

**THE EFFECTIVENESS OF VIDEO COMPACT DISC AS AN
AUDIOVISUAL MEDIUM TOWARD THE STUDENTS' LISTENING
COMPREHENSION SCORE OF THE TENTH GRADE STUDENTS AT
MAN MODEL OF PALANGKA RAYA**

THESIS

Presented to the Department of Education of the State Islamic College
of Palangka Raya in Partial Fulfillment of the Requirements For the
Degree of Sarjana Pendidikan Islam



By:

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**THE STATE ISLAMIC COLLEGE OF PALANGKA RAYA
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THE STUDY PROGRAM OF ENGLISH EDUCATION
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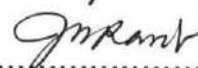
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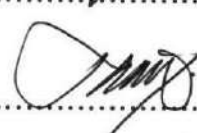
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EVALUATION OF THE EFFECTIVENESS OF VIDEO CONTACT

The study was conducted under the EFFECTIVENESS OF VIDEO CONTACT DISC AND AN AUDIOVISUAL RECORD TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE OF THE 12TH GRADE STUDENTS AT MAJLIS MODEL OF PALANGKA RAYA in the name of the author, and her student Registration Number is 450112007. It has been accepted by the examining team of the State Islamic College of Palangka Raya on:

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KEEFEKTIFAN VIDEO COMPACT DISC SEBAGAI SEBUAH MEDIA AUDIOVISUAL TERHADAP NILAI MENDENGAR SISWA KELAS SEPULUH DI MAN MODEL PALANGKA RAYA

ABSTRAK

Tujuan penelitian ini adalah untuk mendapatkan jawaban tentang apakah Video Compact Disc sebagai sebuah media audiovisual memberikan pengaruh terhadap nilai mendengar siswa, artinya mengukur keefektifan Video Compact Disc sebagai sebuah media audiovisual terhadap nilai mendengar siswa.

Penulis menggunakan metode penelitian kuantitatif dengan desain penelitian eksperimen. Populasi penelitian ini terdiri atas enam kelas dari siswa kelas sepuluh MAN Model Palangka Raya dengan jumlah total siswa sebanyak 219 orang. Penulis memilih dua kelas sebagai sampel, yaitu kelas XA sebagai kelompok eksperimen yang terdiri dari 30 orang dan kelas XB sebagai kelompok kontrol yang juga terdiri dari 30 orang. Sampel tersebut ditentukan menggunakan teknik sampel bertujuan.

Kedua sampel diberikan tes awal untuk mendapatkan nilai awal mendengar. Kemudian, siswa di kelas XA diajarkan dengan menggunakan Video Compact Disc sebagai media audiovisual sebagai perlakuan dan kelas XB diajarkan tanpa menggunakan Video Compact Disc sebagai media audiovisual untuk pengontrolan. Setelah itu, penulis memberikan tes akhir untuk memperoleh nilai akhir siswa dalam mendengar.

Setelah mendapatkan data, penulis menganalisa data dari kelompok eksperimen dan kontrol tersebut menggunakan rumus t-tes untuk menguji hipotesis yang telah ditetapkan. Dalam penelitian ini ditemukan bahwa hasil dari $t_{hitung} = 2.522$ dan $t_{tabel} = 2.000$ pada tingkat keyakinan 5 % dengan derajat kebebasan (dk) = 58.

Temuan utama dari penelitian ini yaitu hasil dari analisis data menunjukkan jika $t_{hitung} = 2.522$ lebih besar daripada $t_{tabel} = 2.000$. Hasil dari t_{hitung} ini menunjukkan bahwa Video Compact Disc sebagai sebuah media audiovisual memberikan pengaruh terhadap nilai mendengar siswa.

