



**THE EFFECT OF USING CARTOON VIDEO ON THE RECOUNT TEXT  
LISTENING COMPREHENSION ACHIEVEMENT OF THE EIGHTH  
GRADE STUDENTS AT SMPN 5 JEMBER  
IN THE 2017/2018 ACADEMIC YEAR**

**THESIS**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2018**



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At the English Education Program, Language and Arts Department,  
The Faculty of Teacher Training and Education,  
Jember University

By:

**IKE YUNITA SARI**

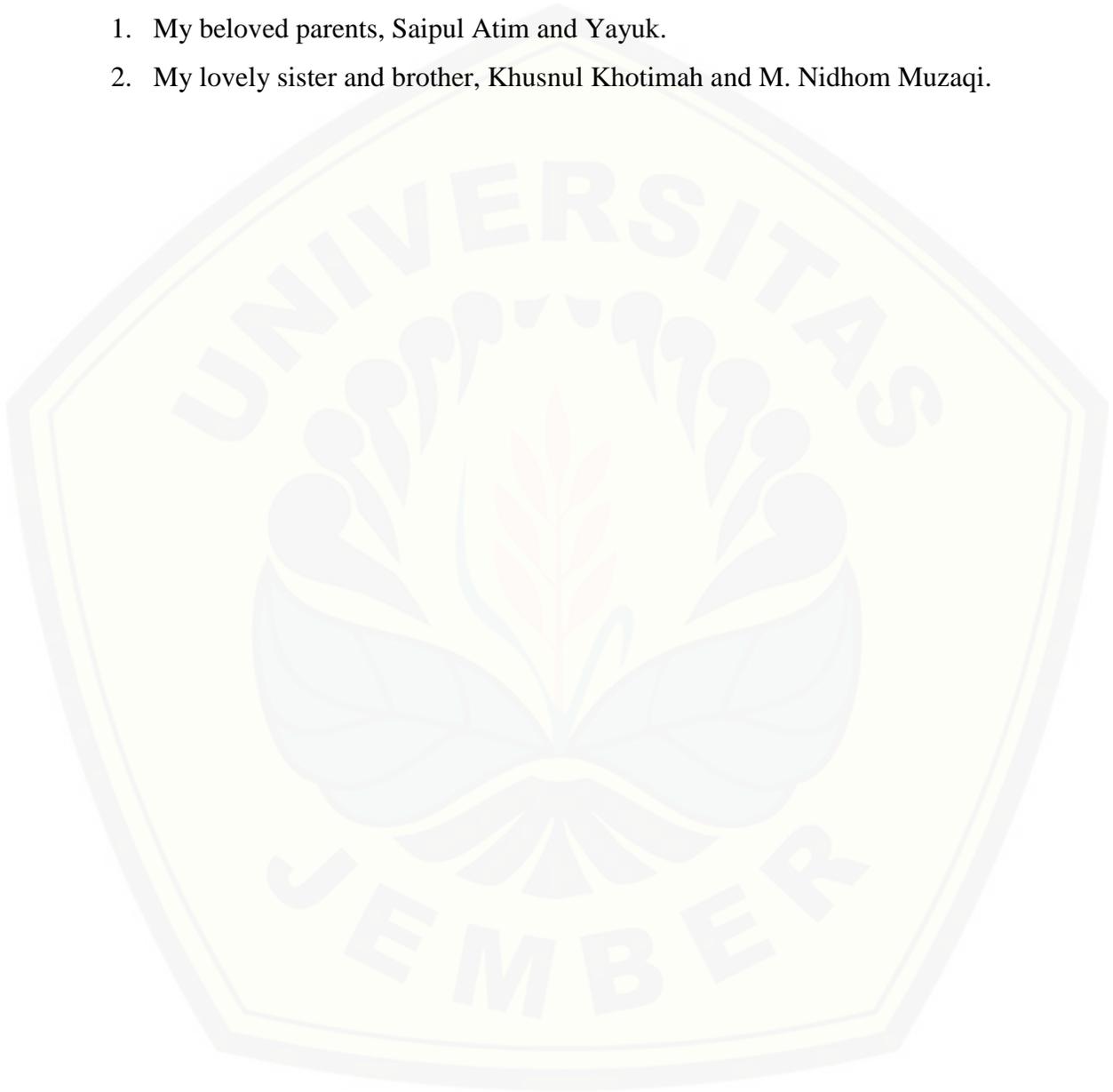
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2018**

**DEDICATION**

This thesis is honorably dedicated to:

1. My beloved parents, Saipul Atim and Yayuk.
2. My lovely sister and brother, Khusnul Khotimah and M. Nidhom Muzaqi.



**MOTTO**

Everything in writing begins with language. Language begins with listening.

(Jeanette Winterson)



**STATEMENT OF THESIS AUTHENTICITY**

I certify that this thesis is an original and authentic piece of work by the author herself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

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Jember, January 2018

The Writer

Ike Yunita Sari

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**CONSULTANTS' APPROVAL**

**THE EFFECT OF USING CARTOON VIDEO ON THE RECOUNT TEXT  
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Jember, January 2018

The Writer

**TABLE OF CONTENTS**

<b>TITLE</b> .....	<b>i</b>
<b>DEDICATION</b> .....	<b>ii</b>
<b>MOTTO</b> .....	<b>iii</b>
<b>STATEMENT OF THESIS AUTHENTICITY</b> .....	<b>iv</b>
<b>CONSULTANT’S APPROVAL</b> .....	<b>v</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>vi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>TABLE OF CONTENTS</b> .....	<b>viii</b>
<b>LIST OF APPENDICES</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xi</b>
<b>SUMMARY</b> .....	<b>xii</b>
<b>CHAPTER 1. INTRODUCTION</b> .....	<b>1</b>
1.1 Research Background .....	1
1.2 Research Problem .....	4
1.3 Research Objective .....	4
1.4 Research Contributions .....	5
<b>CHAPTER 2. REVIEW OF RELATED LITERATURE</b> .....	<b>6</b>
2.1 Theoretical Framework .....	6
2.1.1 Listening Comprehension .....	6
2.1.2 The Purpose of Teaching Listening Comprehension .....	7
2.1.3 Audiovisual Media in Teaching Listening Comprehension .....	9
2.1.4 The Characteristics of Cartoon Video as Teaching Media .....	9
2.1.5 The Procedures of Teaching Listening by Using Cartoon Video .	11
2.1.6 The Advantages and Disadvantages of Using Cartoon Video .....	12
2.2 Conceptual Framework .....	14

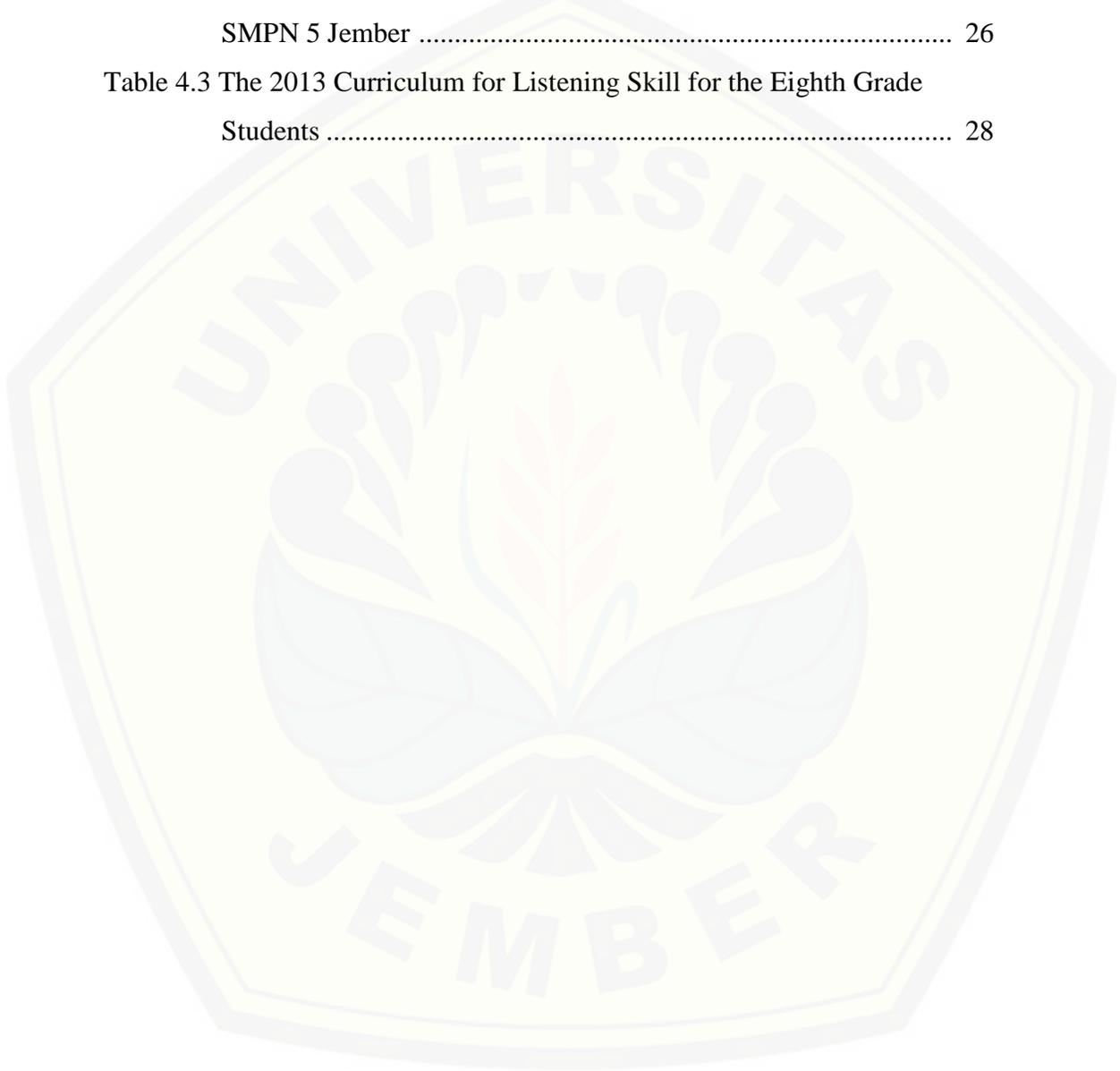
2.2.1 The Operational Definition of the Key Terms .....	14
2.3 Review of Previous Studies .....	15
<b>CHAPTER 3. RESEARCH METHODOLOGY .....</b>	<b>17</b>
3.1 Research Design .....	17
3.2 Research Context .....	18
3.3 Research Participants .....	19
3.4 Data Collection Methods .....	19
3.5 Data Analysis Method .....	23
<b>CHAPTER 4. RESARCH RESULT AND DISCUSSION .....</b>	<b>25</b>
4.1 The Schedule of the Research .....	25
4.2 The Result of Interview .....	26
4.3 The Result of Documentation .....	26
4.4 The Results of Homogeneity Test .....	27
4.5 The Results of the Try out Test .....	27
4.6 The Results of the Listening Post Test .....	30
4.7 Hypothesis Verification .....	33
4.8 DRE (Degree of Relative Effectiveness) .....	33
4.9 Discussion .....	34
<b>CHAPTER 5. CONCLUSION AND SUGGESTIONS .....</b>	<b>35</b>
5.1 Conclusion .....	35
5.2 Suggestions .....	35
<b>REFERENCES .....</b>	<b>37</b>
<b>APPENDICES .....</b>	<b>40</b>

**LIST OF APPENDICES**

A. Research Matrix .....	40
B. The Guide of Interview .....	41
C. The Names of the Participants .....	42
D. The Results of the Homogeneity Test .....	43
E. The Analysis of Variance by Using ANOVA .....	44
F. The Difficulty Index of the Try-out Test Items .....	45
G. The Results of the Try-out Analysis for Odd Numbers .....	46
H. The Results of the Try-out Analysis for Even Numbers .....	47
I. The Division of Odd (X) and Even (Y) Numbers of the Try out Test .....	48
J. The Homogeneity Test .....	49
K. The Lesson Plan for the Experimental Group .....	53
L. The Lesson Plan for the Control Group .....	72
M. The Listening Post Test .....	91
N. The Result of Listening Post Test .....	98
O. The T-Table .....	101
P. The Schedule of the Research .....	103
Q. The Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University .....	104
R. The Statement Letter for Accomplishing the Research from SMPN 5 Jember .....	105

**LIST OF TABLES**

Table 4.1 The Schedule of the Research.....	25
Table 4.2 The Total Number of the Eighth Grade Students of SMPN 5 Jember .....	26
Table 4.3 The 2013 Curriculum for Listening Skill for the Eighth Grade Students .....	28



## SUMMARY

**The Effect of Using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students at SMPN 5 Jember in the 2017/2018 Academic Year;** Ike Yunita Sari, 100210401040; 2018; 36 pages; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was a quasi experimental research. The purpose of this research was to know whether or not there was a significant effect of using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students at SMPN 5 Jember in the 2017/2018 Academic Year. The area of this research was SMPN 5 Jember which was chosen purposively because the use of Cartoon Video on the Eighth Grade students had never been applied by the English teachers in teaching listening. Permission was given by the principal of SMPN 5 Jember to conduct the research at this school and the English teachers agreed to help the researcher to conduct this research.

The population of this research was the eighth grade students of SMPN 5 Jember in the 2017/2018 academic year that was divided into six classes. To determine the participants of the research, the students were given homogeneity test and then they were analyzed by using ANOVA. The result of the population was homogeneous. Thus, the participants were selected using cluster random sampling by lottery. VIII A was selected as the experimental group which was taught by using cartoon video and VIII E was selected as the control group which was taught listening using audio only. The total number of the respondents was 76 students where class VIII A consisted of 38 students and class VIII E consisted of 38 students.

The data of this research were collected from the students' scores of listening post test, the interview of the English teacher and documentation. The students' listening comprehension test was administered to make comparison between the two groups after the treatments and the results were analyzed by using t-

test formula. The result of analysis indicated that the value of the t-test was 3.52. While the value of t-table of degree of freedom 70 on the 5% significance level is 1.99. It means that the value of the t-test was higher than the value of the t-table ( $3.52 > 1.99$ ). This result showed that the null hypothesis ( $H_0$ ) was rejected, while the alternate hypothesis ( $H_1$ ) was accepted. It means that there was a significant effect of using cartoon video on the eighth grade students' listening comprehension achievement at SMPN 5 Jember in the 2017/2018 academic year.

After that, the researcher continued the data analysis of the post test scores using the Degree of Relative Effectiveness (DRE) to know how far cartoon video affected the students' listening comprehension achievement. The result of DRE was 9.2%. It means that the experimental group that was taught listening comprehension using cartoon video got better listening achievement than the control group that was taught listening comprehension without cartoon video (using audio only).

Based on the result of this research, the English teacher is suggested to use cartoon videos as media especially in teaching listening. Further, the students are suggested to practice listening by using cartoon video to increase their listening comprehension achievement. Moreover, the future researchers are suggested to conduct a research more deeply with a similar problem but in different research design or different research participants. Further, the future researchers can take longer time allocation for conducting the research to make better observation and valid results (scores) of listening comprehension test.

## CHAPTER 1. INTRODUCTION

This chapter presents some aspects dealing with the research background, research problem, research objective, and research contributions.

### 1.1 Research Background

English has been well known all over the world because of its function as international language. Many people in different countries in the world can communicate each other by using English. Crystal (2003:86-114) says that English has important roles in some areas such as international relations, the media, international travel and tourism, international safety (especially air and maritime traffic control), education, and communication. In other words, English is used as a universal language. In Indonesia, English also has an important role in the area of education dealing to the fact that many books and references of science and technology, as well as internet are written in English. For that reason, English is taught from junior high school level to university level.

