achievement. Students' active participation in teaching learning 	<ol style="list-style-type: none"> The use of cartoon video <ul style="list-style-type: none"> - Pre listening (previewing activities) - While listening (listening activities) - Post listening (discussing activities) - Finding general information - Finding specific information 	<ol style="list-style-type: none"> Research Subjects : The eighth grade students of SMPN 7 Jember Research Informant Information : The English teacher of the eighth grade students of SMPN 7 Jember. 	<p>1. Research Design: Classroom Action Research</p> <p>The stages of each cycle are :</p> <ol style="list-style-type: none"> The planning of the action. The implementation of the action. Classroom observation and evaluation. Analysis and the reflection of the action. <p>2. Area Determination Method : Purposive method</p> <p>3. Research Subject Determination Method: Purposive method</p> <p>4. Data Collection Methods:</p> <ul style="list-style-type: none"> - Listening test - Observation 	<p>Cycle one: Listening through cartoon video as a media.</p> <p>Cycle two: Listening through cartoon video as a media.</p>

		<p>process.</p>			<ul style="list-style-type: none"> - Interview - Documentation <p>5. Data Analysis Method</p> <ul style="list-style-type: none"> - The collected data will be analyzed statistically by using the following formula: $E = \frac{n}{N} \times 100 \%$ <p>E = The percentage of the students who are active. n = The total number of the students who are active. N = The total number of the students. Ali (1993: 186</p> <p>-To analyze the results of the students' listening comprehension test, the formula used is presented below.</p> $E = \frac{n}{N} \times 100 \%$ <p>E = The percentage of the students who achieved ≥ 75 as the standard score. n = The total number of the students who achieved ≥ 75 as the standard score.</p>	
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					N = The total number of the students. Ali (1993 :186)	
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Apendix B

INSTRUMENT

LESSON PLAN

(Cycle1 Meeting1)

Subject : English

School : SMP N 7 JEMBER

Class : VIII C

Semester : 2

Genre : Recount Text

Theme : Holiday

Time : 2 x 40 minutes

I. Standard of Competence

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan **recount** untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

- 8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar , dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan **recount**.

III. Indicators

Cognitive

Product

- 3.1 Finding general information based on the recount text listened while watching video by answering multiple choice and true false questions.
- 3.2 Finding specific information based on the recount text listened to by answering true false questions.

Process

- 3.3 Taking a note of some unfamiliar words from recount text.
- 3.4 Mentioning some unfamiliar words from recount text.
- 3.5 Finding the meaning of the unfamiliar words.
- 3.6 Doing the exercises in the form of multiple choice and true false questions.

Affective

- 3.7 Showing attentiveness while listening and watching the video.
- 3.8 Showing confidence while asking question about the material in the video.
- 3.9 Showing enthusiasm while answering teacher`s question about material in the video.
- 3.10 Showing cooperation when doing the listening exercises based on the video.

IV. LEARNING OBJECTIVES

Cognitive

Product

- 4.1 Students are able to find general information based on the recount text listened while watching video by answering multiple choice and true false questions.
- 4.2 Students are able to find specific information based on the recount text listened while watching videoby answeringmultiple choice and true false questions.

Process

- 4.3 Students are able to take a note of some unfamiliar words from recount text.
- 4.4 Students are able to mention some unfamiliar words from recount text.
- 4.5 Students are able to give the meaning unfamiliar words.
- 4.6 Students are able to do the exercises in the form of multiple choice and true false questions.

Affective

- 4.7 Students are able to listen and watch the video attentively.
- 4.8 Students are able to ask question about the material in the video confidently.
- 4.9 Students are able to answer teacher`s questions about material in the video enthusiastically.
- 4.10 Students are able to do listening exercises based on the video cooperatively.

V. MATERIAL

Enclosed

VI. TEACHING LEARNING ACTIVITY

NO	Teacher`s Activity	Student`s Activity	Time
1	Set Induction - Greeting - Checking the students` attendance	- Answering greeting	5`
2	Pre listening activity - Asking some leading questions	- Answering leading question	5

3	<ul style="list-style-type: none"> - Stating the learning objectives <p>Listening activity</p> <ul style="list-style-type: none"> - Reviewing about recount text - Playing the cartoon video entitled “The Haunted House” for the first time. - Asking the students to mention some unfamiliar words. - Discussing the meaning of the unfamiliar words with the class. - Distributing worksheet to the students. - Playing the cartoon video for the second time. - Asking the students to work in pairs and doing exercises. - Discussing the answer with the class. 	<ul style="list-style-type: none"> - Paying attention - Paying attention - Watching video - Mentioning some unfamiliar words - Discussing the meaning of the unfamiliar words. - Receiving the worksheet - Watching the video - Doing the exercise in pairs - Discussing the answer with the class 	60
4	<p>Post listening activity</p> <ul style="list-style-type: none"> - Asking the students to 	<ul style="list-style-type: none"> - Drawing the conclusion 	10

	draw conclusion. - Parting	- Parting	
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VII. Media and Sources

Media : Laptop

Viewer

Sound

Students` worksheet

Cartoon video

Sources :

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-haunted-house>

VIII. Evaluation

1. Process

Observation Checklist

NO	NAME	INDICATOR				ACTIVE	PASIVE
		1	2	3	4		

Notes :

1. Listening while watching video
2. Asking questions about the video to the teacher
3. Answering questions about video to the video
4. Doing the exercises after watching video

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

2. Product

Scoring rubric :

Task 1 = correct answer x 8

Task 2 = correct answer x 4

Total score = 100

Jember , 2016

The Teacher,

The Researcher,

Ruli Dorowanti,S.Pd

Yosmarica Noviren S.A.P

19671112 198903 2011

100210401021

I. PRE – ACTIVITIES

Leading Questions

- Did you enjoy with your holiday yesterday?
- What did you do in your holiday?

II. WHILE – VIEWING ACTIVITIES

1. Recount Text

Recount text is a text which retells events or experiences in the past.

Social Function of Recount Text

The social function of recount text is either to inform or to entertain the readers, audience, etc.

Generic Structure of Recount Text

A recount text consists of the following structure :

- a. Orientation : introducing the participants, place and time
- b. Events : Describing series of events that happened in the past
- c. Re – orientation : it is optional. Stating personal comment of the writer to the story.

Language Features of Recount Text

- a. Using simple past tense
- b. Using chronological connection : then, first, after that etc.

2. Video script

The Haunted House

We walked through the forest on a dark , dark night. The thunder went BANG! Bob had a fright! Bob ran through the trees as fast as he could. Into a house at the edge of the wood. We ran after Bob and into the hall. We shouted his name but heard nothing at all. “Bob!” “Bob!”.

We looked in the kitchen and there was a snake, showing it fangs. What a noise we did make. “aargh!”.

We looked in the bathroom. Do you know what we saw? Eight long legs in the bath, we were glad there weren` t more. We looked in the study and saw a hard shell. What was inside it? A turtle! Well,well. We looked in the lab and there was a cat. And there on the table a horrible rat. “shut up”. We looked here for hours and then we went home. We opened the door. There was Bob with a bone.

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-haunted-house>

Student`s Worksheet

Exercise 1

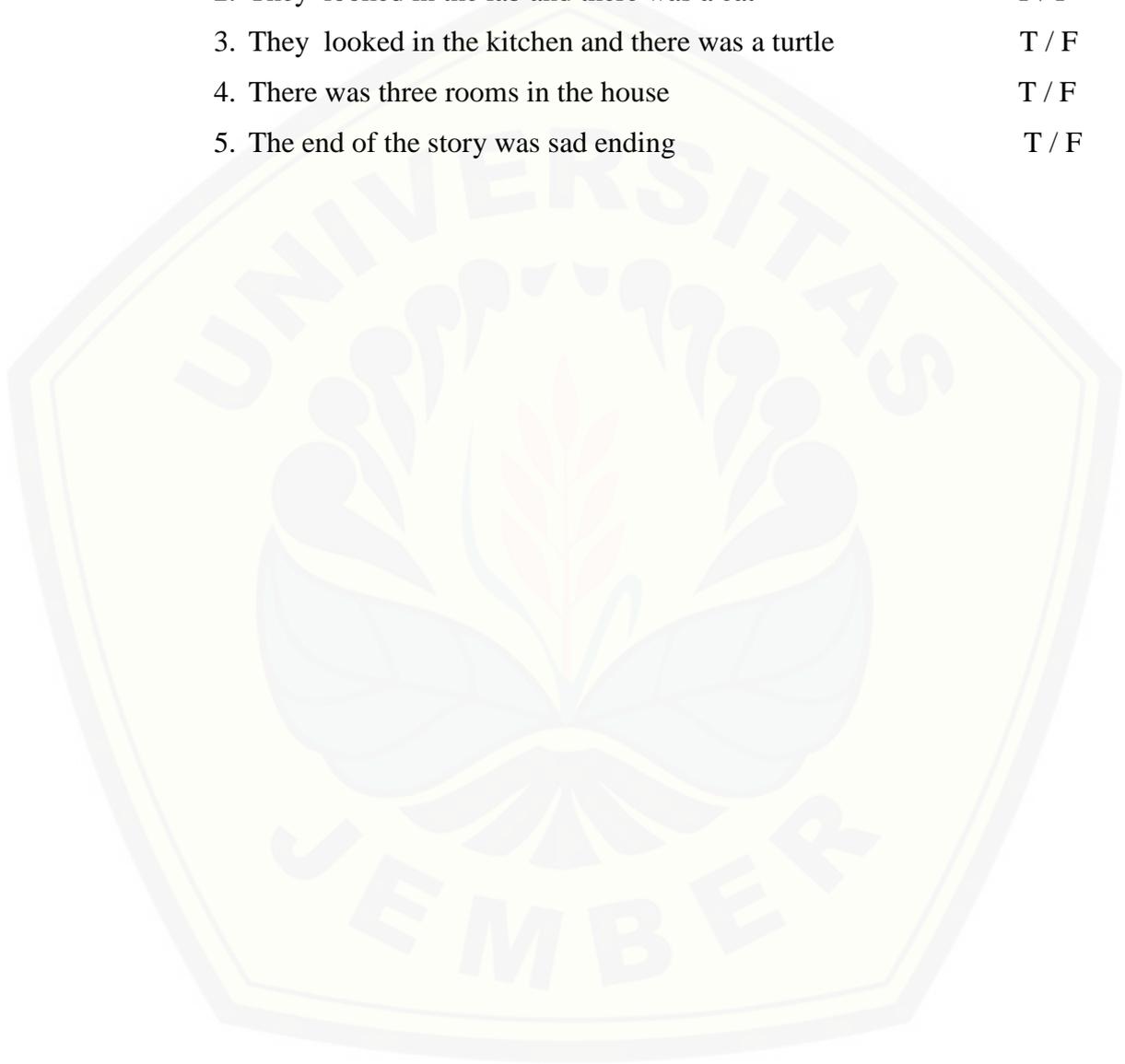
- I. Answer the these questions by crossing a,b,c, or d as the best answer based on the video!
 1. What kind of text was the story?
 - a. Report text
 - b. Recount text
 - c. Narrative text
 - d. Descriptive text
 2. What was the suitable tittle for the story?
 - a. Bob is a dog
 - b. Bob`s adventure
 - c. The haunted house
 - d. Bob and the haunted house
 3. What didthe story in the video tell about?
 - a. A night
 - b. The childrens and a dog
 - c. The dog
 - d. The ghost
 4. How many characters werethere in the story?
 - a. Three
 - b. Four
 - c. six
 - d. Seven
 5. Who were the characters in the video?
 - a. The boy, the girl, and the dog
 - b. The boy and the girl`s friend
 - c. The dog and the ghost
 - d. The ghost of house