Hasil dari pengujian hipotesis menunjukkan bahwa Hipotesis Alternatif (H_a) yang menyatakan bahwa Video Compact Disc sebagai sebuah media audiovisual memberikan pengaruh terhadap nilai mendengar siswa pada siswa kelas sepuluh di MAN Model Palangka Raya diterima. Sedangkan Hipotesis Nihil (H_o) yang menyatakan Video Compact Disc sebagai sebuah media audiovisual tidak memberikan pengaruh terhadap nilai mendengar siswa pada siswa kelas sepuluh di MAN Model Palangka Raya ditolak. Ini berarti bahwa Video Compact Disc sebagai sebuah media audiovisual memberikan pengaruh yang signifikan terhadap nilai mendengar siswa.

Berdasarkan temuan pada penelitian ini, maka disarankan guru bahasa Inggris dapat mengajarkan pelajaran mendengar dengan menggunakan Video Compact Disc. Adanya hasil yang signifikan dari pengukuran keefektifan media Video Compact

Disc ini dapat dijadikan dasar untuk menggunakan media ini untuk mengatasi kesulitan siswa belajar dalam mendengarkan. Melalui penggunaan media ini diharapkan dapat lebih melatih pemahaman siswa dalam mendengar sehingga kemampuan mereka yang ditunjukkan melalui nilai mendengarkan akan semakin baik. Sejalan dengan meningkatnya kemampuan siswa dalam mendengar, diharapkan pula akan diikuti dengan peningkatan kemampuan siswa pada keahlian-keahlian bahasa lainnya.

THE EFFECTIVENESS OF VIDEO COMPACT DISC AS AN AUDIOVISUAL MEDIUM TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE OF THE TENTH GRADE STUDENTS AT MAN MODEL OF PALANGKA RAYA

ABSTRACT

The principle purpose of the study was finding out the problem about does the Video Compact Disc as an audiovisual medium give effect to the students' listening comprehension score, it meant this study was to measure the effectiveness of Video Compact Disc as an audiovisual medium.

The writer used quantitative approach with experimental design in finding out the answer of problem of the study. The population of the study consisted of six classes of the tenth grade students at *MAN* Model of Palangka Raya with the total number of students was 219 students. The writer chose two classes to be the sample of the study they were XA class as the experiment group consisted of 30 students and XB class as the control group that also consisted of 30 students. The sample was determined using purposive sampling technique.

Both of samples were given a pre-test to gain the first students' score in listening comprehension. After gaining the pre test score, the students in the XA class were taught using Video Compact Disc as an audiovisual medium for the treatment and XB class without Video Compact Disc as an audiovisual medium for the control. After that, the writer gave a post-test to gain the students' final score in listening comprehension.

After getting the data, the writer analyzed the data from experiment group and control using t-test formula to test the hypothesis stated. In the study was found the result of $t_{\text{observed}} = 2.522$ and $t_{\text{table}} = 2.000$ at 5% of level significance with the degree of freedom (df) = 58. The main finding of the study was the result of the data analysis showed that the $t_{\text{observed}} = 2.522$ was higher than $t_{\text{table}} = 2.000$. The result of t_{observed} indicated that the Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score.

The result of testing hypothesis determined that the Alternative Hypothesis (H_a) stating that the Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya was accepted and the Null Hypothesis (H_o) stating that the Video Compact Disc as an audiovisual medium does not give effect toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya was rejected. It meant that the Video Compact Disc as an audiovisual medium gives significant effect toward the students' listening comprehension score.

Based on the finding in the study, it was recommended that the English teacher teach listening comprehension using Video Compact Disc. The significant result from the effectiveness measurement of this Video Compact Disc could be taken as the

basic to use this medium in solving the students' difficulties in listening comprehension. With this medium, the teacher could train the students' comprehension more and their skill in which it was shown through the score of listening comprehension would be better. Along with the increase in students' listening comprehension skill, it was expected that students' other skills improve.

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First of all, the writer wishes to express her particular thanks to God. In this right chance, the writer would like to give her greatest thanks to:

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The writer realizes that the study is still far from the perfect, therefore some constructive critical and suggestions are warmly welcomed. Hopefully, may Allah keeps us on the straight path and rewards us for what we have done and this can be useful for all of us.