In the *2013 Curriculum* for Junior High School issued by Permendikbud No.24 Tahun 2016, it is stated that English is one of main subjects taught to the students deals with the cognitive and affective aspects refers to the main competence and basic competence. Therefore, the students need to develop the English communicative competence dealing with the English language skills (listening, speaking, reading and writing), and English language components (vocabulary, grammar or structure, and pronunciation). Listening, as one of the English language skills should be mastered first among those skills. Vandergrift (2007:191) states that listening is an important language skill to develop. Further, according to Rost (2011:16), listening is one of the crucial components of spoken language processing. There is no spoken language without listening. It is also an area that is interconnected with numerous areas of inquiry and development. Hence, listening as the receptive

skill should be acquired for the first time in learning any language before mastering the other language skills. People learn to listen first before they learn to speak. In short, it is impossible for people to be able to speak without learning to listen first.

According to Broughton et al. (2003:65), the decoding of a message (i.e. listening) calls for active participation in the communication between the participants. Pollard (2008:39) adds that listening is one of the receptive skills and it involves students in capturing and understanding the input of English. Listeners have to actively listen to and understand what others say all at once. In other words, listening is an active process where the listener i.e. the foreign language learners or students have to be rehearsed to make them familiarize, understand, and use it in communication. In conclusion, listening is a process which is done by the listeners including receiving the message, then building their knowledge about it and transforming it into spoken or non-verbal message, such as writing product.

Tarigan (1994:28) describes listening as the process of hearing written signals with full attention, comprehension, appreciation, and interpretation to get information, message, and understanding meaning sent by the speaker through spoken language. Those all processes cannot be separated and make the students find difficulties in listening comprehension. This is supported by Ridgway (2000:180) that listening in a foreign language is a task at a high level of difficulty in cognitive term, and therefore demands full attention. Furthermore, according to Simpson (2008), there are some causes why students find difficulties in listening such as: they are trying to understand every word, they get left behind trying to workout what a previous word meant, they just do not know the most important words, they do not recognize the words that they know, and they lack listening stamina/ they get tired. Generally, we can conclude that the students face many difficulties because there are so many differences between their own languages with the foreign language they learn. As a result of those problems the students feel bored, stressed, and discouraged when they are learning foreign language especially listening skill.

In addition, concerning with the students' difficulties in listening comprehension, the teachers should give appropriate guidance about how to listen and how to learn from listening. Rost (2011:18) states that some methods of structuring learners' expectations for how to listen is needed to maximize these learning opportunities. Further, he describes that we should be aware of (1) the psychological nature of the acquisition process, (2) the relative position of the role and importance of input and interaction, and (3) a view concerning the learners' own capacity to influence their success in acquisition of the language, when we involve in teaching-learning activities.

Furthermore, the researcher considered that listening is not an easy activity. It needs full attention and comprehension to get the information or message from the speaker through the spoken language. It also needs more practice to make the students familiarize with the vocabulary delivered by the spoken language. Rost (2011:18) argues that listening means catching what the speaker said. In other words, it is not a passive activity. If the listeners do not pay attention to what the speaker said, they cannot catch the speaker's idea.

Thus, it was necessary to find appropriate media in teaching English to increase the students' listening comprehension ability. Hence, in improving students' interest in listening activity and can easily catch and understand the information from the listening instructional materials, we needed compatible media. One of the media that could be applied was cartoon video.

Concerning with the reasons above, the researcher believed that audio-visual aid (i.e. cartoon video) could help the students comprehend audio and motivate them in participating in listening activities. The researcher applied cartoon video in teaching-learning activities in the class to help the students develop their listening comprehension. Cartoon video is preferred as the medium and material to conduct listening activity because it is interesting. Lonergan (1995:5) states that learners will be eager to watch, even if their comprehension is limited. It means that the learner will still watch the cartoon video although they have a difficulty in understanding the

meaning of unfamiliar vocabulary. Thus, by using cartoon video in teaching listening, the students can easily catch the ideas by synchronizing what they listen and what they watch.

Based on the previous explanation, it was obvious that the use of cartoon video as a teaching medium could help the students comprehend the information from the listening materials. In fact, the teachers at SMPN 5 Jember had never used such instructional medium. Thus, it seemed to be a good innovation to teach listening by using visual display (images in cartoon video) that could help the students to understand well the information delivered. Based on the reasons above, the researcher was interested in conducting an experimental research entitled “The Effect of Using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students at SMPN 5 Jember in the 2017/2018 Academic Year”.

## **1.2 Research Problem**

Based on the background of the research, the problem to be discussed in this research was formulated as follows: “is there any significant effect of using cartoon video on the recount text listening comprehension achievement of the eighth grade students at SMPN 5 Jember in the 2017/2018 academic year?”

## **1.3 Research Objective**

Considering the problem of the research, the objective of this research was to know whether or not there is a significant effect of using cartoon video on the recount text listening comprehension achievement of the eighth grade students at SMPN 5 Jember in the 2017/2018 academic year.

## **1.4 Research Contributions**

The results of this research are expected to give significant contributions to the following area.

### **1.4.1 Empirical Contribution**

The results of this research is expected to be useful for the students in overcoming their problem in listening comprehension and can show the students that learning English can be fun. Besides, it is expected to be useful for the English teacher to teach listening by using cartoon video as an additional instructional medium in order to be more interesting and challenging to improve the students' listening comprehension achievement.

### **1.4.2 Practical Contribution**

The results of this research may give benefits for other researchers who are interested in cartoon video. It can be used as a reference and source of information to conduct a further research with similar or different research design dealing with the contribution of cartoon video in teaching listening comprehension.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter presents some aspects related with literature review. They are theoretical framework, conceptual framework, and previous research review.

### 2.1 Theoretical Framework

#### 2.1.1 Listening Comprehension

Listening is important in acquiring language. It also plays a significant role in communication because to be able to understand what someone says or what other people discuss, the listeners should have proficiency in listening comprehension. Malley (1989), in Fang (2008:22) states that listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and existing knowledge. From the definition above, it can be concluded that listening comprehension is someone's ability to understand the message or meaning of what he listens.

Listening is different from hearing. Many people say that listening has the same meaning as hearing. Yet, those words actually have different meaning. Hellesvig (2003:1) says that hearing refers only to the physical measurement of the sound waves that are transmitted to the ear and into the brain where they are processed into audible information. Hearing occurs with or without human consent. Listening is defined as paying attention to the words that are being spoken with the intention of understanding the other person. Listener's personal perception and prejudices can affect the quality of listener's listening.

Listening is the most important thing of learning English. According to Vandergift (2007:69) people spend 40%-50% of communication by listening, 25%-30% by speaking, 11%-16% by reading, and 9% by writing. He also states that listening comprehension plays a key role in facilitating language learning. It means that listening is used more than any other skills in their life. It can be proved in the daily activities at the school. In the teaching and learning process, the teacher gives

material, explanation and instruction to the students by speaking, the students listen his/her explanation. It means that the students spends more their time to listen the teacher's explanation.

Furthermore, in education, students need to be able to listen effectively to make oral communication effective and master the other skills. Hennings (1997:146) states that listening should be an active process in which students are reacting rather than passively receiving. Listening should make students active in giving response as a sign that they have understood the text they heard. It means that listening is an active process to get information from oral language. All listening activities are done in purpose. According to Hennings (1997:149), listeners are generally most successful when they listen with a purpose in mind. The purpose in listening is focusing in the messages and not paying attention into unrelated areas. They focus on listening to the purpose of the task. In teaching listening, the teachers should find the strategies how to make successful listening activities in the classroom. Meanwhile, they should be able to manage and present the materials in the classroom, so that the students will be interested in following the listening activities.

### **2.1.2 The Purpose of Teaching Listening Comprehension**

Based on the instructional level curriculum, the goal of teaching listening for the eighth grade students is finding the general and specific information of the English materials.

#### **a. Listening for Finding General Information**

Hennings (1997:155) states that listening for finding general information is listening to find the substance of the message. It can be divided into listening for finding the topic and listening for finding the main idea. Listening for finding the topic is listening to get the main point of the whole spoken text. It can be found easily because it is often repeated and there is only one topic in the text. Listening for finding main idea is listening to get the main point in a part of the text. Usually, the main idea of the text can be found at the beginning of the text.

**b. Listening for Finding Specific Information**

Hennings (1997:156) explains that specific information works naturally to support the main idea. It can be said that specific information is the fact and idea that prove or explain the main idea of text. Looking for the specific information does not mean processing every word to find the answer, but it is about scanning for the needed data. To find specific information of the text, the listener only pays more attention on what they need to understand and look for the information.

Here is the example of a listening script entitled “The Treasure Map” that consists of general and specific information:

**The Treasure Map**

Sanjay saw a bottle floating in the sea. There was something inside it. He took it out. “What is it?” asked Sarah.

“It’s a map! It’s a map!”

They looked around and saw a talking parrot.

“Buried treasure! Buried treasure!”

“Wow! A treasure map! Let’s follow it.”

“Maybe it’s gold!”

“Or silver?”

“Or jewels?”

“OK. We are here and the treasure is here.”

“Let’s go! I’ll read.” said the parrot.

“Walk 80 meters north.”

“1,2,3 ... 78,79,80.”

“Turn right at the big coconut tree and go straight on until the crocodile pond. Cross the bridge, turn left and keep walking. Turn right in front of the big, round rock. Walk straight ahead for 50 meters.”

“1,2,3 ... 48,49,50.”

“Go through the cave. Mind the bats! Mind the bats! Walk straight on until the beach. Go along the beach for 200 meters. The treasure is behind the square rock.

“Over there! Over there!” Parrot shouted.

“It’s empty! cried Sarah. Inside there was an old note.

<p><i>Dear finder, Sorry, but I took my gold. I needed to buy a new pirate ship. Bye, Captain Redbeard.</i></p> <p>“Well, at least we had a nice walk,” said Sanjay. “Yes, and we made a new friend!”</p> <p>(Source : <a href="http://learningenglishkids.britishcouncil.org/en/short-stories/the-treasure-map">http://learningenglishkids.britishcouncil.org/en/short-stories/the-treasure-map</a>)</p>	
Question for general information	What does the text mainly talk about? ...
Question for specific information	What is the characteristic of the parrot? .....

### 2.1.3 Audiovisual Media in Teaching Listening Comprehension

Today, audiovisual media are common things used by teachers in teaching learning process. In this research, the kind of audiovisual media used is cartoon video. It is a common medium technology in which many people like to watch because it is entertaining.

Cartoon video is a continuous motion and illusion with the rapid display of a sequence of static images that minimally differ from each other. It can be recorded on analogue media such as motion picture images which are displayed in a rapid succession, usually 24 until 30 frames per second (Whiteley, 2013:18).

### 2.1.4 The Characteristics of Cartoon Video as Teaching Media

Cartoon video should be suitable with the class condition. An appropriate and a good cartoon video will help the students understand more about the information. According to Whiteley (2013:38) there are several points to consider in reviewing a cartoon video. The first is similar with original intention. Before the teacher gives this media, the teacher should have an outline of what he/she will do with the media. The second is appropriate for audience. Cartoon video in this research was media education for the students of Junior High School, so that it should educate and easy to

receive by the students. The third is content; the moral value should be included in the cartoon video.

According to Poh (2012:1), the characteristics of cartoon video used in this research are as follows.

a. Clear sound and picture

The quality of sound is important in listening activity. Students listen to the material in the form of audio or speaker. They need clear voice and pronunciation to avoid misunderstanding.

b. Relatable

The content and the picture of the video must be good, and educating. It must be appropriate with the capability of the student.

c. Having short time duration

The video should have short duration, because the students get distraction if the duration is too long, they get bored and lose their concentration. The duration is not more than 10 minutes.

d. Having no subtitle

The aim of this cartoon video is for listening. If there are subtitles in the video, students will not focus on the sound but they will focus on the pictures and the subtitles. In other words, students will concern only on the pictures and read the subtitles instead of listening to the material.

Based on the explanations above, the researcher concluded that the main point of cartoon video given to the students was that it should have good sound and pictures. The content must be appropriate with the capability of the students and there was no subtitle in the video.

### 2.1.5 The Procedures of Teaching Listening by Using Cartoon Video

Ross (2006:1) states that listening activities in general, should consist of pre-listening stages, while-listening stages, and post-listening stages. Further, Robert (1992:1-3) says that the first step of listening activity is used for introducing. The second steps are used for listening, thinking, and predicting. The last step is used to remember the information to support the prediction.

In order to use cartoon video successfully, the media of teaching listening must be ready to be given well. In this research, the researcher prepared the cartoon video that will be given to the students well. The researcher re-checked whether the cartoon video was appropriate for the students or not. After the media are ready, the researcher did pre-viewing, while-viewing, and post-viewing. According to Ramadan (2013:16), the activities of teaching listening by using video are as follows.

#### a. Pre-viewing activities

- 1) The teacher introduces the topic of listening by giving leading questions to the students.
- 2) The teacher lists some difficult words that are related to the topic of listening.
- 3) The teacher asks the students to find the meaning of the difficult words.
- 4) The teacher distributes worksheets to the students.
- 5) The students read the questions and ask to predict the answer.

#### b. While-viewing activities

- 1) The teacher shows the media for listening activity.
- 2) The teacher asks to the students to make a note on specific and general information.
- 3) The teacher replays the listening media and asks the students to do the tasks of listening activity.
- 4) The teacher replays the listening media and asks the students to check the answers.

- 5) The teacher and the students discuss the answers.
- c. Post-viewing activities
- 1) The teacher invites the students to ask about their difficulties during the teaching learning process.
  - 2) The teacher gives the students the chance to ask question.
  - 3) The teacher guides the students to make a conclusion about the material that has been learnt.

### **2.1.6 The Advantages and Disadvantages of Using Cartoon Video**

Cartoon video can be used in many aspects such as entertainment, culture, and also education. In education, this technology can be used as a medium of instruction in language learning. Erickson and Curl (1992) in Agus (1996:94) state some advantages of using cartoon video as a medium technology are as follows.

- a. Increasing the new knowledge for students. Cartoon video shows motion pictures which consist of many kinds of information.
- b. Stimulating the interest. Cartoon video is not an ordinary video. The characters or the objects are showed as good as possible without ignoring the message of the video. Even, the funny character/object appears to make students feel happy when see it.
- c. Guiding students' response in learning activity. Cartoon video is an interesting media. If the students have interest with the lesson, they will be easier to receive the material and stimulate the students to be active in the teaching and learning process.
- d. Problem solving and explaining the failure in learning process and trying to fix it. Cartoon video is very useful when the teachers have difficulties in explaining the materials to the students. By using cartoon which is able to be manipulated, the difficulties can be reduced.

Based on the explanation above, the researcher concluded that there are many advantages of using cartoon video as media in teaching and learning process because it is a visual tool that helps the teacher in giving explanation in the class.

Beside some benefits above, Heinich (1990), in Agus (1996:95) states that cartoon video also has limitation. The disadvantages of cartoon video in language learning were discussed as follows.

- a. When the cartoon video is played, the motion pictures occur in fixed pace. It will make some students have difficulties to receive information.
- b. The animators or video makers are able to manipulate the media and risk in misunderstanding about the message or information of the video.
- c. Video can also cause misinterpretation to the students. Sometimes, it shows inappropriate picture or explanation that cannot be received by the students yet.
- d. To create a cartoon video, people might have a specific ability in graphic design. Only few of people are able to create cartoon video and it also needs much time. It is not necessary for the teachers to make cartoon video because there are so many cartoon videos which can be downloaded from internet.

To overcome those disadvantages above, the researcher decided to edit the cartoon video by using specific software before it was given to the students. The researcher used Wondershare Filmora as software to edit the cartoon video and GOM player as video player. GOM player was used to control the speed of the motion picture. Wondershare Filmora was used to remove subtitle in the cartoon video.

From the explanation above, it can be concluded that there are many ways to solve or minimize the disadvantages of using cartoon video. The most important thing is that the teachers or the researchers have to make selection and prepare the cartoon video well before it is used in the class.

The use of a recount text in this research was based on the *2013 Curriculum* for SMP/MTs, in which the recount text was learned and taught for the eighth grade of junior high school students.

## **2.2 Conceptual Framework**

### **2.2.1 The Operational Definition of the Key Terms**

Operational definition is a guide to understand the concept of the research. It is needed in order to avoid misunderstanding between the readers and the researcher. The operational definitions of the key terms used in this research are as follows.