6. What is the name of the dog?
 - a. Aboy
 - b. Bob
 - c. Bobby
 - d. Fredy
7. Why did Bob run as fast?
 - a. Because Bob had a fright, when the thunder went bang.
 - b. Because Bob had a fright when someone ran him.
 - c. Because Bob felt tired
 - d. Because Bob was angry
8. What happened when they looked in the bathroom?
 - a. There was a cat
 - b. They saw a hard shell
 - c. They saw eight long legs in the bath
 - d. Nothing happened
9. Where was the haunted house of the story?
 - a. At the beach
 - b. At the mountain
 - c. At the forest
 - d. At the village
10. How did the story end?
 - a. The childrens didn't found Bob
 - b. The childrens could find Bob
 - c. Finally, Bob could go home
 - d. Bob looked at a cat

Exercise 2

II. Write T if the statement is true or F if the statement is false based on the video!

1. The main characters in the video are a boy, a girl, and a dog T / F
2. They looked in the lab and there was a cat T / F
3. They looked in the kitchen and there was a turtle T / F
4. There was three rooms in the house T / F
5. The end of the story was sad ending T / F



Answer Key

Exercise 1

1. B
2. C
3. B
4. A
5. A
6. B
7. A
8. C
9. C
10. B

Exercise 2

1. T
2. T
3. F
4. T
5. F

The Distribution of the Task Items

	Number
General Information	Exercise 1 (3,5,6) Exercise 2 (1,5)
Specific Information	Exercise1 (1,2,3,4,7,8,9,10) Exercise 2 (2,3,4)

Appendix C

INSTRUMENT

LESSON PLAN

(Cycle 1 Meeting 2)

Subject : English

School : SMP N 7 JEMBER

Class : VIII C

Semester : 2

Genre : Recount Text

Theme : Holiday

Time : 2 x 40 minutes

I. Standard Competence

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan **recount** untuk berinteraksi dengan lingkungan sekitar.

II. Basic Competence

8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar , dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan **recount**.

III. Indicators

Cognitive

Product

- 3.1 Finding general information based on the recount text listened while watching video by answering multiple choice and true false questions.
- 3.2 Finding specific information based on the recount text listened while watching video by answering multiple choice and true false questions.

Process

- 3.3 Taking a note of some unfamiliar words.
- 3.4 Mentioning some unfamiliar words.
- 3.5 Finding the meaning of the unfamiliar words.
- 3.6 Doing the exercises in the form of multiple choice and true false questions.

Affective

- 3.7 Showing attentiveness while listening and watching the video.
- 3.8 Showing confidence while asking question about the material in the video.
- 3.9 Showing enthusiasm while answering teacher's question about material in the video.
- 3.10 Showing cooperation when doing the listening exercises based on the video.

IV. Learning Objectives

Cognitive

Product

- 4.1 Students are able to find general information based on the recount text listened while watching video by answering multiple choice and true false questions.

4.2 Students are able to find specific information based on the recount text listened while watching video by answering multiple choice and true false questions.

Process

4.3 Students are able to take a note of some unfamiliar words from recount text.

4.4 Students are able to mention some unfamiliar words from recount text.

4.5 Students are able to give the meaning unfamiliar words from recount text.

4.6 Students are able to do the exercises in the form of multiple choice and true false questions.

Affective

4.7 Students are able to listen and watch the video attentively.

4.8 Students are able to ask question about the material in the video confidently.

4.9 Students are able to answer teacher`s questions about material in the video enthusiastically.

4.10 Students are able to do listening exercises based on the video cooperatively.

V. MATERIAL

Enclosed

VI. Teaching Learning Activity

NO	Teacher`s Activity	Student`s Activity	Time
1	Set Induction - Greeting - Checking the students` attendance	- Answering greeting - Paying Attention	5`

2	<p>Pre listening activity</p> <ul style="list-style-type: none"> - Asking some leading questions - Stating the learning objectives 	<ul style="list-style-type: none"> - Answering leading question - Paying attention 	5
3	<p>Listening activity</p> <ul style="list-style-type: none"> - Reviewing about recount text - Playing the cartoon video entitled “The Magic Spell” for the first time. - Asking the students to mention some unfamiliar words. - Discussing the meaning of the unfamiliar words with the class. - Distributing worksheet to the students. - Playing the cartoon video for the second time. - Asking the students to work in pairs and doing exercises. - Discussing the answer with the class. 	<ul style="list-style-type: none"> - Paying attention - Watching video - Mentioning some unfamiliar words - Discussing the meaning of the unfamiliar words. - Receiving the worksheet - Watching the video - Doing the exercise in pairs - Discussing the answer with the class 	60

4	Post listening activity - Asking the students to draw conclusion. - Parting	- Drawing the conclusion - Parting	10
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VII. Media and Sources

Media : Laptop

Viewer

Sound

Students` worksheet

Cartoon video

Sources :

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-magic-spell>.

VIII. Evaluation

1. Process

Observation Checklist

NO	NAME	INDICATOR				ACTIVE	PASIVE
		1	2	3	4		

Notes :

1. Listening while watching video
2. Asking questions about the video to the teacher
3. Answering questions about video
4. Doing the exercises after watching video

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

2. Product

Scoring rubric :

Task 1 = correct answer x 8

Task 2 = correct answer x 4

Total score

= 100

Jember , 2016

The Teacher,

The Researcher,

Ruli Dorowanti,S.Pd

1967 1112 1989 03 2011

Yosmarica Noviren S.A.P

100210401021

Instructional Materials

I. PRE – ACTIVITIES

Showing the Pictures



Leading Questions

- Do you know what they are?
- Have you ever watched a magic show?
- Where did you usually watch magic show?
- When did you watch it?
- Do you like a magic show?
- Have you ever played a magic show?

II. WHILE – VIEWING ACTIVITIES

1. Recount Text

Recount text is a text which retells events or experiences in the past.

Social Function of Recount Text

The social function of recount text is either to inform or to entertain the readers, audience, etc.

Generic Structure of Recount Text

A recount text text consists of the following structure :

- a. Orientation : introducing the participants, place and time
- b. Events : Describing series of event that happened in the past

- c. Re – orientation : it is optional. Stating personal comment of the writer to the story.

Language Features of Recount Text

- a. Using simple past tense
- b. Using chronological connection : then, first, after that etc.

2. Video script

The Magic Spell

Billy and Tom pretended to make a magic potion. They found a big, black cooking pot. Billy threw in his toenail clippings and a smelly sock. Tom found seven dead flies and some spider's web. They danced around the pot, chanting.

"Abracadabra!" Billy called. "Nothing has happened." said Billy disappointed.

Billy felt his nose and ears and looked in a mirror.

"Aagh!" He called to his mum,

"I'm going to bed." But instead he searched nearly all night on the Internet for a cure. At last he found www.helpforbadspells.com and tried everything. Nothing seemed to work. He felt asleep tired out. Next morning his mum came in, "Time for school!" "I can't go Mum. I look like an elephant." "Don't be silly! What an excuse!" she said. "Hooray! I can go to school!"