Palangka Raya, September 4, 2009

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DECLARATION OF AUTHENTICATION

In the name of God

I myself make declaration that this thesis entitles THE EFFECTIVENESS OF VIDEO COMPACT DISC AS AN AUDIOVISUAL MEDIUM TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE OF THE TENTH GRADE STUDENTS AT *MAN* MODEL OF PALANGKA RAYA is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list of references.

If my own declaration is not right in this thesis one day so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, September 4, 2009

My Own Declaration



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DEDICATION

This thesis is dedicated to:

- ❖ *My beloved parents (H. Abu Sadikin & Hj. Masitah). Thanks for love, affection, praying and motivation in finishing the study.*
- ❖ *My beloved sisters and brother (Masniah, Fatimah, & H. Muhammad Mansyah). I love you all.*
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- ❖ *My all lovely friends of English Program at academic year 2005. I am happy to be your friend and never give up in facing our life.*

MOTTO

"Genius is one percent inspiration and ninety-nine percent perspiration..."

(Thomas Alva Edison: 1847-1931)

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LIST OF ABBREVIATIONS

AECT	: Association for Education and Communication
Df	: Degree of Freedom
e.g	: Exempli Gratia
etc.	: Et Cetera
KTSP	: Kurikulum Tingkat Satuan Pendidikan
L1	: First Language
L2	: Second Language
MAN	: Madrasah Aliyah Negeri
MBE	: Multimedia-Based Education
MIN	: Madrasah Ibtidaiyah Negeri
MTsN	: Madrasah Tsanawiyah Negeri
NEA	: National Education Association
SD	: Standard Deviation
SDN	: Sekolah Dasar Negeri
SMU	: Sekolah Menengah Umum
SPSS	: Statistical Package for Service Solution / Statistical Package for Social Science
VCD	: Video Compact Disc

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CHAPTER I



INTRODUCTION

CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is one of the most essential English skills. It is very influential in developing other English skills. It is different from other skills. Kanchali states that listening is the ability to identify and understand what other are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.¹ Because of these reasons, the students' listening comprehension score must be developed through a good teaching-learning activity. *

Recently, the teaching listening is still facing barriers in the learning process. Due to the fact, most of students still regard if listening is the most difficult English skill to learn. They are not able to learn and comprehend the material successfully in listening. These issues become the responsibility of the English teachers to solve. However, there must be a strategy to help the students in gaining good listening comprehension score.

The problems that arise when learn listening comprehension seems also happened with the students in *MAN* Model of Palangka Raya. The students in *MAN* Model of Palangka Raya, also face the problems such above. When the writer took the Teaching Practice II at *MAN* Model of Palangka Raya, the writer found that many students still could not participate successfully in listening. Many

¹ Mohammed Khancali, 2005, *Developing the Teaching of Listening Comprehension in English at Middle School*, (Online), (<http://www.univ-batna.dzthesesfac-lekhanchalithese.pdf>, accessed on April 7, 2008).

students in the school complained if they could not comprehend well the learning materials during listening activity. These cases made their listening comprehension scores were low. These problems should be improved by trying to find another strategy for teaching listening, mainly related to the use of listening media.

In relation to the listening problems, Peachey states:

Listening is one of the most challenging skills for our students to develop and yet also one of the most important. By developing their ability to listen well we develop our students' ability to become more independent learners, as by hearing accurately they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary.²

Recent view of teaching listening activities at senior high school in Palangka Raya majority the schools used audio lingual centered. The students are asked listen to the cassette or tape-recorder as the media and they are insisted to be focus on it. However, the result of students' listening comprehension score using this manner has not given real progress in students' listening comprehension score yet. The problem with tape-recorder analogy is that it does not capture all the relevant features of comprehension.³

In the other side, the development of science and technology nowadays has been carrying the changes significantly toward human being's life such as in social, economic, culture or even in the education world. In education, the efforts of adjustments should be done to balance the changes of science and technology, mainly related to the factors of teaching-learning at school. One of the crucial

² Peachey Nik, 2005, *A framework for planning a listening skills lesson*, (Online), (<http://www.bbc.co.uk/teaching/listening.html>, accessed on April 7, 2008).