#### **a. The Students' Listening Comprehension Achievement**

In this research, the students' listening comprehension achievement refers to students' ability in comprehending listening test, covering finding general information and specific information of recount text stories. It can be seen through the result of the students' listening comprehension test. The listening comprehension test is in the form of multiple choice and true-false questions. It consists of 20 items of multiple choice questions and 10 items of true-false questions. Each correct answer of multiple choice items scores 2 points, each correct answer of true-false items scores 1 point, and the wrong answer scores zero. The total maximum score (50) and then multiplied 100, the total score is 100. The time allocation for the listening comprehension test is 60 minutes.

#### **b. Recount Text**

Based on the *2013 Curriculum* for SMP/MTs, there are 5 texts that students need to learn for English lesson: Descriptive texts, recount texts, narrative texts, procedure texts, and report texts.

Recount text is a text which retells events or experiences in the past. Anderson (1997: 49) says that recount text is a text which tells about events happening in the past in a sequence time. According to Nursahid (2011), there are 3 kinds of recount text: personal recount, factual recount, and imaginative recount. In this research, story

of the recount text is about personal recount which retelling of an activity that the writer/speaker has been personally involve in.

### **c. Cartoon Video**

Cartoon video is one of audiovisual media in teaching listening comprehension. Cartoon video is a motion picture that is made from a series of drawings, computer graphics, or photographs of inanimate objects (such as puppets) and that simulates movement by slight progressive changes in each frame (Merriam, 2017). In this research, Cartoon video is the medium used for teaching listening comprehension to the students in the classroom. The video has no subtitle. It is downloaded from a trusted source, British Council. The duration of the cartoon videos are about 2 minutes.

## **2.3 Review of Previous Studies**

The previous experimental research by using Cartoon Video was conducted by Thalut (2010) and Darmawan (2014), the students of FKIP Jember University. The first researcher was Thalut (2010) who conducted his research to the 8<sup>th</sup> grade students at MTsN Jember III. He reported that the use of Cartoon video could achieve better scores on listening comprehension. The second researcher was Darmawan (2014). He conducted the research to the 8<sup>th</sup> grade students at SMPN 1 Bangsalsari. He found that by using Cartoon video the students could achieve better scores on listening comprehension test. In conclusion, Cartoon video was one of media could be applied to increase students' listening comprehension achievement during teaching and learning process. Furthermore, there was also other research finding about the use of Cartoon video from another region. Asmidana (2014) from Tanjungpura University, Pontianak found that by using Cartoon video to teach listening comprehension could increase the students' achievement in English.

From the success experienced by the previous researchers in using Cartoon video on listening comprehension achievement in class, the researcher was interested in conducting the same research in different research location. The purpose of

conducting this research was to examine whether or not the same results could be attained as the previous researchers from the location where this research was administered.



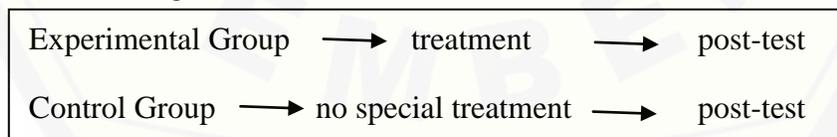
### CHAPTER 3. RESEARCH METHODOLOGY

This chapter deals with the research methodology. A number of significant points discussed in this chapter which involve research design, research context, research participants, data collection method, and data analysis method.

#### 3.1 Research Design

This research used an experimental research design. The purpose of this research was to investigate whether or not there was a significant effect of using cartoon video on teaching recount text listening comprehension achievement at SMPN 5 Jember. Wiersma (1991), in Emzir (2008:63) defines that experimental is a research which has one independent variable or experimental variable and it can be manipulated by the researcher. Further, Emzir (2008:64) says that an experimental research is the only research that can examine the hypothesis accurately. In this research, the researcher used quasi-experimental research with post-test only design. This study consisted of two groups; they were control and experimental groups. The researcher conducted the treatment to the experimental group only, while the control group was not given any special treatment. After the treatment given twice, the researcher gave post-test to both groups to find the differences between the two groups (Creswell, 2012: 310). The design can be illustrated as follows:

The Research Design:



(Creswell, 2012:310)

The procedures of the research were as follows:

- a. Conducting the homogeneity test to all of the eighth grade students at SMPN 5 Jember in the 2017/2018 academic year to decide the experimental group and control group. The results of homogeneity test were analyzed by using ANOVA. Since the population was homogeneous, the researcher chose the experimental and the control groups by using cluster random sampling by lottery.
- b. Giving the treatment that was teaching listening by using cartoon video to the experimental group, whereas the control group was taught listening without video. It was taught listening by using audio only.
- c. Conducting a try out test to establish validity, reliability, and difficulty index of the teacher-made test and analyzing the result. The try out was given to the other class that did not belong to the experimental or the control groups. Besides, the aim of the try out test was to measure whether the time allocation was appropriate or not.
- d. Giving the listening post-test to both groups to know the result after the treatments were given.
- e. Analyzing the obtained data from the scores of the listening post-test by using t-test formula to determine whether the mean differences of both groups were significant or not.
- f. Drawing a conclusion based on the result of the analysis to answer the research problem.

### **3.2 Research Context**

In this research, the research area was determined by using purposive method. The method was used to determine where this research was implemented. This research was conducted at the eighth grade students of SMPN 5 Jember. The researcher chose this school based on some reasons. First, it was possible to get permission from the Headmaster and English teacher to conduct the experimental

research. Second, the school facilities supported this research implementation. Third, cartoon video had never been used in the English teaching learning process especially in listening skill by the teacher. The English teacher of SMPN 5 Jember only used audio recording as the media of teaching listening.

### **3.3 Research Participants**

A participant is a person who gives some responses or answers to the researcher's questions either orally or in a written form (Arikunto, 2006:145). The researcher used cluster random sampling to determine the participants. The population of this research was all eighth grade students of SMPN 5 Jember in the 2017/2018 academic year consisting of six classes. Each class consisted of 36-38 students. The selection was done after administering and analyzing the result of homogeneity test. The result of homogeneity test was analyzed by using ANOVA.

### **3.4 Data Collection Methods**

#### **3.4.1 Listening Test**

##### **a. Homogeneity Test, Try Out, and Post-Test**

The researcher conducted homogeneity test to decide the experimental and the control groups. The test was given in the form of multiple choice questions. It consisted of 10 question items taken from a text of recount entitled "I Couldn't Believe My Eyes". The time allocation of this test was about 20 minutes and it was held in the language laboratory. The results of the homogeneity test were analyzed by using ANOVA. The result was homogeneous, so the experimental group and the control group were chosen by using cluster random sampling by lottery.

Try out test was done to know whether the test was appropriate for the participants or not. According to Djihadono (1996:18), the objectives of administering try out are to know the test validity, the reliability coefficient of the test and the difficulty index. The try out was given to one of the eighth grade classes that did not belong to the experimental and the control groups, that is 8F class. The test

was given in the form of multiple choice and true-false questions. It consisted of 26 items of multiple choice and 14 items true-false questions. The time allocation of this test was about 80 minutes.

The listening post-test was conducted to both the experimental and the control groups as an evaluation at the end of the lesson. It was given after giving the treatment that was teaching listening by using cartoon video to the experimental group, whereas the control group was taught listening by using audio.

The listening post test in this research was conducted in the form of multiple choice and true-false questions taken from 2 different texts. The first text was entitled “The Treasure Map” and the second text was entitled “No Dogs!”. There were 20 items of multiple choice and 10 items of true-false questions. The correct answer for each true-false question was scored 1 point, for each multiple choice question was scored 2 points, and 0 for the incorrect answer in both multiple choice and true-false items. The total maximum score of the post test was 50. After that, to find out the student’s score, the student’s correct answer was divided by total maximum score (50) and then multiplied by 100, so the total score was 100. The time allocation in listening post test is 60 minutes. The scores of the listening post-test results were analyzed to know whether or not there was a significant effect of using cartoon video on the students’ listening comprehension achievement.

#### b. The Validity of the Test

Heaton (1988:159) says that validity of a test is the extent to which it measures what it is supposed to measure. He also classifies the validity into face validity, content validity, and constructs validity. Hughes (2003:22) states that content validity is any attempt to show that the content of the test is a representative sample from the domain that is to be tested. The test in this research established content validity since the test items were constructed based on the *2013 Curriculum* materials for the eighth grade students. Besides, the test items were constructed based on the indicators to be measured in listening comprehension achievement covering the general information and the specific information of the text.

### c. Reliability of the Test

Reliability is a necessary characteristic of any good test (Heaton, 1988:162). Hughes (2003:36) says that reliability of a test is actually obtained if it is administered to the same students and they perform the same ability at different time. Based on the statements above, the researcher decided to give the try out to know whether or not the test was valid and reliable before giving post-test to both groups (experimental and control groups) after the treatments given. The results of the try out were analyzed by using split-half odd-even technique (Sudijono, 1998:219). The procedures of the analysis were as follows:

- a. Conducting the try-out of the test material and scoring each item achieved by the students.
- b. Dividing the scores into two parts based on odd and even numbers.
- c. Putting the scores of each item by giving “1” for the odd items and “0” for the even items.
- d. Analyzing the correlation between the odd numbers and even numbers by using Pearson  $r$  formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Notes:

- $r_{xy}$  = reliability coefficient
- $\sum XY$  = the total number of odd items and even items
- $\sum X$  = the total number of odd items
- $\sum Y$  = the total number of even items
- $N$  = the number of the students

(Arikunto, 2006:425)

- e. Estimate the reliability index of the whole test using Spearman-Brown formula.

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}}$$

Notes:

$r_{11}$  = the reliability coefficient for the whole test items

$r_{xy}$  = reliability coefficient

#### Criteria of Reliability

0.90-1.00 = very high

0.70-0.89 = high

0.50-0.69 = fair

0.30-0.49 = low

< 0.30 = very low

(Djiwandono, 1996:15)

#### d. The Difficulty Index

Heaton (1988:178) states that the difficulty index of an item simply shows how easy or difficult a particular item in the test is. Generally, it is expressed as the fraction or percentage of the students who answer the item correctly. If 21 out of 26 students tested get the correct answer for one test item, that item will have 0.77 or 77% of the difficulty index, so the item is categorized as easy. It is calculated by using the following formula:

$$FV = \frac{R}{N}$$

Notes:

FV = the difficulty index

R = the number of the students who answer the question correctly

N = the number of students

#### Criteria of the Difficulty Index

0.00-0.29 = difficult

0.30-0.70 = fair

0.71-1.00 = easy

(Heaton, 1988:179)

Hetzel (1997) says that a good test item must be neither too difficult nor too easy. It is because the test items which are too easy (>0.71) will not stimulate the students to raise their effort in answering those test items given. Yet, if the test items

are too difficult ( $<0.29$ ), it will make the students discouraged and unhappy to answer those test items because they totally do not understand about the test given.

#### 3.4.2 Interview

Interview was used to get the information needed on the research conducted. McMillan (1992:132) states that interview is a form of data collection method in which questions are asked orally and the subjects' responses are recorded. In this research, the interview that was used was one-on-one interview. The researcher conducted the interview on July 17<sup>th</sup> 2017 with the English teacher. It was conducted before conducting the experimental research to know about the English books, the techniques and the media which were used or applied by the teacher in teaching listening comprehension. The result of the interview is enclosed in Appendix B.

#### 3.4.3 Documentation

Arikunto (2006:158) states that documentation is a written document such as books, magazines, documents, rules etc. This research used document resource since the data were taken in the form of written document. The documents taken in this research were the names of the participants of the eighth grade students of SMPN 5 Jember that covered the experimental and the control groups. It was taken from the English Teacher of the school.

### 3.5 Data Analysis Method

After the scores of listening test were collected, the data were analyzed statistically by using t-test formula in order to find whether or not teaching listening comprehension by using cartoon video had a significant effect on the eighth grade students at SMPN 5 Jember. The formula of t-test was as follows:

$$t = \frac{ME - MC}{\sqrt{\left[ \frac{\sum X_e^2 + \sum X_c^2}{Ne + Nc - 2} \right] \left[ \frac{1}{Ne} + \frac{1}{Nc} \right]}}$$

Notes:

$ME$  = Mean of the experimental group

$MC$  = Mean of the control group

$Xe$  = Individual score deviation of  $Ma$

$Xc$  = Individual score deviation of  $Mb$

$Ne$  = Total respondents of the experimental group

$Nc$  = Total respondents of the control group

(Arikunto, 2006:507)

The result of the analysis showed that there was a significant difference: the data were analyzed by using Degree of Relative Effectiveness (DRE) to know how far the use of cartoon video affected the students' recount text listening comprehension achievement. The formula of DRE is:

$$DRE = \frac{Ma - Mb}{Mb} \times 100\%$$

Notes:

DRE : Degree of Relative Effectiveness

$Ma$  : Mean of the experimental group

$Mb$  : Mean of the control group

(Masyhud, 2008:61)

## CHAPTER V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the findings and suggestions for the English teachers, the students and future researchers.

### 5.1 Conclusion

Based on the data analysis and the discussion about the research result presented in the previous chapter, it could be concluded that there was a significant effect of using cartoon video on the recount text listening comprehension achievement of the eighth grade students at SMPN 5 Jember in the 2017/2018. Then, the degree of relative effectiveness indicated that using cartoon video in teaching listening was 9.2% more effective than teaching listening without using cartoon video. It means that the experimental group that was taught listening by using cartoon video got better listening achievement than the control group that was taught listening without using cartoon video (audio only).

### 5.2 Suggestion

Based on the significant effect of using cartoon video on listening comprehension achievement, the researcher proposes some suggestions to the following people.

#### a. The English Teacher

It is suggested to the English teachers of SMPN 5 Jember to use cartoon video in teaching listening since the cartoon video is able to make the students get better achievement in listening comprehension.

**b. The Students**

It is suggested to the eighth grade students of SMPN 5 Jember to practice their listening comprehension by using audiovisual media, especially cartoon video to make them get better achievement in listening comprehension because listening is the basic skill that should be first practically acquired in learning English. The students can find the English cartoon video from the internet such as from [www.youtube.com](http://www.youtube.com), [www.BBC.com](http://www.BBC.com), [www.britishcouncil.com](http://www.britishcouncil.com) , and the link that provide cartoon video.

**c. Other Researchers**

The future researchers are suggested to use this research result as a reference and information to conduct a further research dealing with the use of cartoon video by using different language skills or using different research design such as a classroom action research to improve the students' listening comprehension achievement. Further, the future researchers can take longer time allocation for conducting the research to make better observation and valid results (scores) of listening comprehension test.

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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The effect of using cartoon video on the recount text listening comprehension achievement of the eighth grade students at SMPN 5 Jember in the 2017/2018 academic year	General problem: Is there any significant effect of using cartoon video on the recount text listening comprehension achievement of the eighth grade students at SMPN 5 Jember in the 2017/2018 academic year?	1. Independent Variable: The use of cartoon video in teaching listening comprehension 2. Dependent variable: The students' listening comprehension achievement	1. The procedures of using cartoon video in teaching listening of recount text: a. Pre-viewing b. While-viewing c. Post-viewing 2. The students' score of listening test covering the indicators for: a. Finding general information of the story b. Finding specific information of the story	1. Respondents: The eighth grade students of SMPN 5 Jember in the 2017/2018 academic year 2. Informant: The English teachers of SMPN 5 Jember in the 2017/2018 academic year 3. Documents: • The number of the respondents • The names of the respondents (the experimental group and the control group)	1. Research Design: Quasy-experimental research Post-test Non-equivalent group design 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Cluster Random Sampling 4. Data Collection Method • Listening Test • Interview • Documentation 5. Data analysis: Statistical Analysis by using t-Test: $t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$ Notes: $M_x$ = Mean of the experimental group $M_y$ = Mean of the control group $N_x$ = The number of experimental group $N_y$ = The number of control group $X$ = Deviation of every score in posttest of X group $Y$ = Deviation of every score in posttest of Y group $Df = (n + n) - 2$ <i>(Adapted from Arikunto, 2006:311-312)</i>	There is a significant effect of using cartoon video on the recount text listening comprehension achievement of the eighth grade students at SMPN 5 Jember in the 2017/2018 academic year

**Guide of Interview**

No	The list of questions for interview	Teacher's answer
1	What curriculum does this school use?	Curriculum 2013
2	How many classes are there in SMPN 5 Jember?	19 classes
3	What grades do you teach?	VIII and IX
4	How often do you teach English for each class in a week?	Twice a week
5	What kind of books do you usually use in teaching English?	LKS from Mediatama and internet sources.
6	Have you ever used cartoon video in teaching listening?	No. I never use it.
7	Why not?	Because, I have not enough references to guide me how to use that media in teaching listening
8	So, what strategy/media do you use in teaching listening?	I teach listening by using recording materials, but I can not give them often because of the lack of recording materials.
9	How are the students' abilities in listening comprehension?	In fact, their listening ability is low. Consequently, their mean score is also low.
10	What are the students' difficulties in listening comprehension?	Generally, they are lack of vocabulary and they are not interest in listening activity.