<http://learnenglishkids.britishcouncil.org/en/short-stories/the-magic-spell>

Student`s Worksheet

Exercise 1

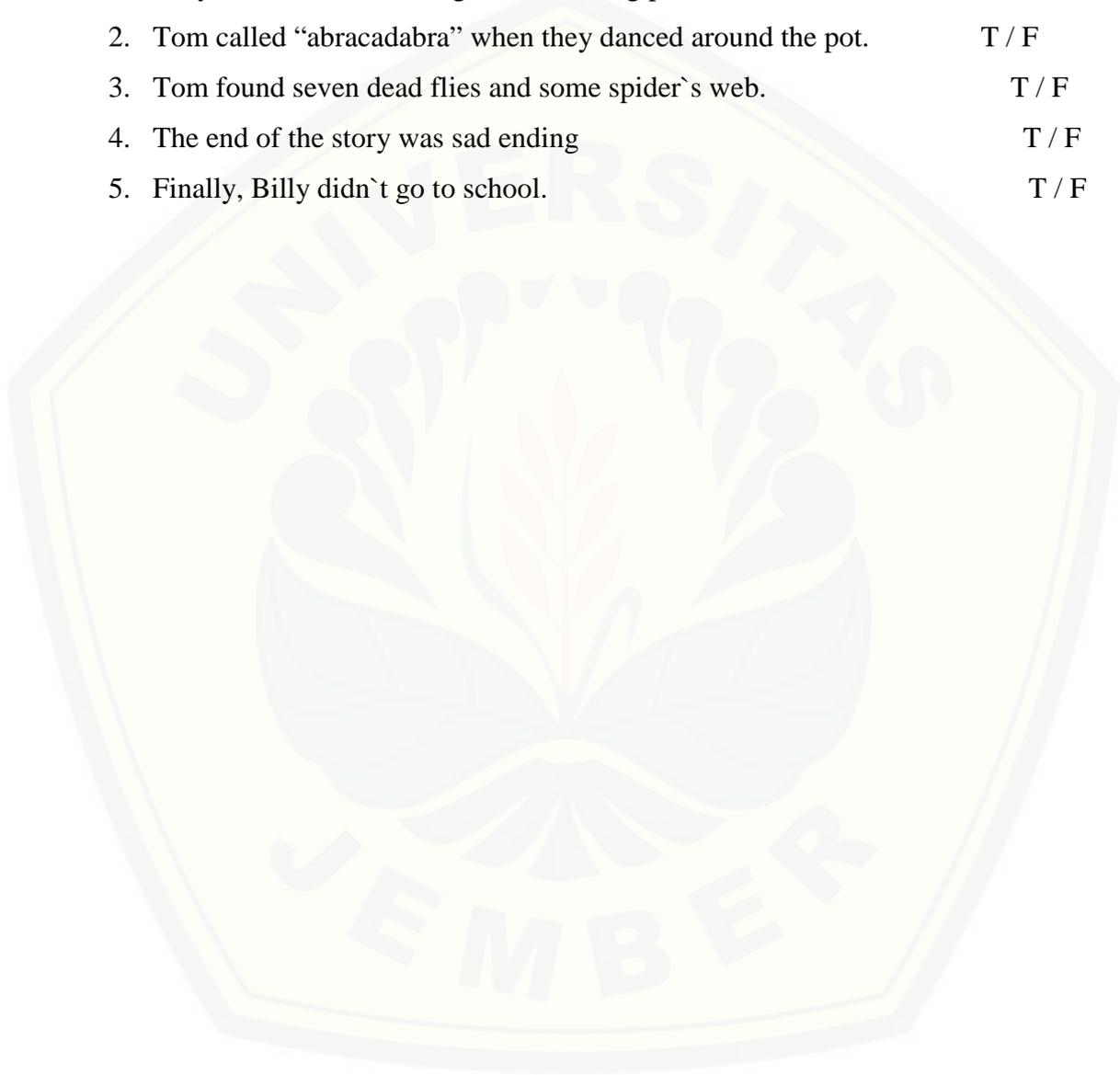
- I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!
 1. Who were the characters in the video?
 - a. Billy and his friend
 - b. Billy and Tom
 - c. Billy and Billy`s mum
 - d. Billy, Tom and Billy`s mum
 2. What does the story in the video tell us about?
 - a. The magic show
 - b. Billy`s mother
 - c. Billy, Tom and the magic
 - d. Billy can`t go to school
 3. How many characters are there in the story?
 - a. Two
 - b. Three
 - c. Six
 - d. Five
 4. Who was the main character in the video?
 - a. Billy
 - b. Billy`s friend
 - c. Billy`s mother
 - d. Tom
 5. What did Billy do after he said “abracadabra”?
 - a. Nothing happened and he called his mum
 - b. Billy looked at the mirror
 - c. Billy looked at the mirror, and felt that his nose and ears like an elephant.
 - d. Billy looked at the mirror and nothing happened

6. What did Billy do when they danced around the pot?
 - a. He called “abracadabra”.
 - b. Billy called his mum
 - c. Nothing happened
 - d. Billy threw in his toenail clippings.
7. What happened to Billy after he found the source in the internet?
 - a. He felt a sleep
 - b. He tried everything but nothing to work
 - c. He called his mum
 - d. He was crying
8. Why did Billy not go to school?
 - a. Because Billy felt that he was like an elephant
 - b. Because Billy felt that he was like a bird
 - c. Because Billy felt lazy
 - d. Because Billy wanted to sleep
9. How did the story end?
 - a. His mum came to Billy in the morning
 - b. Billy looked like an elephant
 - c. Billy got up in the morning
 - d. Billy could go to school
10. What was the suitable title for the story?
 - a. Billy and the magic
 - b. Billy and Tom
 - c. Billy and his mother
 - d. The magic spell

Exercise 2

II . Write T if the statement is true or F if the statement is false based on the video!

1. Billy and Tom found a big black cooking pot. T / F
2. Tom called “abracadabra” when they danced around the pot. T / F
3. Tom found seven dead flies and some spider`s web. T / F
4. The end of the story was sad ending T / F
5. Finally, Billy didn`t go to school. T / F



Answer Key

Exercise 1

1. D
2. C
3. B
4. A
5. C
6. A
7. B
8. A
9. D
10. D

Exercise 2

1. T
2. F
3. T
4. F
5. F

The Distribution of the Task Items

	Number
General Information	Exercise 1 (2,4,5,6) Exercise 2 (1,2,3)
Specific Information	Exercise1 (1,3,7,8,9,10) Exercise 2 (4,5)

*Appendix D***POST TEST 1**

NAME :

CLASS :

School : SMP N 7 JEMBER

Subject : English

Class / Semester : VIII / 2

Language Skill : Listening

Genre : Recount Text

Time : 40 minutes

Task 1

- I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!
- Where was the setting of the story on the video?
 - At the beach
 - At the school
 - At the main square
 - At the zoo
 - What time did Billy arrive at the place of circus ?
 - At seven o'clock
 - At nine o'clock
 - At six o'clock
 - At eight o'clock

3. What was the colour of the circus`s tent?
 - a. Red and black
 - b. Red and white
 - c. Red and blue
 - d. White and yellow
4. What did Billy see for the first time?
 - a. The animals
 - b. The lions
 - c. A man and a women on a huge swing
 - d. An elephant
5. How many lions were there in the show?
 - a. Six
 - b. Seven
 - c. Three
 - d. Four
6. Why did the people shout in horror amazement ?
 - a. The people watched as the man put his head in the biggest lion`s mouth
 - b. The people watched many lions in the tent
 - c. The people watched the dance`s elephant
 - d. Nothing happened
7. What was the name of the small elephant?
 - a. Willy
 - b. Minny
 - c. Winny
 - d. Wenny

8. Who were the main characters in the story?
 - a. The elephant
 - b. Billy and his parents
 - c. Billy and Minny
 - d. No one
9. What did Minny eat when she got into the big supermarket?
 - a. Bananas and a large chocolate cake, ten packets of biscuits and a large number of buns.
 - b. Bananas and a large chocolate
 - c. Ten packets of biscuits, a large chocolate and the bananas.
 - d. Bananas, ten packets of biscuits and a large number of buns
10. What did Minny get from the people at the end of the story?
 - a. A snack
 - b. A peanut
 - c. A special food
 - d. A special medal

Task 2

- II. Write T if the statement is true or F if the statement is false based on the video!
1. Billy loved the circus. T / F
 2. The clowns were wearing brightly coloured clothes blue and yellow and red with spots of green. T / F
 3. The name of the small elephant was Milly. T / F
 4. In the middle show, the small elephant turned around and ran towards the door of the tent. T / F
 5. Minny didn't save Billy at the end of the story. T / F
 6. At eight o'clock Billy and his parents arrived at the huge red and white striped tent. T / F
 7. There were five lions in the circus. T / F

8. Billy was get exited because tomorrow was holiday T / F
9. The kinds of animals in the circus were lions and elephants. T / F
10. The end of the story is sad ending. T / F



Answer Keys**Task 1**

1. D
2. D
3. B
4. C
5. A
6. A
7. B
8. C
9. A
10. D

Task 2

1. T
2. T
3. F
4. T
5. F
6. T
7. F
8. F
9. T
10. F

The Distribution of the Task Items

	Number
General Information	Exercise 1 (2,3,4,7,8)
	Exercise 2 (1,2,3,6,7)
Specific Information	Exercise 1 (1,5,6,9,10)
	Exercise 2 (4,5,8,9,10)

Video Script : Circus Escape

Billy was getting excited. It was the day of the circus! Billy loved the circus: all the animals and the people. It was so much fun!

At eight o'clock Billy and his parents arrived at the huge red and white striped tent called 'The Big Top'. The Ringmaster shouted with his huge booming voice "Good evening ladies and gentlemen!"

Then the lights went up to the top of the tent and Billy saw a man and a woman dressed in sparkly clothes balancing on a huge swing. They flew through the air. "Ooooo!" shouted the people every time they flew. It was very, very exciting. A door opened and the lions bounced into the ring: there were six of them all looking huge and fierce and dangerous. The man in the middle was the lion tamer. Billy watched as the put his head in the biggest lion's mouth. "Ooooo"shouted the people in horror and amazement. After the lions came the clowns. They were wearing brightly coloured clothes: blue and yellow and red with spots of green. They had red noses and painted faces and funny red hair. They fell over, told lots of jokes and did lots of very silly things. "Ha, ha, ha!" laughed the people and Billy laughed too. Finally the elephants arrived in the ring: there were three enormous grey elephants and one smaller one. The small one balanced on one leg and did lots of tricks. Then it stopped and looked up at Billy. "Hello" said Billy to the elephant "I'm Billy." "I'm Minny." replied the elephant to Billy's surprise. Then suddenly the small elephant turned around and ran towards the door of the tent. It ran out of the tent into the street and off into the town. All the people rushed out of the circus tent screaming, "Aagh!, The elephant! It's escaped!"

"Help!" cried the Ringmaster, "Minny the elephant has escaped!"

Minny was a very happy elephant. It was the first time she had been out of the circus! It felt good to be free!

She ran along the main street toward the main square. She saw the fountain in the middle of the square. She climbed into the big fountain and sat down in the water. People tried to walk by but Minny sprayed water at them using her huge trunk!"Oh this is much more fun than the circus!"cried Minny.