³ Anne Anderson and Tony Lynch, *Listening*, New York: Oxford University Press, 1988, p. 10.

factors is media. Through the development of media, hopefully the teaching-learning result will get more progress.

According to Association for Education and Communication (AECT), the media are everything used for information channeling process.⁴ While the National Education Association (NEA), media as something can be manipulated, seen, heard, read or discussed with the instrument that is used well in the teaching-learning activity, and they can influence the effectiveness of instructional program.⁵

One of media that can be used in the teaching-learning is audiovisual media, especially in using Video Compact Disc as an audiovisual medium in this study. Video Compact Disc is a medium that shows a moving picture along with the sounds. It serves a real object or realistic learning messages. It increases a learning experience and the students' retention toward the learnt object.

Related to the media, Windarni of Ahmad Dahlan University studied about "The Effectiveness of Video Compact Disc as Audio Visual Medium in Teaching English Vocabulary to the Fourth Grade Students of SDN 1 Bantul in the Academic Year of 2005-2006." Her result of the study showed that the use of VCD was more effective than that without VCD in teaching English vocabulary in the fourth grade students of SDN 1 Bantul in the academic year of 2005-2006.

The writer also found a study about listening comprehension entitled "The Teaching Listening Comprehension by Using a Tape Recorder to the Second Year Students of SLTPN-8 Palangka Raya in Academic Year 20002/2003." It was

⁴ Asnawir and Basyiruddin Usman, *Media Pembelajaran*, Jakarta: Ciputat Press, 2002, p. 11.

⁵ *Ibid.*

written by Norma Parhusip of Palangka Raya State University. The result of the study was classified as fair mastery level in identifying general information test, identifying specific information test and identifying in the whole test both general and specific information.

Because of the reasons above the writer is motivated to conduct an experimental study entitles: "The Effectiveness of Video Compact Disc as an Audiovisual Medium toward the Students' Listening Comprehension Score of the Tenth Grade Students at *MAN* Model of Palangka Raya."

B. Problem of the Study

Does Video Compact Disc as an audiovisual medium give effect to the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya?

C. Objective of the Study

To measure the effectiveness of Video Compact Disc as an audiovisual medium toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya.

D. Assumptions

There are two assumptions in this study, namely:

1. Video Compact Disc as an audiovisual medium is one of the effective media in teaching listening.
2. The students' listening comprehension score will increase through using Video Compact Disc as an audiovisual medium in teaching listening.

E. Significance of the Study

The study has theoretical and practical significance. Theoretically, the study is aimed at testing and reviewing the language theories of listening comprehension especially related to the use of Video Compact Disc to teach listening and to improve the students' listening comprehension score. Furthermore, the study is to prove Video Compact Disc as an audiovisual medium can be applied as the one of the effective media in teaching listening, especially on the students' listening comprehension score.

Practically, the study is as the way to improve the students' listening comprehension score of the tenth grade students at *MAN Model* of Palangka Raya, as one of the alternative media that can be used by English teachers in teaching listening, and as contribution for those who want to use Video Compact Disc as an audiovisual medium in teaching learning process.

F. Variables of the Study

According to Arikunto, variables are the object of the study.⁶ There are two variables in this study, as follows:

1. Independent variable: Video Compact Disc as an audiovisual medium is a medium used in teaching listening (X).
2. Dependent variable: The result of the students' listening comprehension score in the study (Y).

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan dan Praktek*, Jakarta: PT. Asdi Mahastya, 2002, p. 96.

G. Scope and Limitation

The study belongs to an experimental study. It is only done to measure the effectiveness of an audiovisual medium, especially the effect of using Video Compact Disc as an audiovisual medium toward the students' listening comprehension score in teaching learning listening process which the material is about daily conversation that based on the standard competence in KTSP of *MAN* Model of Palangka Raya for the tenth grade students in the first semester. The Video Compact Disc that will be used in the study entitled "Living English Daily Conversation" produced by Emperor Edutainment. It consists of 21 episodes. To test the hypothesis, the study was set up at 5% significance level.