**Documentation Guide**

No	The Data	Data Resources
1.	The total number of the eighth grade students in the 2017/2018 academic year	Document
2.	The names of the participants (the experimental group and the control group)	Document

**The Names of the Participants**

VIII A

No	Names of Participant
1	AKZ
2	AOA
3	AKNA
4	ADH
5	ANR
6	AMNB
7	AIF
8	DIS
9	DAH
10	DSY
11	EW
12	EFP
13	FSHA
14	FHN
15	GW
16	IFA
17	IB
18	JP
19	LK
20	MRFP
21	MI
22	MGP
23	MRR
24	MDP
25	MKO
26	MIFR
27	NAK
28	NTD
29	NS
30	PRDT
31	RPY
32	RH
33	SADR
34	SF
35	SMTH
36	TR
37	VPF
38	YAD

VIII E

No	Names of Participant
1	AMS
2	ABR
3	AMF
4	ARH
5	APP
6	ASW
7	AI
8	BSW
9	DR
10	DRL
11	DAYEP
12	DS
13	FA
14	FPA
15	FI
16	GDP
17	HMS
18	IAM
19	IA
20	JDL
21	MH
22	MP
23	MRMA
24	MD
25	MAN
26	MFAR
27	MMZRS
28	MRT
29	NAF
30	NRH
31	NF
32	NFA
33	RJK
34	RBR
35	RDK
36	RRF
37	SBF
38	TNRSP

**The Results of the Homogeneity Test**

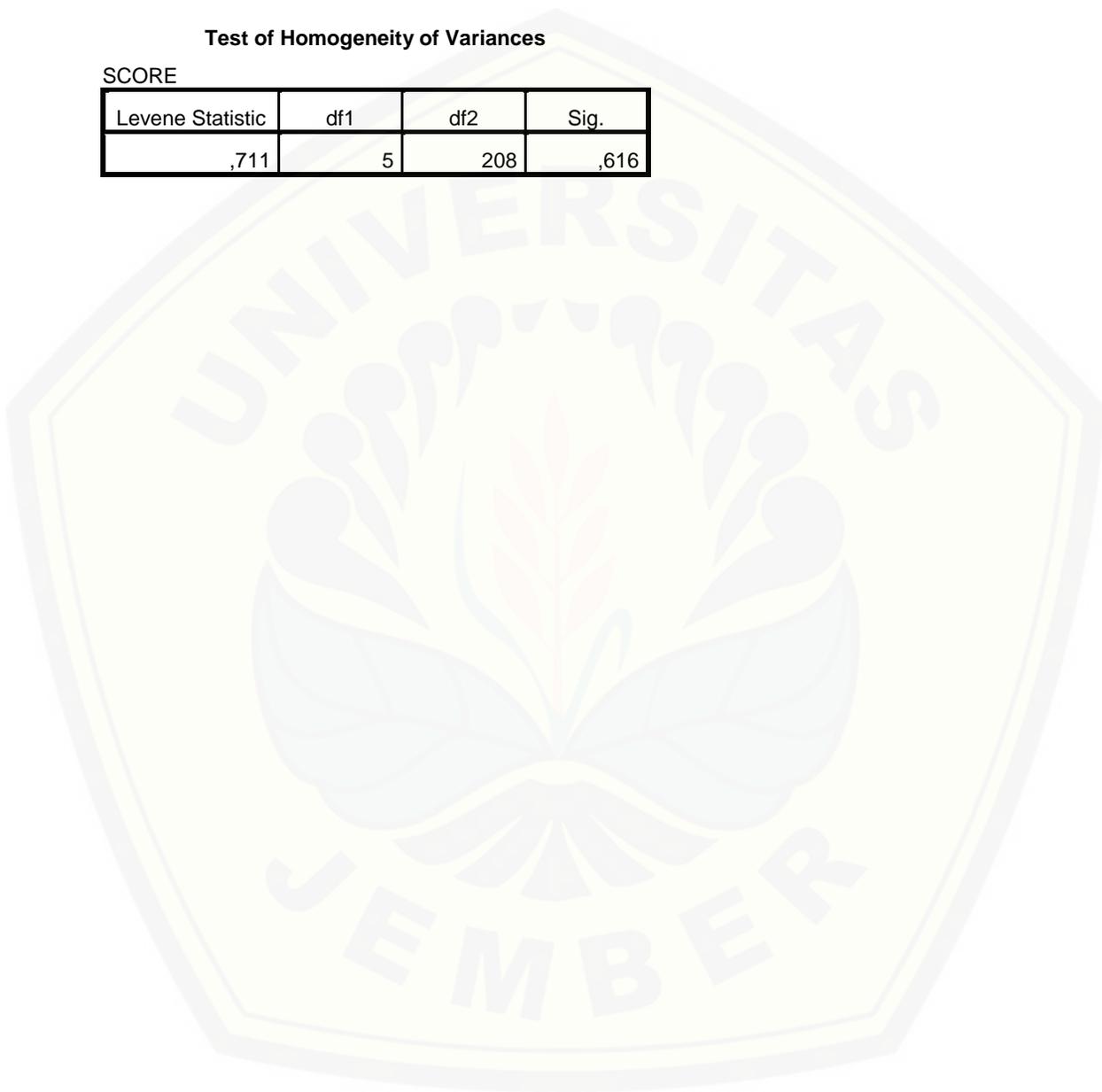
No.	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1.	30	-	60	70	60	50
2.	50	50	70	70	90	50
3.	70	30	80	60	70	70
4.	70	50	50	30	60	60
5.	40	60	70	50	50	50
6.	-	40	70	60	-	60
7.	60	70	60	80	80	50
8.	80	60	70	60	90	70
9.	60	70	90	70	50	80
10.	50	40	70	90	50	40
11.	40	50	30	70	70	60
12.	60	60	40	50	60	50
13.	40	60	50	60	40	60
14.	50	50	70	20	50	30
15.	50	80	40	60	50	60
16.	60	70	30	60	50	70
17.	40	70	70	50	60	70
18.	20	20	50	50	60	50
19.	60	70	20	70	70	70
20.	60	60	40	70	70	70
21.	70	80	60	60	50	70
22.	60	70	30	40	50	40
23.	90	-	70	30	30	20
24.	70	60	70	-	-	30
25.	50	40	90	60	70	50
26.	70	60	60	10	70	60
27.	60	50	50	40	70	70
28.	80	60	60	50	50	90
29.	60	70	-	60	30	-
30.	40	-	30	70	30	50
31.	80	90	70	50	60	70
32.	20	40	50	-	60	60
33.	50	70	60	60	70	50
34.	-	70	20	80	70	50
35.	30	50	40	50	70	70
36.	70	60	50	70	-	60
37.	50	70	60	50	50	
38.	50	70	50	70	60	

**The Analysis of Variance by Using ANOVA**

**Test of Homogeneity of Variances**

SCORE

Levene Statistic	df1	df2	Sig.
,711	5	208	,616



**The Difficulty Index of the Try out Test Items**

<b>Item Numbers</b>	<b>N</b>	<b>R</b>	<b>FV</b>	<b>Criteria</b>
1	34	21	0.62	Fair
2	34	22	0.65	Fair
3	34	19	0.56	Fair
4	34	19	0.56	Fair
5	34	19	0.56	Fair
6	34	23	0.67	Fair
7	34	20	0.59	Fair
8	34	19	0.56	Fair
9	34	20	0.59	Fair
10	34	19	0.56	Fair
11	34	22	0.65	Fair
12	34	23	0.67	Fair
13	34	22	0.65	Fair
14	34	20	0.59	Fair
15	34	23	0.67	Fair
16	34	19	0.56	Fair
17	34	21	0.62	Fair
18	34	22	0.65	Fair
19	34	19	0.56	Fair
20	34	21	0.62	Fair
21	34	22	0.65	Fair
22	34	19	0.56	Fair
23	34	19	0.56	Fair
24	34	23	0.67	Fair
25	34	23	0.67	Fair
26	34	19	0.56	Fair
27	34	20	0.59	Fair
28	34	22	0.65	Fair
29	34	23	0.67	Fair
30	34	20	0.59	Fair
31	34	22	0.65	Fair
32	34	23	0.67	Fair
33	34	22	0.65	Fair
34	34	20	0.59	Fair
35	34	23	0.67	Fair
36	34	19	0.56	Fair
37	34	21	0.62	Fair
38	34	22	0.65	Fair
39	34	19	0.56	Fair
40	34	21	0.62	Fair

Notes:

FV = the difficulty index

R = the number of the students who answer the question correctly

N = the number of students

**The Results of the Try-Out Analysis for Odd Numbers**

No	1	3	5	7	9	11	13	15	17	19	21	23	25	27	29	31	33	35	37	39
1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0
2	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1
3																				
4	1	1	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	0	0	1
5	0	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	0
6	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1
7	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	0
8	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	0	0	0	1	1
9	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0
10	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	0
11	0	1	1	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0
12	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0
13	1	0	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	1
14	1	0	1	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	0
15	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1
16	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1
17	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1
18	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	0	0	1
19	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0
20	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1
21	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1
22	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0
23	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1
24																				
25	0	1	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1
26	1	0	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	0	0	0
27	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1
28	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1
29	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0
30	0	1	1	0	1	1	1	0	1	0	1	1	0	0	0	1	1	0	0	0
31	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0
32	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1
33	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1
34	0	0	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0
35	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1
36	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0

**The Results of the Try-Out Analysis for Even Numbers**

No	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30	32	34	36	38	40
1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0
2	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1
3																				
4	1	1	0	0	0	1	0	0	1	0	1	0	0	0	1	1	0	0	0	1
5	0	0	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1	0	0
6	0	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1	0	1
7	1	0	1	1	0	0	1	1	0	0	0	1	1	1	0	0	1	1	1	0
8	0	0	1	1	0	1	1	1	0	1	0	0	0	1	1	0	0	0	1	1
9	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	0	0	0
10	1	0	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	0
11	0	1	1	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	0	0
12	1	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0
13	1	0	0	0	1	1	0	0	1	0	0	1	0	1	1	0	1	0	1	1
14	1	0	1	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	0
15	0	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	1	1	0	1
16	0	0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1	0	0	1
17	0	1	1	0	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1
18	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	1	0	0	0	1
19	0	0	0	1	1	1	1	0	1	0	0	1	0	1	0	0	1	0	1	0
20	1	1	0	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1
21	0	0	1	1	0	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1
22	0	0	1	0	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0
23	1	0	0	1	0	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1
24																				
25	0	1	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	1	0	1
26	1	0	1	1	1	1	0	1	1	0	1	1	0	0	0	1	1	0	0	0
27	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1
28	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1
29	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0
30	0	1	1	0	1	1	1	0	1	0	1	1	0	0	0	1	1	0	0	0
31	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	0	1	0	0	0
32	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	1	0	1	1	1
33	0	0	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	0	1
34	0	0	1	1	1	1	1	0	1	0	1	1	1	0	0	1	1	1	0	0
35	0	0	0	0	0	1	1	1	0	1	1	1	0	1	1	1	1	0	1	1
36	0	1	1	1	0	1	1	1	1	1	0	1	0	1	0	0	1	0	1	0

**The Division of Odd (X) and Even (Y) Numbers of the Try out Test**

No.	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1.	16	14	224	256	196
2.	16	14	224	256	196
<b>3.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
4.	15	16	240	225	256
5.	15	16	240	225	256
6.	17	16	272	289	256
7.	14	15	210	196	225
8.	15	14	210	225	196
9.	15	17	255	225	289
10.	16	14	224	256	196
11.	18	16	288	324	256
12.	16	17	272	256	289
13.	14	13	182	196	169
14.	18	17	306	324	289
15.	15	14	210	225	196
16.	17	17	289	289	289
17.	14	16	224	196	256
18.	17	16	272	289	256
19.	15	17	255	225	289
20.	16	14	224	256	196
21.	13	13	169	169	169
22.	12	13	156	144	169
23.	13	13	169	169	169
<b>24.</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
25.	14	13	182	196	169
26.	18	16	288	324	256
27.	17	18	306	289	324
28.	17	18	306	289	324
29.	15	14	210	225	196
30.	17	17	289	289	289
31.	14	16	224	196	256
32.	17	16	272	289	256
33.	14	13	182	196	169
34.	18	17	306	324	289
35.	15	14	210	225	196
36.	17	17	289	289	289
<b>Total</b>	<b>530</b>	<b>521</b>	<b>8179</b>	<b>8346</b>	<b>8071</b>

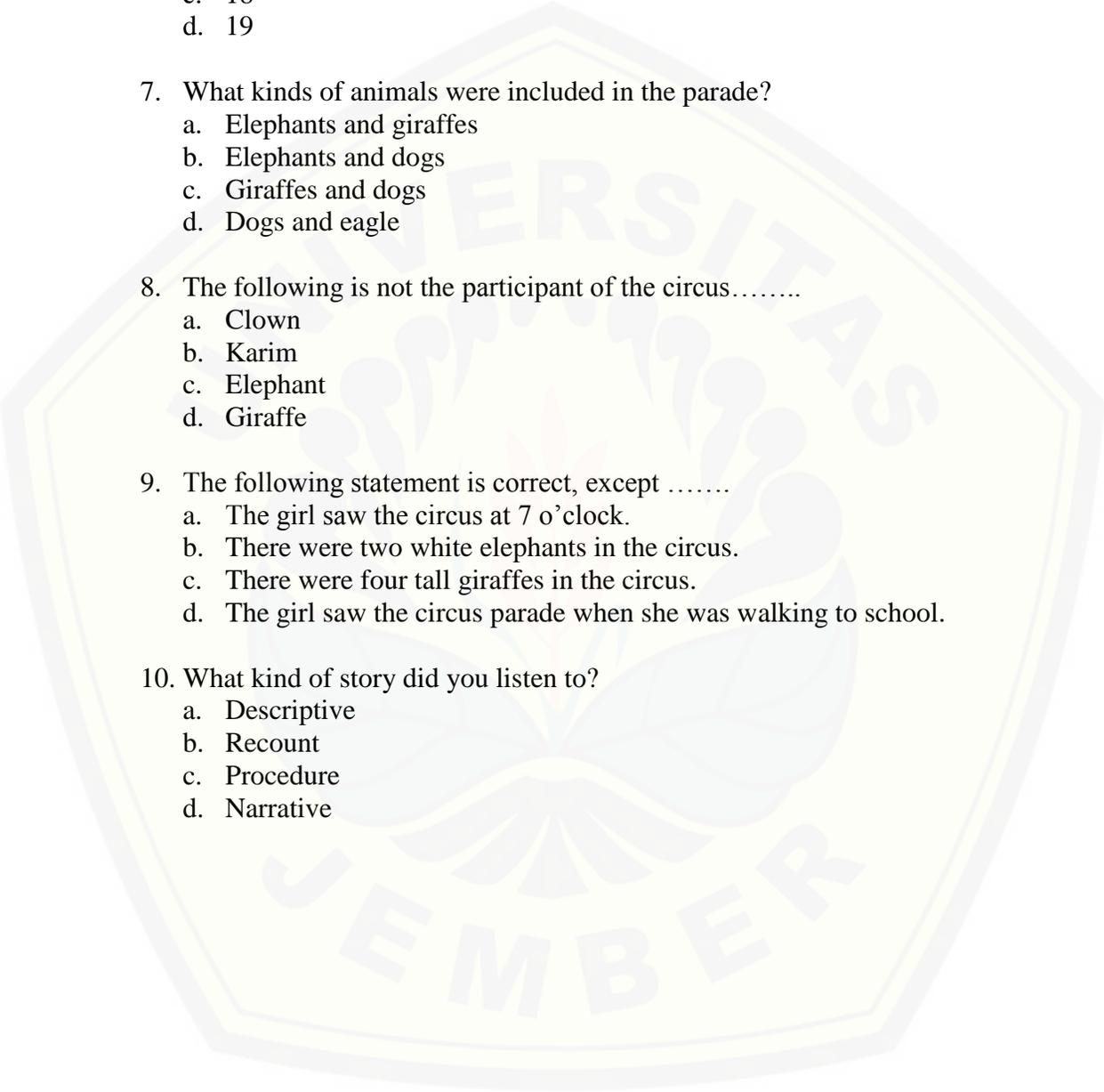
**HOMOGENEITY TEST**

Subject : English  
Class / Semester : VIII / 2  
Time : 20 minutes

**Listen to the recording carefully. Then put a cross (X) either a,b,c, or, d for the correct answer on the answer sheet provided!**