After a while Minny decided to explore. She went along the street and into the big supermarket. All the people who saw Minny ran out of the supermarket screaming!. Minny had a wonderful time. She helped herself to the bananas and scooped a large chocolate cake, ten packets of biscuits and a large number of buns. When she had finished eating Minny decided to explore again so she went out into the street. In the distance Minny saw a big house, but there was something strange about it. There was a red light all around it. Minny got nearer to the house and then she heard the people in the house shouting and screaming. "Help!" They shouted. "save us". Minny rushed into the garden opposite the house. There was a big pond with lots of water. She put her trunk in the water and took in as much water as she could. Then she rushed over to the house and sprayed the house with water. She did this many times and the flames and fire died away. From the top window Minny could see a small boy. He opened the window and Minny took him out of the house using her trunk. "Minny!" he cried. "It's me!". "Hello Billy". Said the elephant. "you save me!" cried Billy. "You are the bravest elephant in the world". Billy's mother and father came rushing out of the house they couldn't believe what they saw! Billy was safe and their house was safe and all because an elephant.

The next day all the people in the town made a crowd outside the town hall. They gave Minny the elephant a special medal. Billy rode around the square on Minny's back waving and smiling at all the people. They went slowly back to the circus to rejoin to other elephants. Minny was so happy that she never wanted to escape from the circus again.

<http://learnenglishkids.britishcouncil.org/en/short-stories/circusescape>

INSTRUMENT

LESSON PLAN

(cycle 2 meeting 1)

Subject : English

School : SMP N 7 JEMBER

Class : VIII C

Semester : 2

Genre : Recount Text

Time : 2 x 40 minutes

II. STANDARD COMPETENCE

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan **recount** untuk berinteraksi dengan lingkungan sekitar.

III. BASIC COMPETENCE

8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar , dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan **recount**.

IV. INDICATORS

Cognitive

Product

- 3.1 Finding general information based on the recount text listened while watching video by answering multiple choice and true false questions.
- 3.2 Finding specific information based on the recount text listened to by answering true false questions.

Process

- 3.3 Taking a note of some unfamiliar words from recount text.
- 3.4 Mentioning some unfamiliar words from recount text.
- 3.5 Finding the meaning of the unfamiliar words.
- 3.6 Doing the exercises in the form of multiple choice and true false questions.

Affective

- 3.7 Showing attentiveness while listening and watching the video.
- 3.8 Showing confidence while asking question about the material in the video.
- 3.9 Showing enthusiasm while answering teacher`s question about material in the video.
- 3.10 Showing cooperation when doing the listening exercises based on the video.

V. LEARNING OBJECTIVES

Cognitive

Product

- 4.1 Students are able to find general information based on the recount text listened while watching video by answering multiple choice and true false questions.
- 4.2 Students are able to find specific information based on the recount text listened while watching video by answering multiple choice and true false questions.

Process

- 4.3 Students are able to take a note of some unfamiliar words from recount text.
- 4.4 Students are able to mention some unfamiliar words from recount text.
- 4.5 Students are able to give the meaning unfamiliar words.

4.5 Students are able to do the exercises in the form of multiple choice and true false questions.

Affective

4.6 Students are able to listen and watch the video attentively.

4.7 Students are able to ask question about the material in the video confidently.

4.8 Students are able to answer teacher`s questions about material in the video enthusiastically.

4.9 Students are able to do listening exercises based on the video cooperatively.

VI. MATERIAL

Enclosed

VII. TEACHING LEARNING ACTIVITY

NO	Teacher`s Activity	Student`s Activity	Time
1	Set Induction - Greeting - Checking the students` attendance	- Answering greeting - Paying attention	5`
2	Pre listening activity - Asking some leading questions - Stating the learning objectives	- Answering leading question - Paying attention	5
3	Listening activity - Reviewing about recount text	- Paying attention	

	<ul style="list-style-type: none"> - Playing the cartoon video entitled “I Couldn’t Believe My Eyes” for the first time. - Asking the students to mention some unfamiliar words. - Discussing the meaning of the unfamiliar words with the class. - Distributing worksheet to the students. - Playing the cartoon video for the second time. - Asking the students to work in pairs and doing exercises. - Discussing the answer with the class. 	<ul style="list-style-type: none"> - Watching video - Mentioning some unfamiliar words - Discussing the meaning of the unfamiliar words. - Receiving the worksheet - Watching the video - Doing the exercise in pairs - Discussing the answer with the class 	60
4	<p>Post listening activity</p> <ul style="list-style-type: none"> - Asking the students to draw conclusion. - Parting 	<ul style="list-style-type: none"> - Drawing the conclusion - Parting 	10

VIII. MEDIA AND SOURCES

Media : Laptop

Viewer

Sound

Students` worksheet

Cartoon video

Sources :

<http://learnenglishkids.britishcouncil.org/en/short-stories/i-couldn't-believe-myeyes>

IX. EVALUATION

Process

Observation Checklist

NO	NAME	INDICATOR				ACTIVE	PASIVE
		1	2	3	4		

Notes :

1. Listening while watching video
2. Asking questions about the video to the teacher
3. Answering questions about video to the video
4. Doing the exercises after watching video

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

3. Product

Scoring rubric :

Task 1 = correct answer x 8

Task 2 = correct answer x 4

Total score = 100

Jember , 2016

The Teacher,

The Researcher,

Ruli Dorowanti,S.Pd

Yosmarica Noviren S.A.P

19671112 198903 2011

100210401021

INSTRUCTIONAL MATERIALS

I. PRE – ACTIVITIES

Leading Questions

- What time do you usually go to school?
- Do you have some interesting experience when you go to school?

II. WHILE – VIEWING ACTIVITIES

1. Recount Text

Recount text is a text which retells events or experiences in the past.

Social Function of Recount Text

The social function of recount text is either to inform or to entertain the readers, audience, etc.

Generic Structure of Recount Text

A recount text consists of the following structure :

- a. Orientation : introducing the participants, place and time
- b. Events : Describing series of events that happened in the past
- c. Re – orientation : it is optional. Stating personal comment of the writer to the story.

Language Features of Recount Text

- b. Using simple past tense
- d. Using chronological connection : then,first,after that etc.

2. Video script

I Couldn't Believe My Eyes

“Guess what I saw at 7 o'clock this morning when I was walking to school on Hassan Street!”

“I don't know. Tell me.”

“I was halfway along the street when I saw a huge parade coming towards me. The Russian circus was coming to town.” “First there were three white elephants, with two children riding on each of them. Then there were four tall giraffes, and they each had one woman rider. Then, came the clowns. Two in a funny car and three were running behind it. Last of all, there were two big, clear balls. Each with a clown inside and one balancing on top.

So Karim, how many people were there on Hassan Street going to school at 7 o'clock today?”

“Mmm. Hold on! I need time to think. You saw a lot of people.”

Source : <http://learnenglishkids.britishcouncil.org/en/short-stories/i-couldnt-believe-my-eyes>

Student`s Worksheet

Exercise 1

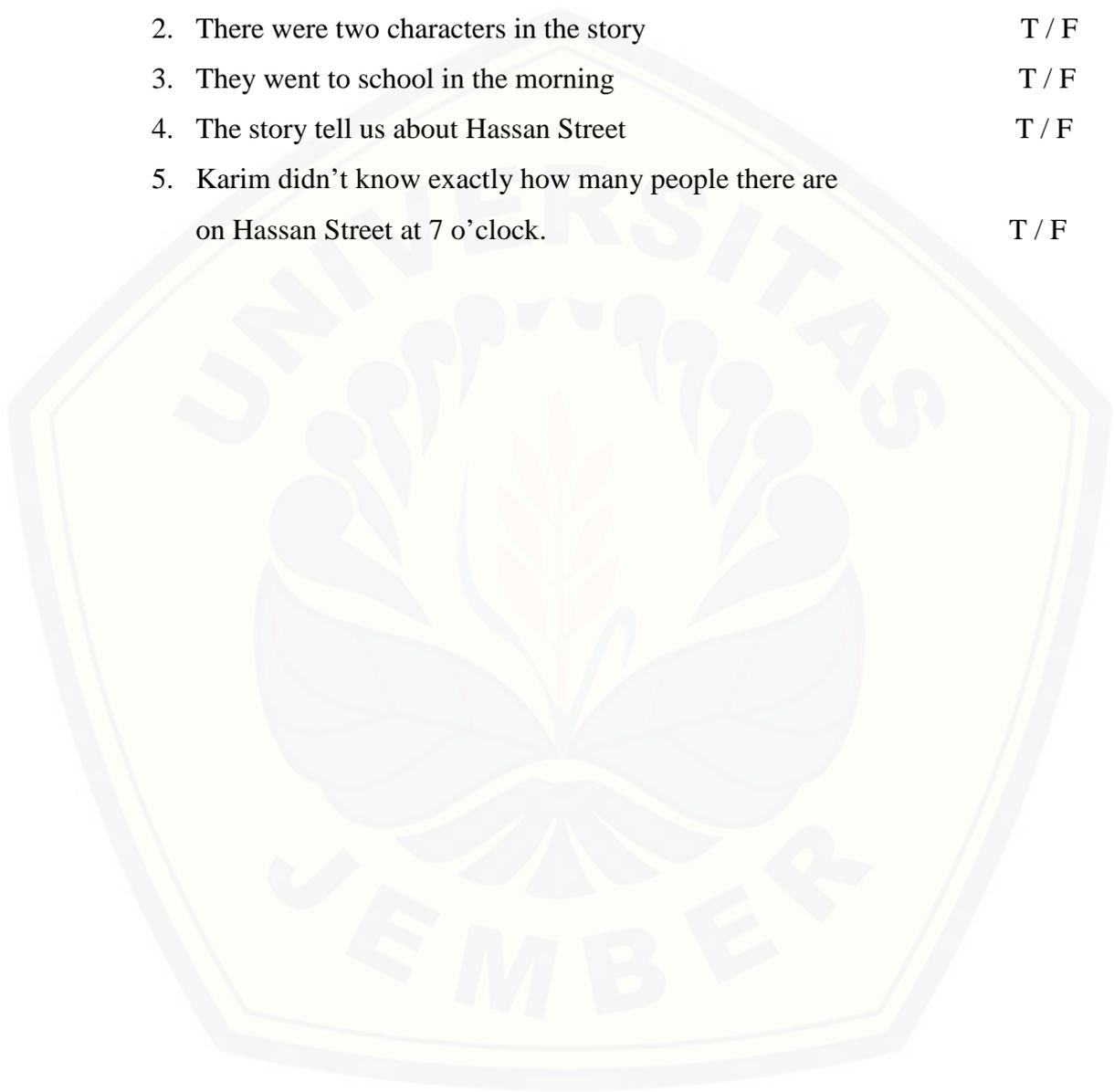
- I. Answer the these questions by crossing a,b,c, od d as the best answer based on the video!
- Who was Karim ?
 - Karim was a teacher
 - Karim was a police
 - Karim was a school guard
 - Karim was a storyteller`s friend.
 - What is time when did Karim was walking to school on Hassan Street ?
 - At 7 o`clock
 - At 5 o`clock
 - At 6 o`clock
 - At 8 o`clock
 - What did she see when she was halfway along the street?
 - The Russian Circus
 - The Indian Circus
 - The Arabian Circus
 - The Italian Circus
 - How many white elephants did she see in the parade?
 - Two white elephants
 - Three white elephants
 - Six white elephants
 - Eight white elephants
 - What was the name of street when Karim and a storyteller go to school?
 - Hasanuddin Street
 - Hassan Street
 - Jaksa Street
 - Borobudur Street