The study is limited to the tenth grade students of *MAN* Model of Palangka Raya. The number of the population was 219 students and the number of the sample was 60 students. Purposive sampling was used as the technique sampling.

H. Definition of the Concept

1. Experimental Study is a study which aimed at knowing whether there is or not the effect of the variable studied.⁷ In the study, the writer will use the nonrandomized control group pre-test post-test design with a kind of treatment. There will be two groups in this model, they are Control group and Experiment group. Both of groups are given pre-test to measure the score of the students before the treatment is given (Y1 and Y2). The treatment is given for Experiment group only (X). Post-test that is given for both of groups to measure the score of the students after the treatment is given (Y1 and Y2).

⁷ Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: PT. Rineka Cipta, 2000, p. 272.

2. Video Compact Disc is a medium that shows a moving picture along with the sounds.⁸
3. Audiovisual Media are the number of tools that can be applied by the teachers to deliver concept, ideas, experience and they can be seen and heard.⁹
4. Score or a test score is a piece of information, usually a number that conveys the performance of an examinee on a test. One formal definition is that it is a summary of the evidence contained in an examinee's responses to the items of a test that are related to the construct or constructs being measured.¹⁰
5. Listening Comprehension is the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey.¹¹
6. Effectiveness means the capability of producing an effect.¹² In Analytic Quality Glossary, effectiveness is the extent to which an activity fulfils its intended purpose or function.¹³

I. Hypothesis

In the study, the writer formulates two hypotheses. In this sense, Arikunto states:

⁸ Hujair A. H Sanaky, *Media Pembelajaran*, Yogyakarta: Safiria Insania Press, 2009, p. 105.

⁹ Nana Sudjana and Ahmad Rivai, *Teknologi Pengajaran*, Bandung: Sinar Baru Algensindo, 2003, p. 58.

¹⁰ Wikipedia, 2009, *Test Score*, (Online), (http://en.wikipedia.org/wiki/Test_score, accessed on February 7, 2009).

¹¹ Endang Fauziati, *Teaching English as Foreign Language*, Surakarta: Muhammadiyah University Press, 2002, p. 117.

¹² Wikipedia, *Effectiveness*, (Online), (<http://en.wikipedia.org/wiki/Effectiveness>, accessed on February 7, 2009).

¹³ Analytic Quality Glossary, *Effectiveness*, (Online), (<http://www.qualityresearchinternational.com/glossary/effectiveness.htm>, accessed on February 7, 2009).

Hipotesis adalah alternative dugaan jawaban yang dibuat oleh peneliti bagi problematika yang diajukan dalam penelitiannya. Dugaan jawaban tersebut merupakan kebenaran yang bersifat sementara, yang diuji kebenarannya dengan data yang dikumpulkan melalui penelitian. Dengan kedudukannya itu maka hipotesis dapat berubah menjadi kebenaran, akan tetapi juga dapat tumbang sebagai kebenaran.¹⁴ (Hypothesis is the tentative answer made by the researcher toward the proposed problems in his research. The prediction of the answer is temporary true answer, which is tested the truth with the collected data through the research. On that stand, the hypothesis can change into the truth, yet it also can fall as the truth).

The hypotheses of the study are:

- Ha: Video Compact Disc as an audiovisual medium gives effect to the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya.
- Ho: Video Compact Disc as an audiovisual medium does not give effect to the students listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya.

In the study, the writer wants to test the hypothesis of 5% level of significance.

J. Framework of Discussion

The framework of the discussion of the study as follows:

- Chapter I : Introduction that consists of background of the study, problem of the study, objective of the study, assumptions, significance of the study, variables of the study, scope and limitation, definitions of the concept, hypothesis, the framework of the discussion, and research method.