1. Where did the girl see the parade?
  - a. At school
  - b. On the street
  - c. On Hassan Street
  - d. At town square
  
2. What kind of circus was in the parade?
  - a. Poland
  - b. Australian
  - c. Asian
  - d. Russian
  
3. What was the color of the elephant in the parade?
  - a. White
  - b. Grey
  - c. Red
  - d. Brown
  
4. There were ..... clowns running behind the funny car.
  - a. two
  - b. three
  - c. four
  - d. five
  
5. What came the last in the circus parade?
  - a. Clowns in a funny car
  - b. Clowns in big clear balls
  - c. Woman rider
  - d. Children riding on the elephants

## Appendix J

6. How many people were attracting in the parade?
    - a. 16
    - b. 17
    - c. 18
    - d. 19
  
  7. What kinds of animals were included in the parade?
    - a. Elephants and giraffes
    - b. Elephants and dogs
    - c. Giraffes and dogs
    - d. Dogs and eagle
  
  8. The following is not the participant of the circus.....
    - a. Clown
    - b. Karim
    - c. Elephant
    - d. Giraffe
  
  9. The following statement is correct, except .....
    - a. The girl saw the circus at 7 o'clock.
    - b. There were two white elephants in the circus.
    - c. There were four tall giraffes in the circus.
    - d. The girl saw the circus parade when she was walking to school.
  
  10. What kind of story did you listen to?
    - a. Descriptive
    - b. Recount
    - c. Procedure
    - d. Narrative
- 
- A large, faint watermark of the Universitas Jember logo is centered on the page. The logo is a shield-shaped emblem with a stylized sunburst at the top, a central figure, and the words 'UNIVERSITAS' and 'JEMBER' in a circular arrangement.

**Teacher's Note****Listening 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 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://learningenglishkids.britishcouncil.org/en/short-stories/I-Couldn't-Believe-My-Eyes>)*

## Appendix J

**Answer Key**

No	Answer
1	C
2	D
3	A
4	B
5	B
6	D
7	A
8	B
9	B
10	B
<b>max n</b>	<b>10</b>

$$\text{Total Score} : \frac{\sum n}{\text{max } n} \times 100$$

Note :

$\sum n$  = Total correct answer

Max n = Maximum score

**Table of Specification**

	Items	Total
General information	5.6.9.10	4
Specific information	1.2.3.4.7.8.	6

**LESSON PLAN****(for the Experimental Group meeting 1)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior high School</b>
<b>Class/Semester</b>	<b>: VIII / 2</b>
<b>Genre</b>	<b>: Recount Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 40 Minutes</b>

**A. Kompetensi Inti (KI)**

KI 4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar (KD)**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**C. Indicators**

1. Finding the meaning of some difficult words that are written on the white board by the teacher.
2. Finding general information from the listening material in the forms of true-false and multiple choice questions.
3. Finding specific information from the listening material in the forms of true-false and multiple choice questions.

Appendix K

**D. Learning Objectives**

1. Students are able find the meaning of some difficult words that are written on the white board by the teacher.
2. Students are able to find general information from the listening material in the forms of true-false and multiple choice questions.
3. Students are able to find specific information from the listening material in the forms of true-false and multiple choice questions.

**E. Teaching and Learning Strategies**

Approach : Communicative Language Teaching

Technique: Teaching listening using cartoon video

**F. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time
1	<b>Set Induction</b>		
	<ul style="list-style-type: none"> <li>- Greeting and checking students' attendance and readiness</li> <li>- Stating the objectives of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Paying attention</li> </ul>	<p>4'</p> <p>1'</p>
2	<b>Main Activities</b>		
	<i>Pre-viewing</i>		
	<ul style="list-style-type: none"> <li>- Activating the students' prior knowledge by giving leading questions related to the topic of story</li> <li>- Listing some difficult words that are used in the story</li> <li>- Asking the students to find the meanings of the difficult words by using dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- Answering the questions</li> <li>- Writing the difficult words</li> <li>- Finding the meaning of the difficult words by using dictionary</li> </ul>	<p>5'</p> <p>5'</p> <p>7'</p>

Appendix K

	<ul style="list-style-type: none"> <li>- Distributing the exercise in the form of true-false and multiple choice questions</li> <li>- Asking the students to read the questions and predict the answers</li> </ul> <p><b>While-viewing</b></p> <ul style="list-style-type: none"> <li>- Showing the cartoon video for the first time and asking the students to watch the video</li> <li>- Asking the students to make a note on specific and general information of the story</li> <li>- Showing the cartoon video for the second time and asking the students to do task 1 and task 2 individually</li> <li>- Showing the cartoon video for the third time and asking the students to check their answers</li> <li>- Discussing the answers with the class</li> </ul>	<ul style="list-style-type: none"> <li>- Helping the teacher to distribute the exercise</li> <li>- Reading the questions and predicting the answers</li> <li>- Paying attention on the video</li> <li>- Making a note</li> <li>- Paying attention on the video and doing task 1 and task 2 individually</li> <li>- Paying attention on the video and checking the answers</li> <li>- Discussing the answers together</li> </ul>	<p>3'</p> <p>5'</p> <p>3'</p> <p>7'</p> <p>10'</p> <p>10'</p> <p>10'</p>
<b>3</b>	<p><b>Closure</b></p> <p><b>Post-viewing</b></p> <ul style="list-style-type: none"> <li>- Asking the students about their difficulties during the teaching learning process</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> </ul>	<p>4'</p>

Appendix K

- Giving the students the chance to ask questions	- Asking questions	3'
- Guiding the students to conclude the materials that have been learnt.	- Drawing conclusion	2'
- Parting the students	- Parting the teacher	1'

**G. Assessment**

	Description	Score	Max. Score
Multiple choice question ( 10 Items)	- Incorrect answer	0	20
	- Correct answer	2	
True-false questions (5 Items)	- Incorrect answer	0	5
	- Correct answer	1	
<b>max n</b>			<b>25</b>
Total Score : $\frac{\sum n}{\max n} \times 100$			

Note :  $\sum n$  = total correct answers  
 Max n = Maximum score

**H. Sources and Media**

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

Media: LCD Projector, Computer, Speaker language laboratory, whiteboard, a board marker

Material: Enclosed

Teacher Trainee,

Ike Yunita Sari

NIM. 100210401040

## Appendix K

**I. Learning Materials****- Leading Questions**

1. Have you ever seen a ghost?
2. How did you feel at that time?
3. Where did you find the ghost?
4. What did you do after it?
5. Can you guess, what are we going to discuss today?

**- The Social Function, Generic Structure, and the Language Features of a Recount Text****- The Social Purpose of Recount Text:**

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

**- The Generic Structure:**

- **Orientation** : Introducing the participants, place, and time.
- **Events** : Describing series of events that happened in the past.
- **Re-orientation** : It is optional of the stating personal impression of the writer.

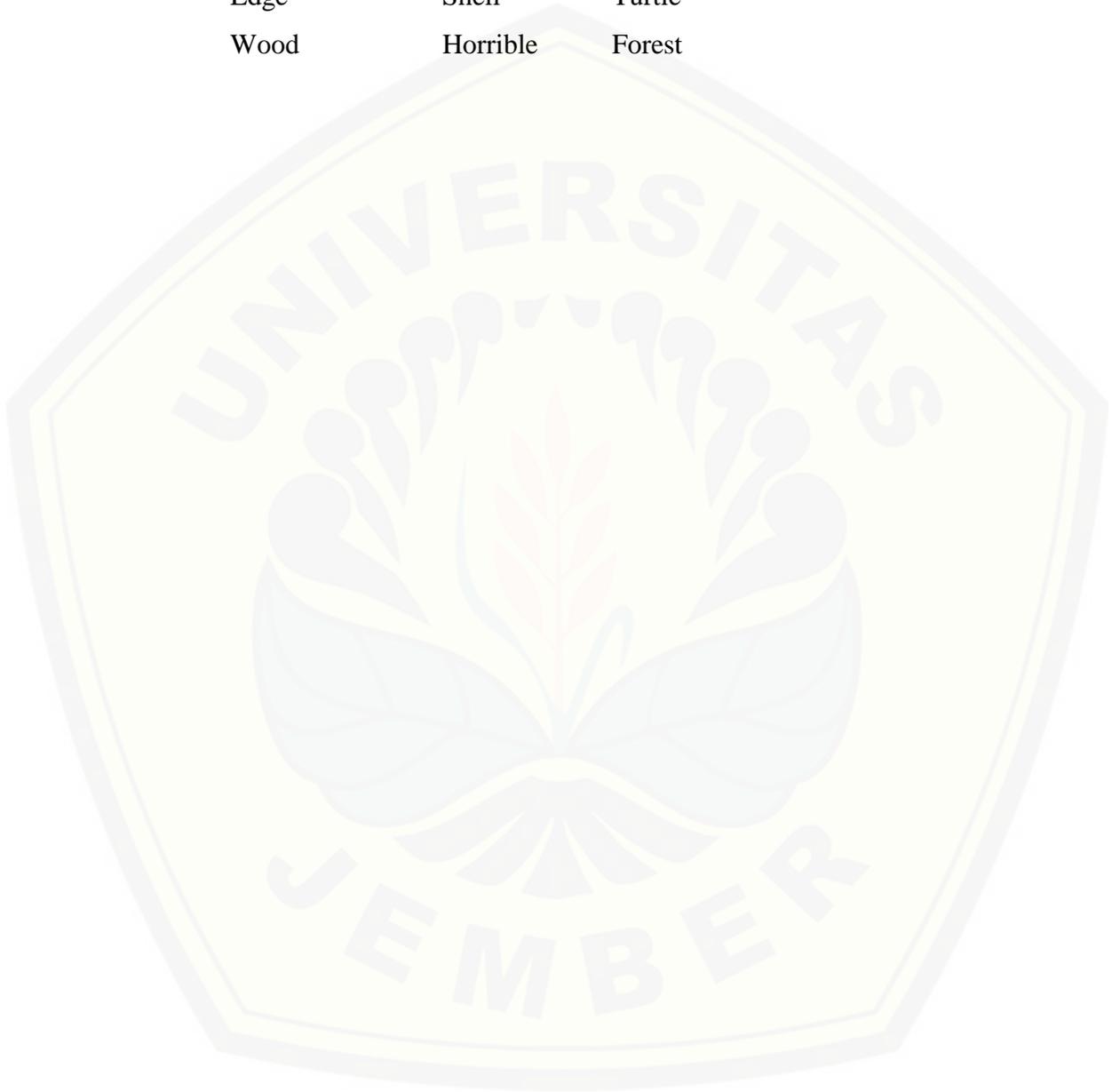
**- The Language Features of a Recount text:**

- ✓ Using Simple Past Tense : I found some money on the street.
- ✓ Introducing personal participant : I, my, group, etc.
- ✓ Using adjectives : happy, brilliant, good, etc.
- ✓ Using chronological connection : first, then, next, etc.
- ✓ Using action verb : find, go, look, change, etc.
- ✓ Using linking verb : was, were, saw, heard, etc.

Appendix K

- **List of difficult words:**

Haunted house	Fang	Bone	Fright
Edge	Shell	Turtle	
Wood	Horrible	Forest	



### Students' Worksheet

#### Task 1

Watch the video carefully. After watching the video twice, put T (true) or F (false) in the blank space for each statement on the answer sheet provided individually!

No	Statement	T/F
1	There was a snake in the bathroom.	
2	The location of the haunted house was in the edge of the wood.	
3	There was a horrible rat on the table.	
4	The story tells us about the speakers' terrible day.	
5	Bob was still in the forest when they went home.	

#### Task 2

Watch the video carefully. After watching the video twice, put a cross (X) either a, b, c, or, d for the correct answer on the answer sheet provided individually!

1. Where did they walk on the dark night?
  - a. Park
  - b. Forest
  - c. Street
  - d. House
  
2. What did they find in the kitchen?
  - a. A snake
  - b. Bob
  - c. A turtle
  - d. The girl
  
3. How many animals are stated in the story?
  - a. 3
  - b. 4
  - c. 5
  - d. 6

## Appendix K

4. Who has a hard shell based on the story?
  - a. Rat
  - b. Cat
  - c. Turtle
  - d. Snake
  
5. The following is not the animal stated in the story .....

  - a. Rat
  - b. Cat
  - c. Turtle
  - d. Elephant

  
6. What animal were on the table?
  - a. Rat
  - b. Cat
  - c. Turtle
  - d. Snake
  
7. What did Bob have when they opened the door?
  - a. Snack
  - b. Wood
  - c. Phone
  - d. Bone
  
8. Which statement is true based on the story?
  - a. They walked through the forest at dawn.
  - b. A horrible rat was in the bathroom.
  - c. They walked through the forest at night.
  - d. They found a cat showing its fangs.
  
9. What is the purpose of the story?
  - a. To explain about something wrong.
  - b. To inform about the speakers activities.
  - c. To retell about the speakers' terrible day.
  - d. To entertain the viewers about a funny story.
  
10. What kind of story did you listen to?
  - a. Descriptive
  - b. Recount
  - c. Procedure
  - d. Narrative

**Teacher's Note****Listening 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 its 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.

(Source : <http://learningenglishkids.britishcouncil.org/en/short-stories/The-Haunted-House>)

## Appendix K

**Answer key****Task 1**

No	Answer
1	<b>F</b>
2	<b>T</b>
3	<b>T</b>
4	<b>T</b>
5	<b>F</b>

**Task 2**

No	Answer
1	<b>B</b>
2	<b>A</b>
3	<b>D</b>
4	<b>C</b>
5	<b>D</b>
6	<b>A</b>
7	<b>D</b>
8	<b>C</b>
9	<b>C</b>
10	<b>B</b>

**Table of Specification**

	Items	Total
General information	Task 1 : 4	Task 1 : 1
	Task 2 : 5,8,9,10	Task 2 : 4
Specific information	Task 1 : 1,2,3,5	Task 1 : 4
	Task 2 : 1,2,3,4,6,7	Task 2 : 6

**LESSON PLAN****(for the Experimental Group meeting 2)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior high School</b>
<b>Class/Semester</b>	<b>: VIII / 2</b>
<b>Genre</b>	<b>: Recount Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 40 Minutes</b>

**A. Kompetensi Inti (KI)**

KI 4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar (KD)**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**C. Indicators**

1. Finding the meaning of some difficult words that are written on the white board by the teacher.
2. Finding general information from the listening material in the forms of true-false and multiple choice questions.
3. Finding specific information from the listening material in the forms of true-false and multiple choice questions.

## Appendix K

**D. Learning Objectives**

1. Students are able to find the meaning of some difficult words that are written on the white board by the teacher.
2. Students are able to find general information from the listening material in the forms of true-false and multiple choice questions.
3. Students are able to find specific information from the listening material in the forms of true-false and multiple choice questions.