6. How many children were riding on each elephant?
 - a. Two children
 - b. Three children
 - c. Four children
 - d. Five children
7. How many clowns were there in a funny car ?
 - a. Three clowns
 - b. Four clowns
 - c. Two clowns
 - d. Five clowns
8. What was the last show on the street?
 - a. There were two big, clear balls, each with a clown inside and one balancing on top.
 - b. There was one big, clear ball, with a clown inside.
 - c. Came the clowns in a funny car.
 - d. Came the clowns in a funny car and three were running behind it.
9. What kind of text was the story?
 - a. Report text
 - b. Descriptive text
 - c. Narrative text
 - d. Recount text
10. What was the suitable title for the story?
 - a. Karim's adventure
 - b. I couldn't believe
 - c. I couldn't believe my eyes
 - d. I couldn't believe my experience

Exercise 2

III. Write T if the statement is true or F if the statement is false based on the video!

1. Karim was wearing red cloth T / F
2. There were two characters in the story T / F
3. They went to school in the morning T / F
4. The story tell us about Hassan Street T / F
5. Karim didn't know exactly how many people there are on Hassan Street at 7 o'clock. T / F



Answer Keys

Exercise 1

1. D
2. C
3. A
4. B
5. B
6. A
7. C
8. A
9. D
10. C

Exercise 2

1. F
2. T
3. T
4. F
5. T

The Distribution of the Task Items

	Number
General Information	Exercise 1 (1,2,3,4,5,6,7) Exercise 2 (1,3,5)
Specific Information	Exercise1 (8,9,10) Exercise 2 (4,5)

Appendix F

INSTRUMENT

LESSON PLAN

(Cycle 2 Meeting 2)

Subject : English
School : SMP N 7 JEMBER
Class : VIII C
Semester : 2
Genre : Recount Text
Time : 2 x 40 minutes

I. STANDARD COMPETENCE

Listening

8. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan **recount** untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

8.2 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan **recount**.

III. INDICATORS

Cognitive

Product

3.1 Finding general information based on the recount text listened while watching video by answering multiple choice and true false questions.

3.2 Finding specific information based on the recount text listened to by answering true false questions.

Process

3.3 Taking a note of some unfamiliar words from recount text.

3.4 Mentioning some unfamiliar words from recount text.

3.5 Finding the meaning of the unfamiliar words.

3.6 Doing the exercises in the form of multiple choice and true false questions.

Affective

3.7 Showing attentiveness while listening and watching the video.

3.8 Showing confidence while asking question about the material in the video.

3.9 Showing enthusiasm while answering teacher`s question about material in the video.

3.10 Showing cooperation when doing the listening exercises based on the video.

IV. LEARNING OBJECTIVES

Cognitive

Product

4.1 Students are able to find general information based on the recount text listened while watching video by answering multiple choice and true false questions.

4.2 Students are able to find specific information based on the recount text listened while watching video by answering multiple choice and true false questions.

Process

4.3 Students are able to take a note of some unfamiliar words from recount text.

4.4 Students are able to mention some unfamiliar words from recount text.

4.5 Students are able to give the meaning unfamiliar words.

4.6 Students are able to do the exercises in the form of multiple choice and true false questions.

Affective

4.7 Students are able to listen and watch the video attentively.

4.8 Students are able to ask question about the material in the video confidently.

4.9 Students are able to answer teacher`s questions about material in the video enthusiastically.

4.10 Students are able to do listening exercises based on the video cooperatively.

V. MATERIAL

Enclosed

VI. TEACHING LEARNING ACTIVITY

NO	Teacher`s Activity	Student`s Activity	Time
1	Set Induction - Greeting - Checking the students` attendance	- Answering greeting - Paying attention	5`
2	Pre listening activity - Asking some leading questions - Stating the learning	- Answering leading question - Paying attention	5

3	<p>objectives</p> <p>Listening activity</p> <ul style="list-style-type: none"> - Reviewing about recount text - Playing the cartoon video entitled “No Dogs” for the first time. - Asking the students to mention some unfamiliar words. - Discussing the meaning of the unfamiliar words with the class. - Distributing worksheet to the students. - Playing the cartoon video for the second time. - Asking the students to work in pairs and doing exercises. - Discussing the answer with the class. 	<ul style="list-style-type: none"> - Paying attention - Watching video - Mentioning some unfamiliar words - Discussing the meaning of the unfamiliar words. - Receiving the worksheet - Watching the video - Doing the exercise in pairs - Discussing the answer with the class 	60
4	<p>Post listening activity</p> <ul style="list-style-type: none"> - Asking the students to 	<ul style="list-style-type: none"> - Drawing the conclusion 	10

	draw conclusion. - Parting	- Parting	
--	-------------------------------	-----------	--

VII. MEDIA AND SOURCES

Media : Laptop

Viewer

Sound

Students` worksheet

Cartoon video

Sources :

<http://learnenglishkids.britishcouncil.org/en/short-stories/no-dogs>

VIII. EVALUATION

Process

Observation Checklist

NO	NAME	INDICATOR				ACTIVE	PASIVE
		1	2	3	4		

Notes :

- a. Listening while watching video
- b. Asking questions about the video to the teacher
- c. Answering questions about video to the video
- d. Doing the exercises after watching video

Active : at least 3 indicators performed

Passive : less than 3 indicators performed

Product

Scoring rubric :

Task 1 = correct answer x 8

Task 2 = correct answer x 4

Total score = 100

Jember , 2016

The Teacher,

The Researcher,

Ruli Dorowanti,S.Pd

Yosmarica Noviren S.A.P

19671112 198903 2011

100210401021

INSTRUCTIONAL MATERIALS

I. PRE – ACTIVITIES

Leading Questions

- Do you have a pet?
- Do you have some experience or story about your pet?

II. WHILE – VIEWING ACTIVITIES**1. Recount Text**

Recount text is a text which retells events or experiences in the past.

Social Function of Recount Text

The social function of recount text is either to inform or to entertain the readers, audience, etc.

Generic Structure of Recount Text

A recount text consists of the following structure :

- Orientation : introducing the participants, place and time
- Events : Describing series of events that happened in the past
- Re – orientation : it is optional. Stating personal comment of the writer to the story.

Language Features of Recount Text

- Using simple past tense
- Using chronological connection : then,first,after that etc.

2. Video script**No Dogs**

It was half past three and Katie had just finished school. Her mum was waiting at the gates with Jessie, the dog.

“Can we go to the park with Jaia, mum?” said Katie

“Alright, we can go for half an hour,” said mum.

When they got the park, Katie and Jaia ran towards the swings and slides. “Come on!” shouted Katie, “Let’s see how high we can go on the swings!”. “You can’t come in here, Jess!” shouted Katie and Jaia. Mum took Jassie over to the bench and tied him to it. She sat down and started to read the paper.

(Half an hour later) “Did you have a nice time?” Mum asked. “Yes, it was brilliant! I went the highest!” said Katie. “No, I went the highest,” said Jaia. “Come on, we need to take you home,” said Mum.

That night Jessie couldn’t sleep. He was thinking about the park. Quietly, he got out of his basket and walked downstairs. He squeezed through the cat flap- he was outside. He ran towards the park. Soon Jessie was at the park. He walked towards the swings. The gate was open. He went through and looked around.....the playground was full of dogs.

Jessie climbed up the ladder, went down the slide, whizzed round on the round about, went up and down on the see-saw, bounced on the springy, and went up and down on the swing. “woooo” barked Jessie. He went as high as he could on the swing.

Soon it was time to go. Jessie got off the swing, went through the gate and walked back home. He squeezed through the cat – flap, walked upstairs and got into his basket. He looked at Katie, “I went the highest” thought Jessie and went to sleep.