¹⁴ Suharsimi Arikunto, *Manajemen Penelitian*, Jakarta: PT. Rineka Cipta, p. 71.

Chapter II : Video Compact Disc as an audiovisual medium and listening comprehension score that consists of, the nature of listening, the problems in listening skills, listening comprehension, teaching listening, audiovisual media, kinds of audiovisual media, the advantages and disadvantages of Video Compact Disc as audiovisual medium, teaching listening using Video Compact Disc as audiovisual medium, frame of thinking, English syllabus of MAN Model of Palangka Raya, experiment study, and related studies.

Chapter III : The Effectiveness of Video Compact Disc as an Audiovisual Medium toward the Students' Listening Comprehension Score consists of data presentation, result of data analysis and discussion.

Chapter IV : Closing consists of conclusion and suggestions.

K. Research Method

1. Research Design

Related to the research design, Kerlinger states:

*Desain penelitian menjadikan peneliti mampu menjawab pertanyaan penelitian dengan sevalid, seobjektif, setepat dan sehemat mungkin. Desain penelitian disusun dan dilaksanakan dengan penuh perhitungan agar dapat menghasilkan petunjuk empirik yang kuat relevansinya dengan masalah penelitian.*¹⁵ (Research design makes the researcher can answer the research question as valid as, as objective as, as precise as and as efficient as possible. Research design is arranged and done based on full consideration in order can produce the empirical clue that has the strong relation to the research problem).

¹⁵ Fred N. Kerlinger, *Asas-Asas Penelitian Behavioral*, (Trans) Landung R. Simatupang, Jogjakarta: Gadjah Mada University Press, 2006, p. 484-485.

In the study, the writer used Experimental Design. The use of this design, basically, because of the problem of study in which the writer wanted to find the answer might be answered using experimental design.

Related to experimental design, Arikunto states:

*Penelitian eksperimen merupakan penelitian yang dimaksudkan untuk mengetahui ada tidaknya akibat dari sesuatu yang dikenakan pada subjek selidik.*¹⁶ (The experimental study is a study which aimed at knowing whether there is or not the effect of the variable studied).

The writer used the nonrandomized control group pre-test post-test design with a kind of treatment. There were two groups in this model, control group and experiment group. Both of groups were given pre-test to measure the score of the students before the treatment was given (Y1 and Y2).

The treatment was given for experiment group only (X). Post-test was given for both of groups to measure the score of the students after the treatment was given (Y1 and Y2). The scheme of this model was:

Table 1.1 The Scheme of Model

Subject	Pre-Test	Treatment	Post-Test
E	Y1	X	Y1
C	Y2	-	Y2

E = Experiment Group

C = Control Group

In this experiment, the writer taught the students directly. The writer determined the students into two groups, experiment and control groups.

¹⁶ Suharsimi Arikunto, *Manajemen Penelitian*, p. 272.

Video Compact Disc as an audiovisual medium was used for experiment group only. The material which was used for both of groups was same.

2. Approach

In working out the study, the writer used a quantitative approach.

Rahardjo states:

Landasan filosofis penelitian kuantitatif adalah positivisme yang berpendapat bahwa realitas dapat dipisahkan dari subjeknya. Oleh karena itu, subjeknya dapat diteliti atau dikenai treatment (perlakuan) di luar realitasnya. Jadi tekanannya terletak pada realitas eksternal.¹⁷ (The philosophical foundation of quantitative study is positivism that states the reality can be separated from its subject. Because of that, its subject can be given a treatment outside its reality. So, it emphasizes on the external reality).

The writer used a quantitative approach because the problem of study might be answered through a quantitative approach.

3. Population and Sample

a Population

Sugiyono states:

Populasi adalah wilayah generalisasi yang terdiri atas; objek/subjek yang mempunyai kuantitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan.¹⁸ (Population is a general area consists of; certain quantity and characteristic of the object/subject to be studied then take a conclusion).

The population of the study was all of the tenth grade students at MAN Model of Palangka Raya academic year 2009/2010. The number of population was about 219 students. It was classified into six classes.