**E. Teaching and Learning Strategies**

Approach : Communicative Language Teaching

Technique: Teaching listening using cartoon video

**F. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time
1	<b>Set Induction</b>		
	<ul style="list-style-type: none"> <li>- Greeting and checking students' attendance and readiness</li> <li>- Stating the objectives of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Paying attention</li> </ul>	<p>4'</p> <p>1'</p>
2	<b>Main Activities</b>		
	<i>Pre-viewing</i>		
	<ul style="list-style-type: none"> <li>- Activating the students' prior knowledge by giving leading questions related to the topic of story</li> <li>- Listing some difficult words that are used in the story</li> <li>- Asking the students to find the meanings of the difficult words by using dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- Answering the questions</li> <li>- Writing the difficult words</li> <li>- Finding the meaning of the difficult words by using dictionary</li> </ul>	<p>5'</p> <p>5'</p> <p>7'</p>

Appendix K

	<ul style="list-style-type: none"> <li>- Distributing the exercise in the form of true-false and multiple choice questions</li> <li>- Asking the students to read the questions and predict the answers</li> </ul> <p><b>While-viewing</b></p> <ul style="list-style-type: none"> <li>- Showing the cartoon video for the first time and asking the students to watch the video</li> <li>- Asking the students to make a note on specific and general information of the story</li> <li>- Showing the cartoon video for the second time and asking the students to do task 1 and task 2 individually</li> <li>- Showing the cartoon video for the third time and asking the students to check their answers</li> <li>- Discussing the answers with the class</li> </ul>	<ul style="list-style-type: none"> <li>- Helping the teacher to distribute the exercise</li> <li>- Reading the questions and predicting the answer</li> <li>- Paying attention on the video</li> <li>- Making a note</li> <li>- Paying attention on the video and doing task 1 and task 2 individually</li> <li>- Paying attention on the video and checking the answers</li> <li>- Discussing the answers together</li> </ul>	<p>3'</p> <p>5'</p> <p>3'</p> <p>7'</p> <p>10'</p> <p>10'</p> <p>10'</p>
<b>3</b>	<p><b>Closure</b></p> <p><b>Post-viewing</b></p> <ul style="list-style-type: none"> <li>- Asking the students about their difficulties during the teaching learning process</li> <li>- Giving the students the chance to ask</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Asking questions</li> </ul>	<p>4'</p> <p>3'</p>

Appendix K

questions		
- Guiding the students to conclude the materials that have been learnt.	- Drawing conclusion	2'
- Parting the students	- Parting the teacher	1'

**G. Assessment**

	Description	Score	Max. Score
Multiple choice question ( 10 Items)	- Incorrect answer	0	20
	- Correct answer	2	
True-false questions (5 Items)	- Incorrect answer	0	5
	- Correct answer	1	
<b>max n</b>			<b>25</b>
Total Score : $\frac{\sum n}{\max n} \times 100$			

Note :  $\sum n$  = total correct answers  
 Max n = Maximum score

**H. Sources and Media**

<http://learningenglishkids.britishcouncil.org/en/short-stories/the-lucky-envelope>

Media: LCD Projector, Computer, Speaker language laboratory, whiteboard, a board marker

Material: Enclosed

Teacher Trainee,

Ike Yunita Sari

NIM. 100210401040

## Appendix K

**I. Learning Materials****- Leading Questions**

1. Have you ever got a surprise?
2. Can you tell us what the form of the surprise is?
3. From whom have you got the surprise?
4. Can you guess, what we are going to discuss today?

**- List of difficult words :**

swim	tent
city	happy
camping	cruise
swim	dolphin
city	theatre

### Students' Worksheet

#### Task 1

Watch the video carefully. After watching the video twice, put T (true) or F (false) in the blank space for each statement individually!

No	Statements	T/F
1	Dad found a golden envelope from the letterbox	
2	They had won a paid holiday.	
3	Dalia hoped that she can go camping.	
4	Ahmed wanted to watch dolphins and ate lots of nice food.	
5	All the characters were so happy to have a holiday.	

#### Task 2

Watch the video carefully. After watching the video twice, put a cross (X) either a, b, c, or, d for the correct answer on the answer sheet provided individually!

1. What is the topic of the story?
  - a. Happy holiday
  - b. Mad holiday
  - c. Sad holiday
  - d. Exhausted holiday
  
2. Who found the golden envelope?
 

a. Mum	c. Dad
b. Dalia	d. Ahmed
  
3. Where did Dad want to spend his holiday?
 

a. Beach	c. Cruise
b. Camping	d. City
  
4. What did Mum want to do for spending her holiday?
  - a. Swimming in the sea.
  - b. Watching dolphins.
  - c. Go shopping.
  - d. Go camping.

## Appendix K

5. Who answered the phone when it was ringing?
  - a. Ahmed
  - b. Dalia
  - c. Dad
  - d. Mum
  
6. How long did they want to spend their holiday at Grandma's?
  - a. 1 week
  - b. 1 month
  - c. 2 weeks
  - d. 2 months
  
7. Which one is the true statement based on the story?
  - a. Grandma invited Dalia's family for free holiday.
  - b. Ahmed didn't join the fun holiday.
  - c. Mum spent her holiday by swimming in the sea.
  - d. Dalia wanted to go shopping with Mum.
  
8. Where did Grandma live?
  - a. America
  - b. Europe
  - c. Alexandria
  - d. Australia
  
9. The story tells us about .....
  - a. A holiday at Grandma's
  - b. A holiday at friend's place
  - c. A holiday to another country
  - d. A description of summer holiday
  
10. What is the purpose of the story?
  - a. To retell Dalia's family holiday in past event.
  - b. To describe about Dalia's family holiday.
  - c. To promote family holiday.
  - d. To persuade people to go for holiday.

## Teacher's Note

## Listening Script

## The Lucky Envelope



A golden envelope fell through the letterbox. On the front it said, "You've won!" "Open it!" shouted Mum, Dalia, and Ahmed. Dad opened it. They had won a free holiday.

"I hope it's to the seaside," said Dalia. "I can swim in the sea and make sandcastles."

"No, I hope it's a camping holiday," said Dad. "I can sleep in a tent and get lots of fresh air."

"No, I'd like to go on a cruise," said Ahmed. "I can watch the dolphins and eat lots of nice food."

"Well, I'd like to go to a big city," said Mum. "I can go shopping and go to the theatre."

Then they started to argue. They couldn't decide.

"Beach!"

"Camping!"

"Cruise!"

"City!"

They argue until it was dark. Then the phone rang. Dalia answered it.

"Hello, this is Lucky Holidays. You've won a holiday to sunny Alexandria."

"That's where my grandma lives."

## Appendix K

“This is Grandma!”

“Oh Grandma, you tricked us!”

“You’re all invited to spend your summer holiday with me.”

They packed their suitcases and spent two fun weeks at Grandma’s.

Ahmed got his nice food. Dad got his fresh air. Mum went shopping and Dalia swam in the sea. Everyone was happy.

(Source : <http://learningenglishkids.britishcouncil.org/en/short-stories/the-lucky-envelope>)

### Answer Key

No	Task 1	No	Task 2
1	T	1	A
2	F	2	C
3	F	3	B
4	T	4	C
5	T	5	B
		6	C
		7	A
		8	C
		9	A
		10	A

### Table of Specification

	Items	Total
General information	Task 1 : 2,5	Task 1 : 2
	Task 2 : 1,7,9,10	Task 2 : 4
Specific information	Task 1 : 1, 3, 4	Task 1 : 3
	Task 2 : 2,3,4,5,6,8	Task 2 : 6

**LESSON PLAN****(for the Control Group meeting 1)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior high School</b>
<b>Class/Semester</b>	<b>: VIII / 2</b>
<b>Genre</b>	<b>: Recount Text</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 40 Minutes</b>

**A. Kompetensi Inti (KI)**

KI 4: mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar (KD)**

4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)

**C. Indicators**

1. Finding the meaning of some difficult words that are written on the white board by the teacher.
2. Finding general information from the listening material in the forms of true-false and multiple choice questions.
3. Finding specific information from the listening material in the forms of true-false and multiple choice questions.

## Appendix L

**D. Learning Objectives**

1. Students are able find the meaning of some difficult words that are written on the white board by the teacher.
2. Students are able to find general information from the listening material in the forms of true-false and multiple choice questions.
3. Students are able to find specific information from the listening material in the forms of true-false and multiple choice questions.

**E. Teaching and Learning Strategies**

Approach : Communicative Language Teaching

Technique: Teaching listening using audio

**F. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time
1	<b>Set Induction</b>		
	<ul style="list-style-type: none"> <li>- Greeting and checking students' attendance and readiness</li> <li>- Stating the objectives of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Paying attention</li> </ul>	<p>4'</p> <p>1'</p>
2	<b>Main Activities</b>		
	<b><i>Pre-listening</i></b>		
	<ul style="list-style-type: none"> <li>- Activating the students' prior knowledge by giving leading questions related to the topic of story</li> <li>- Listing some difficult words that are used in the story</li> <li>- Asking the students to find the meanings of the difficult words by using dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- Answering the questions</li> <li>- Writing the difficult words</li> <li>- Finding the meaning of the difficult words by using dictionary</li> </ul>	<p>5'</p> <p>5'</p> <p>7'</p>

Appendix L

	<ul style="list-style-type: none"> <li>- Distributing the exercise in the form of true-false and multiple choice questions</li> <li>- Asking the students to read the questions and predict the answers</li> </ul> <p><b>While-listening</b></p> <ul style="list-style-type: none"> <li>- Playing the audio for the first time and asking the students to listen to the audio</li> <li>- Asking the students to make a note on specific and general information of the story</li> <li>- Playing the audio for the second time and asking the students to do task 1 and task 2 individually</li> <li>- Playing the audio for the third time and asking the students to check their answers</li> <li>- Discussing the answers with the class</li> </ul>	<ul style="list-style-type: none"> <li>- Helping the teacher to distribute the exercise</li> <li>- Reading the questions and predicting the answer</li> <li>- Listening to the audio</li> <li>- Making a note</li> <li>- Listening to the audio and doing task 1 and task 2 individually</li> <li>- Listening to the audio and checking the answers</li> <li>- Discussing the answers together</li> </ul>	<p>3'</p> <p>5'</p> <p>3'</p> <p>7'</p> <p>10'</p> <p>10'</p> <p>10'</p>
<b>3</b>	<p><b>Closure</b></p> <p><b>Post-listening</b></p> <ul style="list-style-type: none"> <li>- Asking the students about their difficulties during the teaching learning process</li> <li>- Giving the students the chance to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Asking questions</li> </ul>	<p>4'</p> <p>3'</p>

## Appendix L

- Guiding the students to conclude the materials that have been learnt.	- Drawing conclusion	2'
- Parting the students	- Parting the teacher	1'

**G. Assessment**

	Description	Score	Max. Score
Multiple choice question ( 10 Items)	- Incorrect answer	0	20
	- Correct answer	2	
True-false questions (5 Items)	- Incorrect answer	0	5
	- Correct answer	1	
<b>max n</b>			<b>25</b>
Total Score : $\frac{\sum n}{\max n} \times 100$			

Note :  $\sum n$  = total correct answers  
Max n = Maximum score

**H. Sources and Media**

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

Media: Computer, Speaker language laboratory, whiteboard, a board marker

Material: Enclosed

Teacher Trainee,

Ike Yunita Sari

NIM. 100210401040

## Appendix L

**I. Learning Materials****- Leading Questions**

1. Have you ever seen a ghost?
2. How did you feel at that time?
3. Where did you find the ghost?
4. What did you do after it?
5. Can you guess, what are we going to discuss today?

**- The Social Function, Generic Structure, and the Language Features of a Recount Text****- The Social Purpose of Recount Text:**

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

**- The Generic Structure:**

- **Orientation** : Introducing the participants, place, and time.
- **Events** : Describing series of events that happened in the past.
- **Re-orientation** : It is optional of the stating personal impression of the writer.

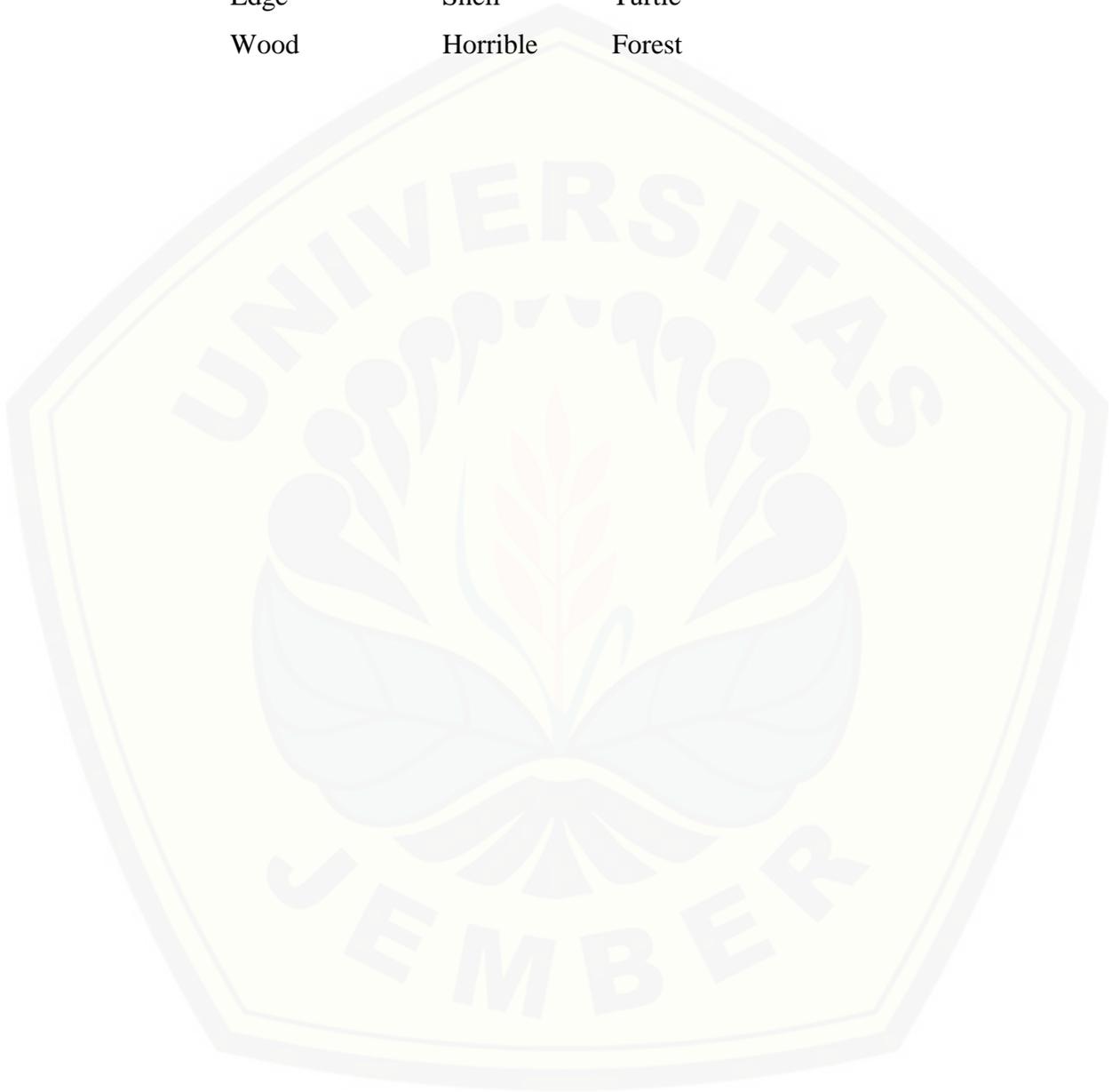
**- The Language Features of a Recount text:**

- ✓ Using Simple Past Tense : I found some money on the street.
- ✓ Introducing personal participant : I, my, group, etc.
- ✓ Using adjectives : happy, brilliant, good, etc.
- ✓ Using chronological connection : first, then, next, etc.
- ✓ Using action verb : find, go, look, change, etc.
- ✓ Using linking verb : was, were, saw, heard, etc.