Source :<http://learnenglishkids.britishcouncil.org/en/short-stories/no-dogs>

Student`s Worksheet

Exercise 1

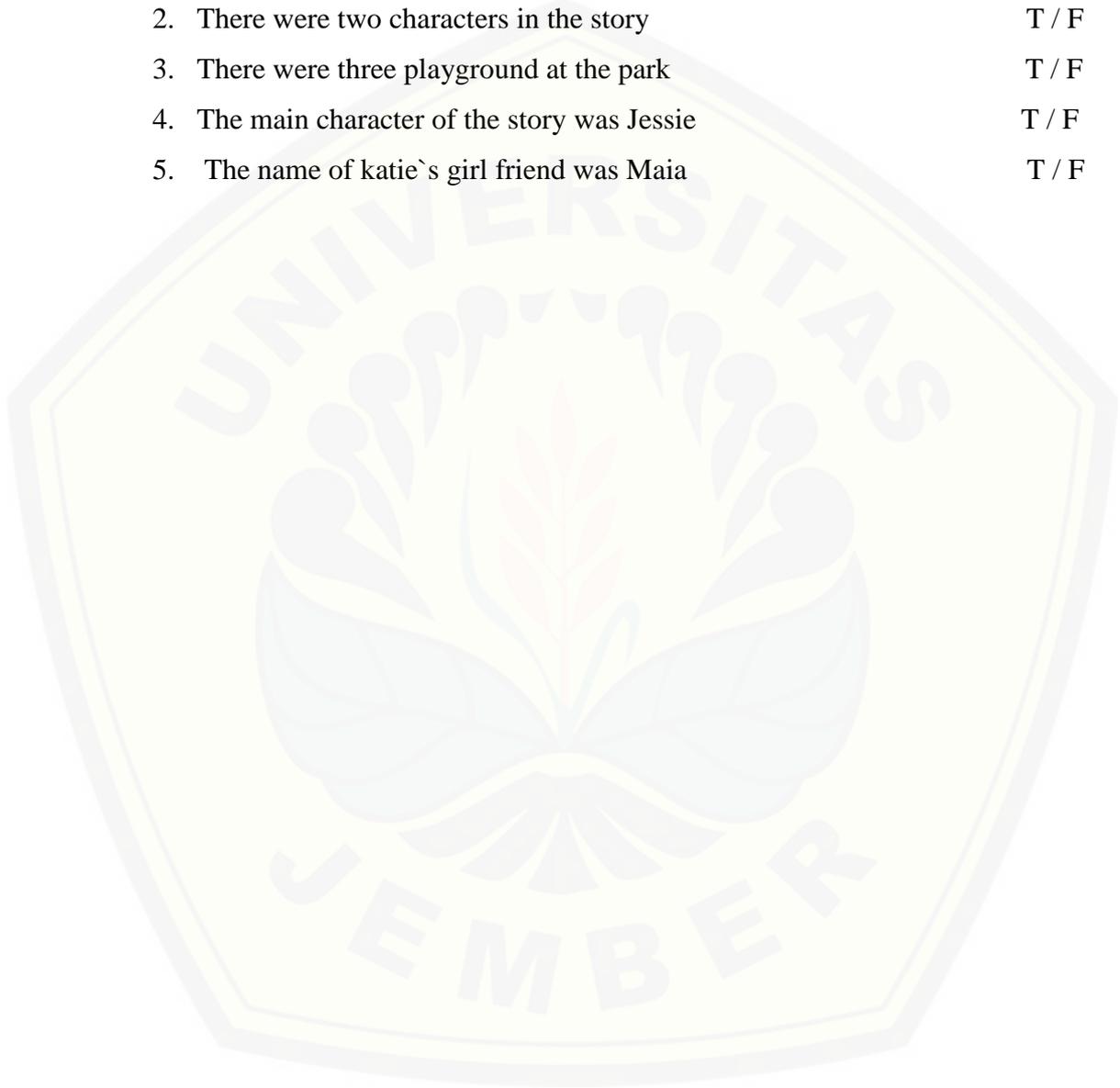
- I. Answer the these questions by crossing a,b,c, od d as the best answer based on the video!
- Who was Jessie ?
 - Jessie was an elephant
 - Jessie was a cat
 - Jessie was a dog
 - Jessie was a rabbit.
 - What`s time did Katie had finished school ?
 - Half past three
 - Half past four
 - Half past two
 - Half past seven
 - What did mumdo when she was waiting Katie in the park?
 - Sat down and read a magazine
 - Sat down and read a paper
 - Sat down and write latter
 - Sat down
 - Why couldn`t Jessie sleep?
 - He was hungry
 - He was angry
 - He was thinking about his food
 - He was thinking about the park
 - How did Katie`s feel after she was play in the park?
 - She was sad
 - She was angry
 - She was happy
 - She was not excited

6. What did Jessie play when he was at the park?
 - a. For the first time Jessie climbed up the ladder
 - b. For the first time Jessie down on the see-saw
 - c. For the first time Jessie bounced on the springy
 - d. For the first time Jessie walked towards the swings
7. Where did the setting of the story ?
 - a. At the beach
 - b. At the school
 - c. At the park
 - d. At the town square
8. How did the story end?
 - a. Jessie walked back home and went to sleep.
 - b. Jessie walked back home
 - c. Jessie stayed at the park.
 - d. Jessie was thinking about the park.
9. What kind of text was it?
 - a. Report text
 - b. Descriptive text
 - c. Narrative text
 - d. Recount text
10. What was the suitable tittle for the story?
 - a. No dogs!
 - b. No girl.
 - c. No boy
 - d. No tittle

Exercise 2

II. Write T if the statement is true or F if the statement is false based on the video!

1. The name of Katie`s dog was Jessie T / F
2. There were two characters in the story T / F
3. There were three playground at the park T / F
4. The main character of the story was Jessie T / F
5. The name of katie`s girl friend was Maia T / F



Answer Keys

Exercise 1

1. A
2. B
3. D
4. C
5. D
6. C
7. A
8. D
9. A
10. A

Exercise 2

1. T
2. F
3. F
4. T
5. F

The Distribution of the Task Items

	Number
General Information	Exercise 1 (1,2,3,4,6,7) Exercise 2 (1,3,4,5)
Specific Information	Exercise 1 (5,8,9,10) Exercise 2 (2)

*Appendix G***POST TEST 2**

NAME :

CLASS :

School : SMP N 7 JEMBER

Subject : English

Class / Semester : VIII / 2

Language Skill : Listening

Genre : Recount Text

Time : 40 minutes

Task 1

I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!

1. Who was Teddy?
 - a. Kumiko`s doll
 - b. The teacher of Kumiko
 - c. Kumiko`s friend
 - d. Kumiko`s pet
2. Who was the main character of this story?
 - a. Kumiko
 - b. A dog
 - c. Teddy
 - d. Kumiko`s mum
3. Where did Teddy land?
 - a. In mother`s bag
 - b. In mother`s shopping bag

- c. In mother`s paper
- d. In kumiko`s bag
4. Teddy laid sadly on ...
 - a. The bathroom.
 - b. The bedroom.
 - c. The dining room.
 - d. The living room
5. Who was the owner of Teddy?
 - a. Kupiko
 - b. Koriko
 - c. Kuzaiko
 - d. Kumiko
6. Where did Kumiko go at that time?
 - a. Kumiko went to cooking school.
 - b. Kumiko went to music school.
 - c. Kumiko went to natural school.
 - d. Kumiko went to nursery school.
7. What did the bird do to Teddy?
 - a. A bird carried him high in the cloud.
 - b. A bird carried him high in the mountain.
 - c. A bird carried him high in the sky.
 - d. A bird carried him high in the sun.
8. Who was picking up Teddy and taking him into a building?
 - a. A post master.
 - b. A post lady.
 - c. A post man.
 - d. A post office
9. How did Teddy fall out into a shopping trolley?
 - a. When mother pulled out her note.
 - b. When mother pulled out her phone.
 - c. When mother pulled out her pocket.

- d. When mother pulled out her purse.
10. What did Teddy's feel when a lorry took the rubbish into the dump?
- Teddy was terrified
 - Teddy was dissapointed
 - Teddy was sad.
 - Teddy was unhappy.

Task 2

II. Write T if the statement is true or F if the statement is false based on the video!

- Kumiko was happy when her found Teddy at her school T / F
- Scraps was a cat T / F
- The post man found Teddy T / F
- A huge bird carried him high in the sky. T / F
- Kumiko found Teddy in her school with the other toys. T / F
- The tittle of the story was Kumiko`s adventure T / F
- There are many characters in the story T / F
- The post lady took Teddy inside in market T / F
- Teddy was a dog T / F
- Finally Kumiko found Teddy T / F

Answer Keys**Task 1**

1.A

2.C

3.B

4.B

5.D

6.D

7.C

8.B

9.D

10. A

Task II

1. T

2. F

3. F

4. T

5. T

6. F

7. T

8. F

9. F

10. T

The Distribution of the Task Items

	Number
General Information	Exercise 1 (1,2,3,4,5,6) Exercise 2 (1,2,7,9)
Specific Information	Exercise1 (7,8,9,10) Exercise 2 (2,3,4,5,6,8,10)

Video Script : **Teddy's Adventure**

Teddy lay sadly on the bedroom floor, he was forgotten, when Kumiko went to nursery school.

Scraps, the dog, tossed the frightened teddy around. Teddy landed in mother's shopping bag. She went shopping. When she pulled out her purse, Teddy fell out into a shopping trolley. The trolley bounced poor Teddy straight into a bin. A lorry took the rubbish to the dump. Teddy was terrified! A huge bird carried him high in the sky. Suddenly Teddy dropped, falling, falling. The post lady picked him up and took Teddy inside a building. She put him with the other toys.

Soon Kumiko found him. "How did you come to school?" she asked.

Source : <http://learnenglishkids.britishcouncil.org/en/shortstories/teddy%E2%80%99sadventure's>)

Appendix H

**Students' Previous Listening Comprehension Score in Preliminary Study of
Class VIII C SMPN 7 JEMBER in the 2015/2016 Academic Year**

NO	NIS	NAMA SISWA	NILAI	NO	NIS	NAMA SISWA	NILAI
1	6990	ADINDA AYU SEPTANIA	50	23	7096	MAMLUATUL HASANAH	48
2	6836	AMALIA SANTIKA	56	24	6976	MOCH DUTA SETIA AN	60
3	6838	ANASTYA SHEVA ROSE	54	25	6975	MOCH IKHAN MAULANA	64
4	6839	ANDINI NURBADIA S	42	26	6978	M AINUL YAQIN	66
5	7075	ANGELIKA AYU PP	56	27	7016	MUHAMAD DEVRA AF	56
6	6874	ANNISA ARULIA	60	28	6928	MUHAMAD HASAN M	62
7	6919	ASSIVA AMANDA V	62	29	6892	MUHAMAD IHYAK H	58
8	6876	BACTHIAR D I J	66	30	6893	MUHAMAD PUTRA K	48
9	7035	BAYU AGIL SETIA	50	31	6858	NOVA IDA SRIMULYANIR	64
10	7152	BAYU SENO NUGROHO	66	32	6898	NUR FULAH FARADANI	58
11	6921	CHANTIKA FANI RS	54	33	7099	PRADANA T	38
12	7001	CINDY ULANSARI	74	34	6859	PUTRI LESTARI	38
13	7082	DEKA BIMA ANGGARA P	58	35	7020	PUTRI NUR FADILAH F	62
14	7085	DICKY AHMAD FAHRIZI	68	36	7058	RAFI RAJENDRA PUTRA	56
15	6925	ETMA KLISA YUNIAR	66	37	7062	ROSITARI	70
16	7118	INDRA KUSUMA BEKTI	74	38	7025	VEGHA SUKMA AKBAR	68
17	6930	INTAN TANTRİYANA	46	39	7140	VIKI FIRMAN	48
18	7011	JUMADI ARIFIN	46	40	6948	WANDA ARVANIYAH	58
19	6889	LAILATUN NASIFA	48	41	7067	WILDAN HASNI H	56
20	6890	LUNISKA MIRANDA	64	42	7028	YARIS CASTELINI D A	46
21	6855	MUHAMAD AKBAR RA	60	43	6872	YOFAN GILANG S	64
22	6973	M ELDIANSYAH PUTRA P	56	44	6950	ZANUBA AISYAH R	56