¹⁷ Mudjia Rahardjo, *Pengantar Penelitian Bahasa*, Malang: Cendekia Paramulya, 2002, p. 47.

¹⁸ Sugiyono, *Statistik untuk Penelitian*, Bandung: CV. Alfabeta, 1997, p. 59.

Table 1.2 The Number of the Tenth Grade Students of MAN Model of Palangka Raya

No.	Classes	The Number of Students
1.	X-A	37
2.	X-B	36
3.	X-C	37
4.	X-D	36
5.	X-E	36
6.	X-F	37
		219

b Sample

Sugiyono states, "*Sampel adalah sebagian dari jumlah dan karakteristik yang dimiliki oleh populasi tersebut.*"¹⁹ (Sample is half of numbers and characteristic in the population). In this study, the writer used purposive sample. In purposive sample, the sample was taken based on the certain purposes.

Arikunto states:

*Sample bertujuan dilakukan dengan cara mengambil subjek bukan didasarkan atas strata, random atau daerah tetapi didasarkan atas adanya tujuan tertentu.*²⁰ (Purposive sample takes the subject is not based on the degree, random or area but based on the certain purpose).

The writer took XA and XB classes. The reasons why the writer took the XA and XB classes as the sample of the study because they represented the average English score of the whole of population.

¹⁹ *Ibid.*

²⁰ Suharsimi Arikunto, *Prosedur Penelitian. Suatu Pendekatan Praktik.*, p. 139-140.

In the study, the writer determined the two classes into two groups. They were XA as experiment group and XB as control group. At last, every group consisted of 30 students as the sample.

Table 1.3 The Number of Sample

No.	Classes	Groups	Number of Students
1.	XA	Experiment	30
2.	XB	Control	30
Total			60

4. Data Collection Procedures

In this study, the writer used some procedures to collect the data. The procedures consisted of some steps as follows:

- a. The writer observed the class:
 - 1) The number of class.
 - 2) The number of students.
 - 3) The class activity.
- b. The writer determined the class into experiment group and control group.
- c. The writer gave pre test to the experiment group and the control group.
- d. The writer taught the control group without using Video Compact Disc.
- e. The writer taught the experiment group using Video Compact Disc.
- f. The writer gave post test to experiment group and the control group.
- g. The writer gave score to the data from experiment group and the control group.
- h. The writer started to analyze the obtained data from the pre test and post test using t-test.

- i. The writer interpreted the analysis result.
- j. The writer concluded the activity of the study whether the Video Compact Disc as an audiovisual medium gives effect to the students' listening comprehension score or not, based on the obtained data.

5. Instruments of the Study

The data were very important in the study. They were needed to support and prove the study itself. The writer could be helped by them in order to find the aims of the study. They were to measure the effectiveness of Video Compact Disc as an audiovisual medium toward the students' listening comprehension score of the tenth grade students at *MAN Model of Palangka Raya*. Finally there two techniques to get them were:

a. Test

According to Arikunto:

*Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur keterampilan, pengetahuan, intelegensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok.*²¹ (The test is a set of questions, exercises, or other instrument used to measure the skill, knowledge, intelligence, ability or talent has been possessed by individual or group).

Nurkancana also states:

*Tes adalah suatu cara untuk mengadakan penilaian yang berbentuk suatu tugas atau serangkaian tugas yang harus dikerjakan oleh anak/sekelompok anak sehingga menghasilkan suatu nilai tentang tingkah laku/prestasi anak tersebut yang dapat dibandingkan dengan nilai yang dicapai oleh anak-anak lain atau dengan nilai standar yang ditetapkan.*²² (Test is the way to arrange the valuation of a task or a set of task that done by a student or a group of students, so it results the students' valuation of

²¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, p. 127.

²² Wayan Nurkancana & P. P. N Sumartana, *Evaluasi Pendidikan*, Surabaya: Usaha Nasional, 1986, p. 25.

behavior/achievement that can be compared to other students' valuation or the standard value).