Appendix L

- **List of difficult words:**

Haunted house	Fang	Bone	Fright
Edge	Shell	Turtle	
Wood	Horrible	Forest	



**Students' Worksheet****Task 1**

**Listen to the audio carefully. After listening to the audio twice, put T (true) or F (false) in the blank space for each statement on the answer sheet provided individually!**

No	Statement	T/F
1	There was a snake in the bathroom.	
2	The location of the haunted house was in the edge of the wood.	
3	There was a horrible rat on the table.	
4	The story tells us about the speakers' terrible day.	
5	Bob was still in the forest when they went home.	

**Task 2**

**Listen to the audio carefully. After listening to the audio twice, put a cross (X) either a, b, c, or, d for the correct answer on the answer sheet provided individually!**

- Where did they walk on the dark night?
  - Park
  - Forest
  - Street
  - House
- What did they find in the kitchen?
  - A snake
  - Bob
  - A turtle
  - The girl
- How many animals are stated in the story?
  - 3
  - 4
  - 5
  - 6

## Appendix L

4. Who has a hard shell based on the story?
  - a. Rat
  - b. Cat
  - c. Turtle
  - d. Snake
  
5. The following is not the animal stated in the story .....

  - a. Rat
  - b. Cat
  - c. Turtle
  - d. Elephant

  
6. What animal were on the table?
  - a. Rat
  - b. Cat
  - c. Turtle
  - d. Snake
  
7. What did Bob have when they opened the door?
  - a. Snack
  - b. Wood
  - c. Phone
  - d. Bone
  
8. Which statement is true based on the story?
  - a. They walked through the forest at dawn.
  - b. A horrible rat was in the bathroom.
  - c. They walked through the forest at night.
  - d. They found a cat showing its fangs.
  
9. What is the purpose of the story?
  - a. To explain about something wrong.
  - b. To inform about the speakers activities.
  - c. To retell about the speakers' terrible day.
  - d. To entertain the viewers about a funny story.
  
10. What kind of story did you listen to?
  - a. Descriptive
  - b. Recount
  - c. Procedure
  - d. Narrative

**Teacher's Note****Listening 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 its 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.

*(Source : <http://learningenglishkids.britishcouncil.org/en/short-stories/The-Haunted-House>)*

**Answer key****Task 1**

No	Answer
1	<b>F</b>
2	<b>T</b>
3	<b>T</b>
4	<b>T</b>
5	<b>F</b>

## Appendix L

**Task 2**

No	Answer
1	<b>B</b>
2	<b>A</b>
3	<b>D</b>
4	<b>C</b>
5	<b>D</b>
6	<b>A</b>
7	<b>D</b>
8	<b>C</b>
9	<b>C</b>
10	<b>B</b>

**Table of Specification**

	Items	Total
General information	Task 1 : 4	Task 1 : 1
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	Task 2 : 1,2,3,4,6,7	Task 2 : 6

**LESSON PLAN****(for the Control Group meeting 2)**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Junior high School</b>
<b>Class/Semester</b>	<b>: VIII / 2</b>
<b>Genre</b>	<b>: Recount Text</b>
<b>Language Skill</b>	<b>: Listening</b>
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**C. Indicators**

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2. Finding general information from the listening material in the forms of true-false and multiple choice questions.
3. Finding specific information from the listening material in the forms of true-false and multiple choice questions.

## Appendix L

**D. Learning Objectives**

1. Students are able to find the meaning of some difficult words that are written on the white board by the teacher.
2. Students are able to find general information from the listening material in the forms of true-false and multiple choice questions.
3. Students are able to find specific information from the listening material in the forms of true-false and multiple choice questions.

**E. Teaching and Learning Strategies**

Approach : Communicative Language Teaching

Technique: Teaching listening using audio

**F. Teaching and Learning Activities**

No	Teacher's Activities	Students' Activities	Time
1	<b>Set Induction</b>		
	<ul style="list-style-type: none"> <li>- Greeting and checking students' attendance and readiness</li> <li>- Stating the objectives of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Paying attention</li> </ul>	<p>4'</p> <p>1'</p>
2	<b>Main Activities</b>		
	<b><i>Pre-listening</i></b>		
	<ul style="list-style-type: none"> <li>- Activating the students' prior knowledge by giving leading questions related to the topic of story</li> <li>- Listing some difficult words that are used in the story</li> <li>- Asking the students to find the meanings of the difficult words by using dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- Answering the questions</li> <li>- Writing the difficult words</li> <li>- Finding the meaning of the difficult words by using dictionary</li> </ul>	<p>5'</p> <p>5'</p> <p>7'</p>

Appendix L

	<ul style="list-style-type: none"> <li>- Distributing the exercise in the form of true-false and multiple choice questions</li> <li>- Asking the students to read the questions and predict the answers</li> </ul> <p><b><i>While-listening</i></b></p> <ul style="list-style-type: none"> <li>- Playing the audio for the first time and asking the students to listen to the audio</li> <li>- Asking the students to make a note on specific and general information of the story</li> <li>- Playing the audio for the second time and asking the students to do task 1 and task 2 individually</li> <li>- Playing the audio for the third time and asking the students to check their answers</li> <li>- Discussing the answers with the class</li> </ul>	<ul style="list-style-type: none"> <li>- Helping the teacher to distribute the exercise</li> <li>- Reading the questions and predicting the answer</li> <li>- Listening to the audio</li> <li>- Making a note</li> <li>- Listening to the audio and doing task 1 and task 2 individually</li> <li>- Listening to the audio and checking the answers</li> <li>- Discussing the answers together</li> </ul>	<p>3'</p> <p>5'</p> <p>3'</p> <p>7'</p> <p>10'</p> <p>10'</p> <p>10'</p>
<b>3</b>	<p><b>Closure</b></p> <p><b><i>Post-listening</i></b></p> <ul style="list-style-type: none"> <li>- Asking the students about their difficulties during the teaching learning process</li> <li>- Giving the students the chance to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>- Responding</li> <li>- Asking questions</li> </ul>	<p>4'</p> <p>3'</p>

## Appendix L

- Guiding the students to conclude the materials that have been learnt.	- Drawing conclusion	2'
- Parting the students	- Parting the teacher	1'

**G. Assessment**

	Description	Score	Max. Score
Multiple choice question ( 10 Items)	- Incorrect answer	0	20
	- Correct answer	2	
True-false questions (5 Items)	- Incorrect answer	0	5
	- Correct answer	1	
<b>max n</b>			<b>25</b>
Total Score : $\frac{\sum n}{\max n} \times 100$			

Note :  $\sum n$  = total correct answers  
Max n = Maximum score

**H. Sources and Media**

<http://learningenglishkids.britishcouncil.org/en/short-stories/the-lucky-envelope>

Media: Computer, Speaker language laboratory, whiteboard, a board marker

Material: Enclosed

Teacher Trainee,

Ike Yunita Sari

NIM. 100210401040

## Appendix L

**I. Learning Materials****- Leading Questions**

1. Have you ever got a surprise?
2. Can you tell us what the form of the surprise is?
3. From whom have you got the surprise?
4. Can you guess, what we are going to discuss today?

**- List of difficult words :**

swim	tent
city	happy
camping	cruise
swim	dolphin
city	theatre

### Students' Worksheet

#### Task 1

**Listen to the audio carefully. After listening to the audio twice, put T (true) or F (false) in the blank space for each statement individually!**

No	Statements	T/F
1	Dad found a golden envelope from the letterbox	
2	They had won a paid holiday.	
3	Dalia hoped that she can go camping.	
4	Ahmed wanted to watch dolphins and ate lots of nice food.	
5	All the characters were so happy to have a holiday.	

#### Task 2

**Listen to the audio carefully. After listening to the audio twice, put a cross (X) either a, b, c, or, d for the correct answer on the answer sheet provided individually!**

1. What is the topic of the story?
  - a. Happy holiday
  - b. Mad holiday
  - c. Sad holiday
  - d. Exhausted holiday
  
2. Who found the golden envelope?
 

a. Mum	c. Dad
b. Dalia	d. Ahmed
  
3. Where did Dad want to spend his holiday?
 

a. Beach	c. Cruise
b. Camping	d. City
  
4. What did Mum want to do for spending her holiday?
  - a. Swimming in the sea.
  - b. Watching dolphins.
  - c. Go shopping.
  - d. Go camping.

## Appendix L

5. Who answered the phone when it was ringing?
  - a. Ahmed
  - b. Dalia
  - c. Dad
  - d. Mum
  
6. How long did they want to spend their holiday at Grandma's?
  - a. 1 week
  - b. 1 month
  - c. 2 weeks
  - d. 2 months
  
7. Which one is the true statement based on the story?
  - a. Grandma invited Dalia's family for free holiday.
  - b. Ahmed didn't join the fun holiday.
  - c. Mum spent her holiday by swimming in the sea.
  - d. Dalia wanted to go shopping with Mum.
  
8. Where did Grandma live?
  - a. America
  - b. Europe
  - c. Alexandria
  - d. Australia
  
9. The story tells us about .....
  - a. A holiday at Grandma's
  - b. A holiday at friend's place
  - c. A holiday to another country
  - d. A description of summer holiday
  
10. What is the purpose of the story?
  - a. To retell Dalia's family holiday in past event.
  - b. To describe about Dalia's family holiday.
  - c. To promote family holiday.
  - d. To persuade people to go for holiday.

**Teacher's Note****Listening Script****The Lucky Envelope**

A golden envelope fell through the letterbox. On the front it said, "You've won!"

"Open it!" shouted Mum, Dalia, and Ahmed. Dad opened it. They had won a free holiday.

"I hope it's to the seaside," said Dalia. "I can swim in the sea and make sandcastles."

"No, I hope it's a camping holiday," said Dad. "I can sleep in a tent and get lots of fresh air."

"No, I'd like to go on a cruise," said Ahmed. "I can watch the dolphins and eat lots of nice food."

"Well, I'd like to go to a big city," said Mum. "I can go shopping and go to the theatre."

Then they started to argue. They couldn't decide.

"Beach!"

"Camping!"

"Cruise!"

"City!"

They argue until it was dark. Then the phone rang. Dalia answered it.

"Hello, this is Lucky Holidays. You've won a holiday to sunny Alexandria."

"That's where my grandma lives."

"This is Grandma!"

"Oh Grandma, you tricked us!"

"You're all invited to spend your summer holiday with me."

They packed their suitcases and spent two fun weeks at Grandma's.

Ahmed got his nice food. Dad got his fresh air. Mum went shopping and Dalia swam in the sea. Everyone was happy.

(Source : <http://learningenglishkids.britishcouncil.org/en/short-stories/the-lucky-envelope>)

## Appendix L

**Answer Key**

No	Task 1	No	Task 2
1	T	1	A
2	F	2	C
3	F	3	B
4	T	4	C
5	T	5	B
		6	C
		7	A
		8	C
		9	A
		10	A

**Table of Specification**

	Items	Total
General information	Task 1 : 2,5	Task 1 : 2
	Task 2 : 1,7,9,10	Task 2 : 4
Specific information	Task 1 : 1, 3, 4	Task 1 : 3
	Task 2 : 2,3,4,5,6,8	Task 2 : 6

**POST TEST**

Subject : English  
Class / Semester : VIII / 2  
Time : 60 minutes

**Listen to the audio carefully. Then put a cross (X) either a, b, c, or, d for the correct answer on the answer sheet provided based on the recording!**



1. What is the topic of the story?
  - a. The treasure map
  - b. The pirate ship
  - c. The wonderful friendship
  - d. The wonderful journey
  
2. Who are the main characters of the story?
  - a. Sanjay
  - b. Sanjay and Sarah
  - c. Sanjay, Sarah and the parrot
  - d. Sanjay, Sarah, the parrot, the crocodile, the pirate captain
  
3. Sanjay and Sarah guessed these following treasures, *except*.....
  - a. Gold
  - b. Silver
  - c. Jewels
  - d. Pearl
  
4. What did Sanjay and Sarah do when they saw a big coconut tree?
  - a. Turned left
  - b. Turned right
  - c. Turned back
  - d. Turned forward
  
5. How far did they walk to the north?
  - a. 40 meters
  - b. 50 meters
  - c. 80 meters
  - d. 200 meters

## Appendix M

6. Who was the guide in finding the treasure?
  - a. Sanjay
  - b. Sarah
  - c. The parrot
  - d. The pirate captain
  
7. What is the character of the parrot?
  - a. Smart
  - b. Fool
  - c. Arrogant
  - d. Lazy
  
8. Where is the location of the treasure box?
  - a. In the sea
  - b. At the beach
  - c. In the cave
  - d. At the bridge
  
9. Which statement is true based on the story?
  - a. Sarah found the treasure map first.
  - b. The parrot guided them to find the treasure.
  - c. They found a lot of gold.
  - d. The treasure was inside the pirate ship.
  
10. What is the purpose of the story?
  - a. To describe a treasure map.
  - b. To inform the readers about something.
  - c. To retell experience in finding a treasure.
  - d. To tell the readers how to make something.

**Listen to the audio carefully. Then put T (true) or F (false) in the blank space for each statement on an answer sheet provided based on the recording!**

No	Statements	T/F
11	Sanjay and Sarah found a treasure map inside a box.	
12	They looked round and saw a talking parrot.	
13	The story tells about about a pirate ship.	
14	Sanjay and Sarah found the treasure box behind the square rock.	
15	The parrot's character is very arrogant.	

## Appendix M

**Listen to the audio carefully. Then put a cross (X) either a, b, c, or, d for the correct answer on the answer sheet provided based on the recording!**

♪ .....

16. When did Katie finish her school?
  - a. Half past three
  - b. Half past two
  - c. Half past twenty
  - d. Quarter past three
17. What is the name of Katie's dog?
  - a. Kitty
  - b. Jason
  - c. Jessie
  - d. Jay
18. Who are the characters of the story?
  - a. Katie and Jessie
  - b. Katie and Jaia
  - c. Katie, Jessie, and Jaia
  - d. Katie, Jessie, Jaia, and Mum
19. How long did Mum give Katie and Jaia playing in the park?
  - a. Half an hour
  - b. Half two hour
  - c. Quarter an hour
  - d. Quarter two hour
20. When did Jessie go to the park by himself?
  - a. In the morning
  - b. In the afternoon
  - c. In the evening
  - d. At night
21. What did Jessie look in the park when he went there by himself?
  - a. Lots of dogs
  - b. Lots of animals
  - c. Lots of people
  - d. Lots of birds

Appendix M

22. What did Mum do to Jessie while Katie and Jaia were playing?
- Let him played with them.
  - Took him for a walk.
  - Took him over to the bench and tied.
  - Asked him to go home.
23. The following statement is true, except .....
- Katie and Jaia played in the park.
  - Jessie was Jaia's dog.
  - Mum accompanied them playing in the park.
  - Katie and Jaia had a nice time playing in the park.
24. What kind of story did you listen to?
- Descriptive
  - Recount
  - Procedure
  - Narrative
25. Jessie did these following activities at the park, *except* .....
- He climbed up the ladder.
  - He went down thee slide.
  - He bounced on the springy.
  - He sat on the bench.

**Listen to the audio carefully. Then put T (true) or F (false) in the blank space for each statement on an answer sheet provided based on the recording!**

No	Statement	T/F
26	Jessie was Jaia's dog.	
27	Mum accompanied Katie and Jaia playing in the park.	
28	Jessie went to the park by himself at night.	
29	Katie and Jaia were school friends.	
30	Jessie didn't enjoy playing in the park by himself.	

### Teacher's Note

#### Listening Script (Recording 1)

#### The Treasure Map

Sanjay saw a bottle floating in the sea. There was something inside it. He took it out.  
 "What is it?" asked Sarah.

"It's a map! It's a map!"

They looked around and saw a talking parrot.

"Buried treasure! Buried treasure!"

"Wow! A treasure map! Let's follow it."

"Maybe it's gold!"

"Or silver?"

"Or jewels?"

"OK. We are here and the treasure is here."