Appendix I

The Mean Scores of Listening Comprehension Test of All Classes

NO	CLASSES	PERCENTAGE
1	VIII A	75.9
2	VIII B	76.3
3	VIII C	57.3
4	VIII D	61.5
5	VIII E	62.4
6	VIII F	61.5
7	VIII G	62.2
8	VIII H	63.3

Source : English teacher`s documentation

Appendix J

Appendix K

Students' Lowest and Highest Score in Cycle 1 and Cycle 2

POST TEST 1

NAME : M. Elotansyah Putra

CLASS : 8c

School : SMP N 7 JEMBER

Subject : English

Class / Semester : VIII / 2

Language Skill : Listening

Genre : Recount Text

Time : 40 minutes

$$\begin{array}{r} \text{I} = 5 \times 10 = 50 \\ \text{II} = 5 \times 10 = 50 \\ \hline 100 \end{array}$$

100
Good job!!!

Task 1

I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!

1. Where was the setting of the story on the video?
 - a. At the beach
 - b. At the school
 - c. At the main square
 - d. At the zoo
2. What time did Billy arrive at the place of circus ?
 - a. At seven o'clock
 - b. At nine o'clock
 - c. At six o'clock
 - d. At eight o'clock
3. What was the colour of the circus's tent?
 - a. Red and black
 - b. Red and white
 - c. Red and blue
 - d. White and yellow

- 
4. What did Billy see for the first time?
- a. The animals
 - b. The lions
 - c. A man and a woman on a huge swing
 - d. An elephant
5. How many lions were there in the show?
- a. Six
 - b. Seven
 - c. Three
 - d. Four
6. Why did the people shout in horror amazement ?
- a. The people watched as the man put his head in the biggest lion's mouth
 - b. The people watched many lions in the tent
 - c. The people watched the dance's elephant
 - d. Nothing happened
7. What was the name of the small elephant?
- a. Willy
 - b. Minny
 - c. Winny
 - d. Wenny
8. Who were the main characters in the story?
- a. The elephant
 - b. Billy and his parents
 - c. Billy and Minny
 - d. No one
9. What did Minny eat when she got into the big supermarket?
- a. Bananas and a large chocolate cake, ten packets of biscuits and a large number of buns.
 - b. Bananas and a large chocolate
 - c. Ten packets of biscuits, a large chocolate and the bananas.

d. Bananas , ten packets of biscuits and a large of buns

10. What did Minny get from the people at the end of the story?

- a. A snack
- b. A peanut
- c. A special food
- d. A special medal

Task 2

II. Write T if the statement is true or F if the statement is false based on the video!

1. Billy loved the circus. T F
2. The clowns were wearing brightly coloured clothes blue and yellow and red with spots of green. T F
3. The name of the small elephant was Milly. T F
4. In the middle show, the small elephant turned around and ran towards the door of the tent. T F
5. Minny didn't save Billy at the end of the story . T F
6. At eight o'clock Billy and his parents arrived at the huge red and white striped tent. T F
7. There were five lions in the circus. T F
8. Billy was get excited because tomorrow was holiday T F
9. The kinds of animals in the circus were lions and elephants. T F
10. The end of the story is sad ending. T F

POST TEST 1

NAME : M. Ihyak
CLASS : 8C

50

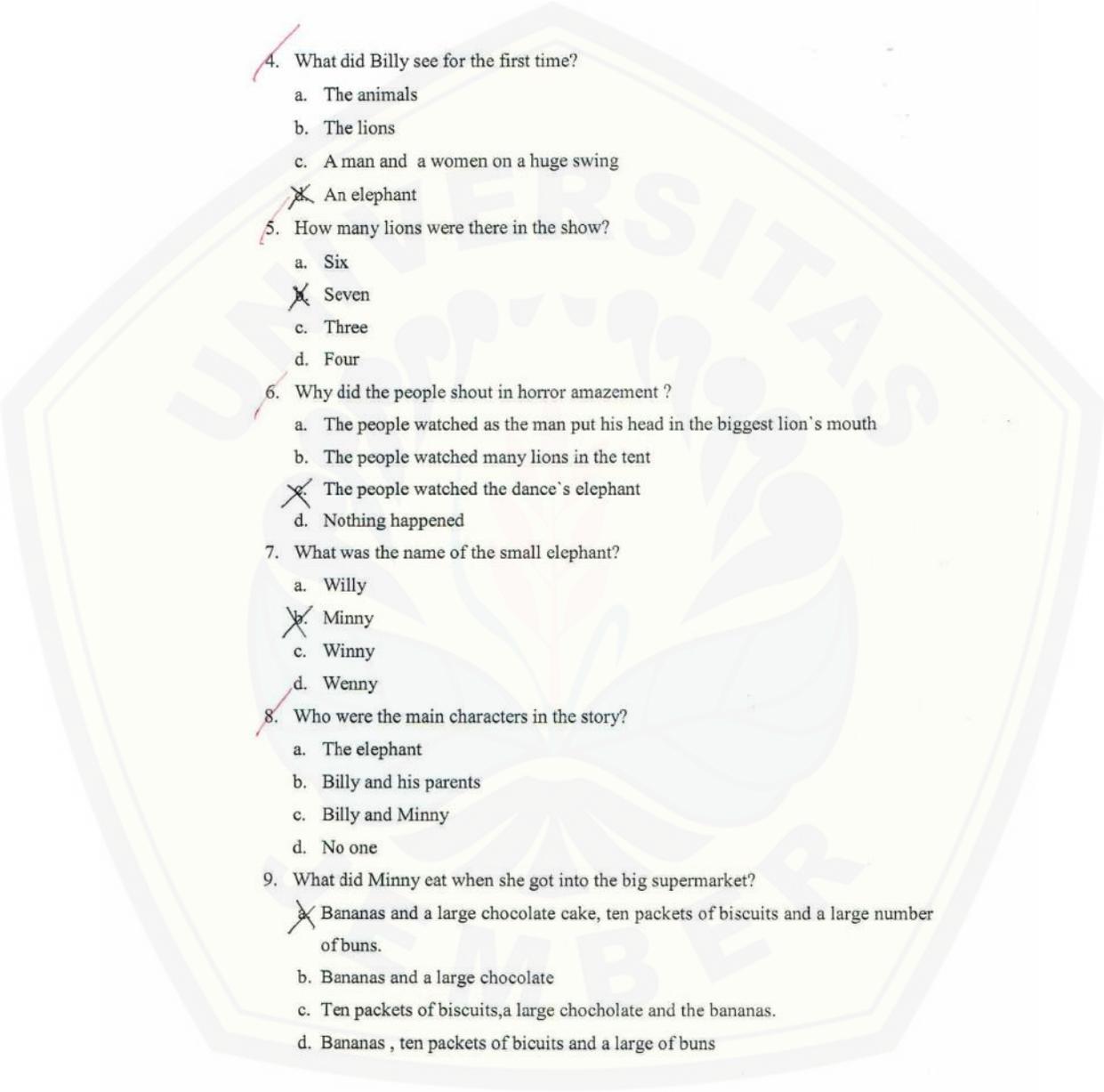
School : SMP N 7 JEMBER
Subject : English
Class / Semester : VIII / 2
Language Skill : Listening
Genre : Recount Text
Time : 40 minutes

25
25

Task 1

I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!

- Where was the setting of the story on the video?
 - At the beach
 - At the school
 - At the main square
 - At the zoo
- What time did Billy arrive at the place of circus ?
 - At seven o'clock
 - At nine o'clock
 - At six o'clock
 - At eight o'clock
- What was the colour of the circus's tent?
 - Red and black
 - Red and white
 - Red and blue
 - White and yellow

- 
4. What did Billy see for the first time?
- a. The animals
 - b. The lions
 - c. A man and a women on a huge swing
 - d. An elephant
5. How many lions were there in the show?
- a. Six
 - b. Seven
 - c. Three
 - d. Four
6. Why did the people shout in horror amazement ?
- a. The people watched as the man put his head in the biggest lion's mouth
 - b. The people watched many lions in the tent
 - c. The people watched the dance's elephant
 - d. Nothing happened
7. What was the name of the small elephant?
- a. Willy
 - b. Minny
 - c. Winny
 - d. Wenny
8. Who were the main characters in the story?
- a. The elephant
 - b. Billy and his parents
 - c. Billy and Minny
 - d. No one
9. What did Minny eat when she got into the big supermarket?
- a. Bananas and a large chocolate cake, ten packets of biscuits and a large number of buns.
 - b. Bananas and a large chocolate
 - c. Ten packets of biscuits, a large chocolate and the bananas.
 - d. Bananas , ten packets of bicuits and a large of buns

10. What did Minny get from the people at the end of the story?

- a. A snack
- b. A peanut
- c. A special food
- d. A special medal

Task 2

II. Write T if the statement is true or F if the statement is false based on the video!

1. Billy loved the circus. T F
2. The clowns were wearing brightly coloured clothes blue and yellow and red with spots of green. T F
3. The name of the small elephant was Milly. T F
4. In the middle show, the small elephant turned around and ran towards the door of the tent. T F
5. Minny didn't save Billy at the end of the story. T F
6. At eight o'clock Billy and his parents arrived at the huge red and white striped tent. T F
7. There were five lions in the circus. T F
8. Billy was get excited because tomorrow was holiday T F
9. The kinds of animals in the circus were lions and elephants. T F
10. The end of the story is sad ending. T F

POST TEST 2

NAME : Putri Lestari

CLASS : 8c/34

School : SMP N 7 JEMBER
Subject : English
Class / Semester : VIII / 2
Language Skill : Listening
Genre : Recount Text
Time : 40 minutes

Task 1

I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!

1. Who was Teddy?

- a. Kumiko's doll
b. The teacher of Kumiko
c. Kumiko's friend
d. Kumiko's pet

2. Who was the main character of this story?

- a. Kumiko
b. A dog
 c. Teddy
d. Kumiko's mum

3. Where did Teddy land?

- a. In mother's bag
 b. In mother's shopping bag
c. In mother's paper
d. In kumiko's bag

- 
4. Teddy laid sadly on ...
- a. The bathroom.
 - b. The bedroom.
 - c. The dining room.
 - d. The living room
5. Who was the owner of Teddy?
- a. Kupiko
 - b. Koriko
 - c. Kuzaiko
 - d. Kumiko
6. Where did Kumiko go at that time?
- a. Kumiko went to cooking school.
 - b. Kumiko went to music school.
 - c. Kumiko went to natural school.
 - d. Kumiko went to nursery school.
7. What did the bird do to Teddy?
- a. A bird carried him high in the cloud.
 - b. A bird carried him high in the mountain.
 - c. A bird carried him high in the sky.
 - d. A bird carried him high in the sun.
8. Who was picking up Teddy and taking him into a building?
- a. A post master.
 - b. A post lady.
 - c. A post man.
 - d. A post office
9. How did Teddy fall out into a shopping trolley?
- a. When mother pulled out her note.
 - b. When mother pulled out her phone.
 - c. When mother pulled out her pocket.
 - d. When mother pulled out her purse.

10. What did Teddy's feel when a lorry took the rubbish into the dump?

- a. Teddy was terrified
- b. Teddy was dissappointed
- c. Teddy was sad.
- d. Teddy was unhappy.

Task 2

II. Write T if the statement is true or F if the statement is false based on the video!

- 1. Kumiko was happy when her found Teddy at her school T / F
- 2. Scraps was a cat T / F
- 3. The post man found Teddy T / F
- 4. A huge bird carried him high in the sky. T / F
- 5. Kumiko found Teddy in her school with the other toys. T / F
- 6. The tittle of the story was Kumiko's adventure T / F
- 7. There are many characters in the story T / F
- 8. The post lady took Teddy inside in market T / F
- 9. Teddy was a dog T / F
- 10. Finally Kumiko found Teddy T / F

POST TEST 2

NAME : M. Ihsan
CLASS : 8c

Ceo

School : SMP N 7 JEMBER
Subject : English
Class / Semester : VIII / 2
Language Skill : Listening
Genre : Recount Text
Time : 40 minutes

Task 1

I. Answer these questions by crossing a,b,c, or d as the best answer based on the video!

1. Who was Teddy?

- a. Kumiko's doll
- b. The teacher of Kumiko
- c. Kumiko's friend
- d. Kumiko's pet

2. Who was the main character of this story?

- a. Kumiko
- b. A dog
- c. Teddy
- d. Kumiko's mum

3. Where did Teddy land?

- a. In mother's bag
- b. In mother's shopping bag
- c. In mother's paper
- d. In kumiko's bag

9. Teddy laid sadly on ...
- The bathroom.
 - The bedroom.
 - The dining room.
 - The living room
10. Who was the owner of Teddy?
- Kupiko
 - Koriko
 - Kuzaiko
 - Kumiko
11. Where did Kumiko go at that time?
- Kumiko went to cooking school.
 - Kumiko went to music school.
 - Kumiko went to natural school.
 - Kumiko went to nursery school.
12. What did the bird do to Teddy?
- A bird carried him high in the cloud.
 - A bird carried him high in the mountain.
 - A bird carried him high in the sky.
 - A bird carried him high in the sun.
13. Who was picking up Teddy and taking him into a building?
- A post master.
 - A post lady.
 - A post man.
 - A post office
14. How did Teddy fall out into a shopping trolley?
- When mother pulled out her note.
 - When mother pulled out her phone.
 - When mother pulled out her pocket.
 - When mother pulled out her purse.

10. What did Teddy's feel when a lorry took the rubbish into the dump?

- a. Teddy was terrified
- b. Teddy was dissapointed
- c. Teddy was sad.
- d. Teddy was unhappy.

Task 2

II. Write T if the statement is true or F if the statement is false based on the video!

- 1. Kumiko was happy when her found Teddy at her school F
- 2. Scraps was a cat T F
- 3. The post man found Teddy T F
- 4. A huge bird carried him high in the sky. T F
- 5. Kumiko found Teddy in her school with the other toys. T F
- 6. The tittle of the story was Kumiko's adventure T F
- 7. There are many characters in the story T F
- 8. The post lady took Teddy inside in market T F
- 9. Teddy was a dog T F
- 10. Finally Kumiko found Teddy F

*Appendix K***The Names of Respondents**

NO	NIS	NAMA SISWA	L/P	NO	NIS	NAMA SISWA	NILAI
1	6990	ADINDA AYU SEPTANIA	P	23	7096	MAMLUATUL HASANAH	P
2	6836	AMALIA SANTIKA	P	24	6976	MOCH DUTA SETIA AN	L
3	6838	ANASTYA SHEVA ROSE	P	25	6975	MOCH IKHAN MAULANA	L
4	6839	ANDINI NURBADIA S	P	26	6978	M AINUL YAQIN	L
5	7075	ANGELIKA AYU PP	P	27	7016	MUHAMAD DEVRA AF	L
6	6874	ANNISA ARULIA	P	28	6928	MUHAMAD HASAN M	L
7	6919	ASSIVA AMANDA V	P	29	6892	MUHAMAD IHYAK H	L
8	6876	BACTHIAR D I J	L	30	6893	MUHAMAD PUTRA K	L
9	7035	BAYU AGIL SETIA	L	31	6858	NOVA IDA SRIMULYANIR	P
10	7152	BAYU SENO NUGROHO	L	32	6898	NUR FULAH FARADANI	P
11	6921	CHANTIKA FANI RS	P	33	7099	PRADANA T	L
12	7001	CINDY ULANSARI	P	34	6859	PUTRI LESTARI	P
13	7082	DEKA BIMA ANGGARA P	L	35	7020	PUTRI NUR FADILAH F	P
14	7085	DICKY AHMAD FAHRIZI	L	36	7058	RAFI RAJENDRA PUTRA	L
15	6925	ETMA KLISA YUNIAR	P	37	7062	ROSITARI	P
16	7118	INDRA KUSUMA BEKTI	P	38	7025	VEGHA SUKMA AKBAR	P
17	6930	INTAN TANTRİYANA	P	39	7140	VIKI FIRMAN	L
18	7011	JUMADI ARIFIN	L	40	6948	WANDA ARVANIYAH	P
19	6889	LAILATUN NASIFA	P	41	7067	WILDAN HASNI H	L
20	6890	LUNISKA MIRANDA	P	42	7028	YARIS CASTELINI D A	L
21	6855	MUHAMAD AKBAR RA	L	43	6872	YOFAN GILANG S	L
22	6973	M ELDIANSYAH PUTRA P	L	44	6950	ZANUBA AISYAH R	P

*Appendix L***I. The Interview Guide****The Result of Interview**

NO	The Interview Questions	The Teacher's Answer
1.	What curriculum do you use in teaching english?	KTSP curriculum
2.	How many classes of grade VIII are in this school?	8 classes of grade VIII
3.	How often do you teach listening skill to the students?	I often teach speaking and reading than listening.
4.	How many times do you teach english in a week?	2 times per class in a week.
5.	What materials do you use to teach english to the students?	Some text book and LKS
6.	Do you also take listening materials from internet?	Yes, I do
7.	Do the students have difficulties in learning, especially listening?	Yes, they do
8.	What difficulties do the students usually face in the listening?	The students lack of vocabulary. So, that they have problem in listening .
9.	Which class do you think have difficulties or problem in listening?	VIII C
10.	How many students have the most problems in classroom?	70% of students

11.	Have you ever use cartoon video in your teaching learning process? In teaching listening?	Never
12.	So, do you agree to collaborate with me to conduct a classroom action research?	Yes, of course.

II. The Documentation Guide

No.	The Data Taken	Data Resources
1.	The names of the research participants	School documents
2.	The students' previous score of listening test obtained in daily test from the English teacher.	

Appendix M

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : 0405 / UN25.1.5 / LT / 2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

19 JAN 2016

Yth. Kepala SMP N 7 Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Yosmarica Noviren Suci Adiar Putri
NIM : 100210401021
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving the Eighth Grade Students' Active Participation and Listening Comprehension by Using Cartoon Video at SMPN 7 Jember".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Dekan
Pembantu Dekan I,

Dr. Suhaeman, M.Pd.
NIP. 19640123 199512 1 001

Appendix N

PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
SMP NEGERI 7 JEMBER

Alamat : Jalan Cendrawasih No. 22 Telp. 486475 Fax : 0331- 428567 Jember 68116
Email : smp7jember@gmail.com

SURAT KETERANGAN

No : 422/176/413.01.205.23892/2016

Yang bertanda tangan di bawah ini :

Nama : **Drs. Syaiful Bahri, MPd**
NIP : 1964010191985011002
Pangkat/Golongan : Pembina Tk.I/IVb
Jabatan : Kepala SMP Negeri 7 Jember

Menerangkan dengan sebenarnya bahwa :

Nama : **Yosmarica Noviren Suci Adiar Putri**
NIM : 100210401021
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Bahasa Inggris
Fakultas : FKIP
Institusi : UNEJ

Judul : **Improving the Eighth Grade Students' Active Participation and Listening Comprehension by Using Cartoon Video at SMPN 7 Jember"**

Yang bersangkutan benar-benar telah melaksanakan penelitian tanggal 17 Pebruari s.d. 17 Maret 2016 di SMP Negeri 7 Jember.
Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya.

Jember, 23 Maret 2016
Kepala Sekolah



Drs. Syaiful Bahri, MPd.
NIP. 1964010191985011002