"Let's go! I'll read." said the parrot.

"Walk 80 meters north."

"1,2,3 ... 78,79,80."

"Turn right at the big coconut tree and go straight on until the crocodile pond. Cross the bridge, turn left and keep walking. Turn right in front of the big, round rock. Walk straight ahead for 50 meters."

"1,2,3 ... 48,49,50."

"Go through the cave. Mind the bats! Mind the bats! Walk straight on until the beach. Go along the beach for 200 meters. The treasure is behind the square rock.

"Over there! Over there!" Parrot shouted.

"It's empty! cried Sarah. Inside there was an old note.

*Dear finder,*

*Sorry, but I took my gold. I needed to buy a new pirate ship.*

*Bye,*

*Captain Redbeard.*

"Well, at least we had a nice walk," said Sanjay.

"Yes, and we made a new friend!" said Sarah.

(Source : <http://learningenglishkids.britishcouncil.org/en/short-stories/the-treasure-map>)

## Appendix M

**Listening Script (Recording 2)****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.

‘All right, we can go for half an hour,’ said Mum.

When they got to 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 Jessie 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 roundabout, went up and

down on the see-saw, bounced on the springy and went up and down on the swing.

‘Woooooof!’ 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://learningenglishkids.britishcouncil.org/en/short-stories/No-Dogs!>)

## Appendix M

**Answer Key**

No	Answer	No	Answer	No	Answer
1	A	11	F	21	A
2	C	12	T	22	C
3	D	13	F	23	B
4	B	14	T	24	B
5	C	15	F	25	D
6	C	16	A	26	F
7	A	17	C	27	T
8	B	18	D	28	T
9	B	19	A	29	T
10	C	20	D	30	F

**Table of Specification**

	Items	Total
General information	1,2,7,9,10,13,15,17,18,23,24,25,26,29	14
Specific information	3,4,5,6,8,11,12,14,16,19,20,21,22,27,28,30	16

## Appendix N

**The Results of Listening Post Test****a. The Results of Listening Post Test of the Experimental Group**

No	Names	Scores	Individual Score Deviation (Xe)	(Xe) <sup>2</sup>
1	AKZ	66	-9	81
2	AOA	72	-3	9
3	AKNA	80	5	25
4	ADH	78	3	9
5	ANR	76	1	1
6	AMNB	78	3	9
7	AIF	76	1	1
8	DIS	88	13	169
9	DAH	76	1	1
10	DSY	78	3	9
11	EW	66	-9	81
12	EFP	78	3	9
13	FSHA	66	-9	81
14	FHN	78	3	9
15	GW	76	1	1
16	IFA	78	3	9
17	IB	72	-3	9
18	JP	66	-9	81
19	LK	80	5	25
20	MRFP	-	-	-
21	MI	84	9	81
22	MGP	76	1	1
23	MRR	88	13	169
24	MDP	82	7	49
25	MKO	68	-7	49
26	MIFR	82	7	49
27	NAK	78	3	9
28	NTD	88	13	169
29	NS	78	3	9
30	PRDT	60	-15	225
31	RPY	86	11	121
32	RH	56	-19	361
33	SADR	-	-	-
34	SF	76	1	1

## Appendix N

35	SMTH	58	-17	289
36	TR	82	7	49
37	VPF	68	-7	49
38	YAD	62	-13	169
<b>Mean score = 75</b>				<b><math>\sum(Xe)^2 = 2468</math></b>

## b. Results of Listening Post Test of the Control Group

No	Names	Scores	Individual Score Deviation (Xe)	(Xe) <sup>2</sup>
1	AMS	66	-2.6	6.67
2	ABR	88	19.4	376.36
3	AMF	74	5.4	29.16
4	ARH	66	-2.6	6.67
5	APP	68	-0.6	0.36
6	ASW	74	5.4	29.16
7	AI	78	9.4	88.36
8	BSW	82	13.4	179.56
9	DR	64	-4.6	21.16
10	DRL	66	-2.6	6.67
11	DAYEP	72	3.4	11.56
12	DS	70	1.4	1.96
13	FA	66	-2.6	6.67
14	FPA	-	-	-
15	FI	58	-10.6	112.36
16	GDP	62	-6.6	43.56
17	HMS	58	-10.6	112.36
18	IAM	72	3.4	11.56
19	IA	74	5.4	29.16
20	JDL	76	7.4	54.76
21	MH	62	-6.6	43.56
22	MP	56	-12.8	163.84
23	MRMA	-	-	-
24	MD	76	7.4	54.76
25	MAN	72	3.4	11.56
26	MFAR	70	1.4	1.96
27	MMZRS	74	5.4	29.16
28	MRT	68	-0.6	0.36
29	NAF	58	-10.6	112.36

## Appendix N

30	NRH	62	-6.6	43.56
31	NF	68	-0.6	0.36
32	NFA	62	-6.6	43.56
33	RJK	70	1.4	1.96
34	RBR	70	1.4	1.96
35	RDK	72	3.4	11.56
36	RRF	64	-4.6	21.16
37	SBF	66	-2.6	6.67
38	TNRSP	68	-0.6	0.36
	<b>Mean score = 68.67</b>			<b><math>\sum(Xe)^2 = 1677</math></b>



Appendix O

The T-Table

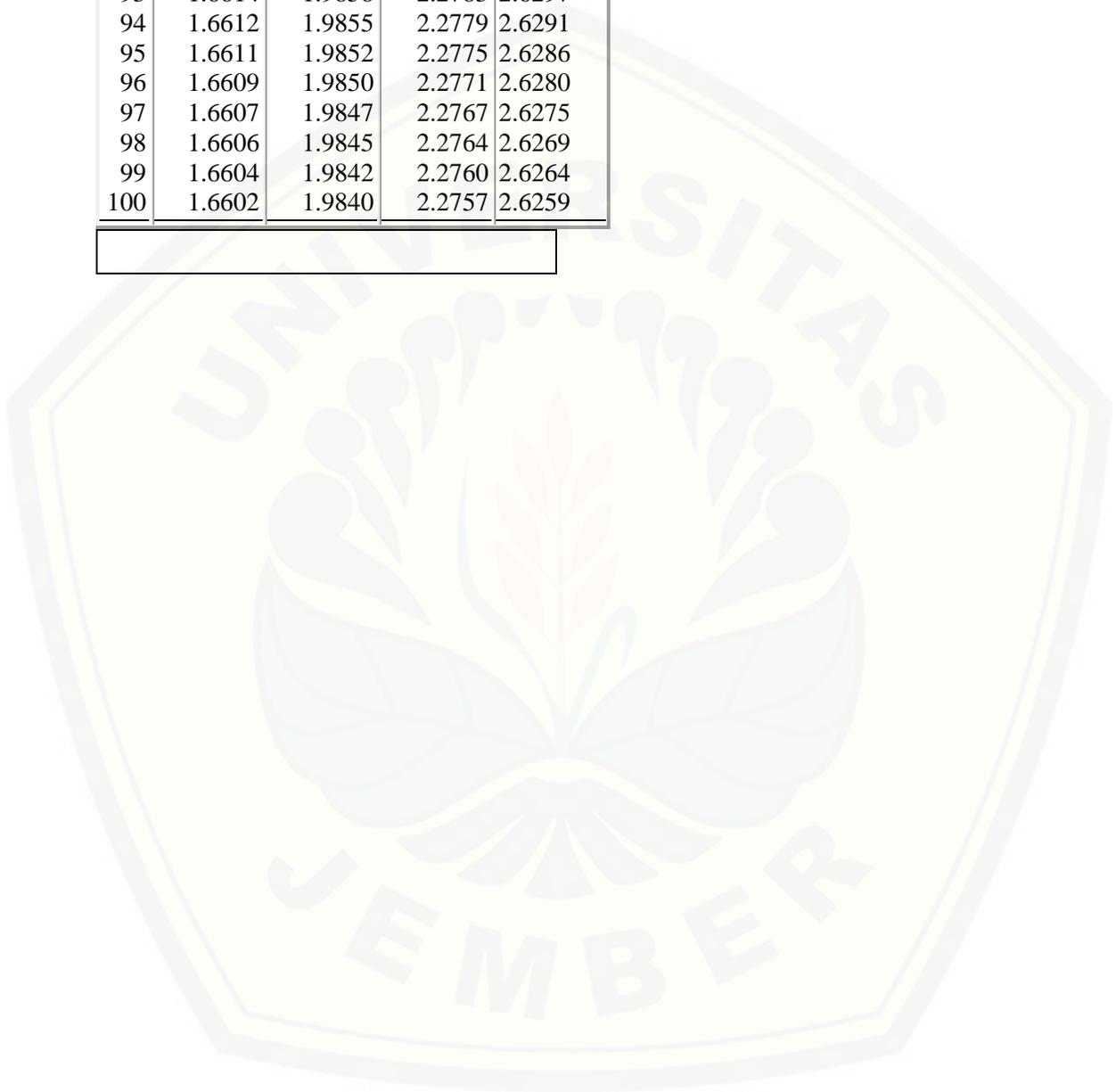
df	0.10	0.05	0.025	0.01
2	2.9200	4.3027	6.2054	9.9250
3	2.3534	3.1824	4.1765	5.8408
4	2.1318	2.7765	3.4954	4.6041
5	2.0150	2.5706	3.1634	4.0321
6	1.9432	2.4469	2.9687	3.7074
7	1.8946	2.3646	2.8412	3.4995
8	1.8595	2.3060	2.7515	3.3554
9	1.8331	2.2622	2.6850	3.2498
10	1.8125	2.2281	2.6338	3.1693
11	1.7959	2.2010	2.5931	3.1058
12	1.7823	2.1788	2.5600	3.0545
13	1.7709	2.1604	2.5326	3.0123
14	1.7613	2.1448	2.5096	2.9768
15	1.7531	2.1315	2.4899	2.9467
16	1.7459	2.1199	2.4729	2.9208
17	1.7396	2.1098	2.4581	2.8982
18	1.7341	2.1009	2.4450	2.8784
19	1.7291	2.0930	2.4334	2.8609
20	1.7247	2.0860	2.4231	2.8453
21	1.7207	2.0796	2.4138	2.8314
22	1.7171	2.0739	2.4055	2.8188
23	1.7139	2.0687	2.3979	2.8073
24	1.7109	2.0639	2.3910	2.7970
25	1.7081	2.0595	2.3846	2.7874
26	1.7056	2.0555	2.3788	2.7787
27	1.7033	2.0518	2.3734	2.7707
28	1.7011	2.0484	2.3685	2.7633
29	1.6991	2.0452	2.3638	2.7564
30	1.6973	2.0423	2.3596	2.7500
31	1.6955	2.0395	2.3556	2.7440
32	1.6939	2.0369	2.3518	2.7385
33	1.6924	2.0345	2.3483	2.7333
34	1.6909	2.0322	2.3451	2.7284
35	1.6896	2.0301	2.3420	2.7238
36	1.6883	2.0281	2.3391	2.7195
37	1.6871	2.0262	2.3363	2.7154
38	1.6860	2.0244	2.3337	2.7116
39	1.6849	2.0227	2.3313	2.7079
40	1.6839	2.0211	2.3289	2.7045
41	1.6829	2.0195	2.3267	2.7012
42	1.6820	2.0181	2.3246	2.6981
43	1.6811	2.0167	2.3226	2.6951

44	1.6802	2.0154	2.3207	2.6923
45	1.6794	2.0141	2.3189	2.6896
46	1.6787	2.0129	2.3172	2.6870
47	1.6779	2.0117	2.3155	2.6846
48	1.6772	2.0106	2.3139	2.6822
49	1.6766	2.0096	2.3124	2.6800
50	1.6759	2.0086	2.3109	2.6778
51	1.6753	2.0076	2.3095	2.6757
52	1.6747	2.0066	2.3082	2.6737
53	1.6741	2.0057	2.3069	2.6718
54	1.6736	2.0049	2.3056	2.6700
55	1.6730	2.0040	2.3044	2.6682
56	1.6725	2.0032	2.3033	2.6665
57	1.6720	2.0025	2.3022	2.6649
58	1.6716	2.0017	2.3011	2.6633
59	1.6711	2.0010	2.3000	2.6618
60	1.6706	2.0003	2.2990	2.6603
61	1.6702	1.9996	2.2981	2.6589
62	1.6698	1.9990	2.2971	2.6575
63	1.6694	1.9983	2.2962	2.6561
64	1.6690	1.9977	2.2954	2.6549
65	1.6686	1.9971	2.2945	2.6536
66	1.6683	1.9966	2.2937	2.6524
67	1.6679	1.9960	2.2929	2.6512
68	1.6676	1.9955	2.2921	2.6501
69	1.6672	1.9949	2.2914	2.6490
70	1.6669	1.9944	2.2906	2.6479
71	1.6666	1.9939	2.2899	2.6469
72	1.6663	1.9935	2.2892	2.6458
73	1.6660	1.9930	2.2886	2.6449
74	1.6657	1.9925	2.2879	2.6439
75	1.6654	1.9921	2.2873	2.6430
76	1.6652	1.9917	2.2867	2.6421
77	1.6649	1.9913	2.2861	2.6412
78	1.6646	1.9908	2.2855	2.6403
79	1.6644	1.9905	2.2849	2.6395
80	1.6641	1.9901	2.2844	2.6387
81	1.6639	1.9897	2.2838	2.6379
82	1.6636	1.9893	2.2833	2.6371
83	1.6634	1.9890	2.2828	2.6364
84	1.6632	1.9886	2.2823	2.6356
85	1.6630	1.9883	2.2818	2.6349
86	1.6628	1.9879	2.2813	2.6342
87	1.6626	1.9876	2.2809	2.6335
88	1.6624	1.9873	2.2804	2.6329
89	1.6622	1.9870	2.2800	2.6322

## Appendix O

90	1.6620	1.9867	2.2795	2.6316
91	1.6618	1.9864	2.2791	2.6309
92	1.6616	1.9861	2.2787	2.6303
93	1.6614	1.9858	2.2783	2.6297
94	1.6612	1.9855	2.2779	2.6291
95	1.6611	1.9852	2.2775	2.6286
96	1.6609	1.9850	2.2771	2.6280
97	1.6607	1.9847	2.2767	2.6275
98	1.6606	1.9845	2.2764	2.6269
99	1.6604	1.9842	2.2760	2.6264
100	1.6602	1.9840	2.2757	2.6259

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**The Schedule of the Research**

No.	Activities	Dates
1.	Interviewing the English teacher	July 17 <sup>th</sup> , 2017
2.	Taking the documentation	January 3 <sup>rd</sup> , 2018
3.	Administering the homogeneity test	January 3 <sup>rd</sup> – 4 <sup>th</sup> , 2018
4.	Analyzing the result of the homogeneity test	January 5 <sup>th</sup> , 2018
5.	Teaching the experimental group	January 6 <sup>th</sup> and 8 <sup>th</sup> , 2018
6.	Teaching the control group	January 6 <sup>th</sup> and 9 <sup>th</sup> , 2018
7.	Administering the try out test	January 10 <sup>th</sup> , 2018
8.	Analyzing the result of the try our test	January 11 <sup>th</sup> , 2018
9.	Administering post-test for the experimental and the control groups	January 13 <sup>rd</sup> , 2018
10.	Analyzing the post-test scores	January 15 <sup>th</sup> , 2018
11.	Drawing conclusion	January 15 <sup>th</sup> , 2018

**Permission Letter for Conducting Research from the Faculty of Teacher Training and Education of Jember University**



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
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Nomor : **8824** /UN25.1.5/LT/2017 **27 DEC 2017**  
 Lampiran : -  
 Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 5 Jember  
 Jember

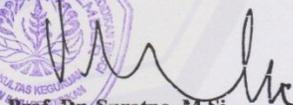
Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini

Nama : Ike Yunita Sari  
 NIM : 100210401040  
 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: **“The Effect of Using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students at SMPN 5 Jember in the 2017/2018 Academic Year”**

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.



**Prof. Dr. Suratno, M.Si.**  
 NIP. 19670625 199203 1 003

**Statement Letter for Accomplishing the Research from SMPN 5 Jember**