The major data in this study were the data of the students' listening comprehension score those were taken from pre-test and post-test. The test was constructed in the multiple choice form which consisted of 20 valid items for the pre test and 20 valid items for the post test.

b. Documentation

Documentation was the second technique to find out the related documents to the study. Riduwan states:

*Dokumentasi adalah ditujukan untuk memperoleh data langsung dari tempat penelitian, meliputi buku-buku yang relevan, peraturan-peraturan, laporan kegiatan, foto-foto, film dokumenter, data yang relevan dengan penelitian.*²³

(Documentation is purposed to get the data from the location of the study directly, consist of relevant books, rules, activity report, pictures, documenter film, and the relevant data in the study).

Some documents those were needed:

- 1) The number of classes in the tenth grade students of *MAN* Model of Palangka Raya.
- 2) The number of the tenth grade students of *MAN* Model of Palangka Raya.

6. Instruments Try Out

The writer tried out the test instrument before it was applied to the real sample in the study. The writer gained the information about the instrument quality that consisted of instrument validity, instrument reliability, index of

²³ Riduwan, *Metode dan Teknik Menyusun Tesis*, Bandung: Alfabeta, 2007, p. 105.

difficulty, and test of data normality from the instrument try out. The procedures of the try out were:

- a. The writer tried out the test instrument to the respondents.
- b. The writer gave score to the respondents' answer sheet.
- c. The writer analyzed the obtained data to know the instrument validity, instrument reliability, index of difficulty, and test of data normality.

1) Instrument validity

The writer used three validities to know the instrument validity of the study. They were:

a) Content Validity

Related to content validity, Sudijono states:

*Validitas isi dari suatu tes hasil belajar adalah validitas yang diperoleh setelah dilakukan penganalisaan, penelusuran atau pengujian terhadap isi yang terkandung dalam tes hasil belajar tersebut.*²⁴ (Content validity of a learning result test is the validity that is gained after doing the analysis, investigation or examination of the content that is contained in the learning result test).

Meanwhile, Djiwandono states:

*Validitas isi menuntut adanya kesesuaian isi antara kemampuan yang ingin diukur dan tes yang digunakan untuk mengukurnya.*²⁵ (Content validity demands a content suitability between a skill being measured and a used test to measure).

In this study, the writer measured listening score. The writer used listening test in the form of multiple-choice items. It needed listening to answer the questions correctly. The material being tested was about living

²⁴ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, Jakarta: P.T. Raja Grafindo Persada, 2007, p. 164.

²⁵ M. Soenardi Djiwandono, *Tes Bahasa dalam Pengajaran*, Bandung: Penerbit ITB, 1996, p. 92.

English daily conversation. It was based on the standard competence in the KTSP of *MAN Model of Palangka Raya* stating that understanding the meaning in transactional and interpersonal conversation in daily life context.

b) Construct Validity

Djiwandono states:

*Pembuktian adanya validitas konstruk pada dasarnya merupakan usaha untuk menunjukkan bahwa skor yang dihasilkan suatu tes benar-benar mencerminkan konstruk yang sama dengan kemampuan yang dijadikan sasaran pengukurannya.*²⁶ (The authentication of construct validity is to show the finding score that reflects the same construct with the target skill of its measuring).

The writer measured the students' ability in listening. The writer examined their listening skill from their understanding.

c) Item Validity

One of the instrument validity examination techniques that writer used in the study was item validity.

Sudijono states:

*Validitas item dari suatu tes adalah ketepatan mengukur yang dimiliki oleh sebutir item (yang merupakan bagian tak terpisahkan dari tes sebagai suatu totalitas), dalam mengukur apa yang seharusnya diukur lewat butir item tersebut.*²⁷ (Item validity of a test is an appropriate item test to measure (it is integrated with a test as a totality of the test), in measuring what should be measured through its item test).

²⁶ *Ibid.* p. 96.

²⁷ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, p. 182.

In the study, the writer used product moment correlation in SPSS 17 as the formula to calculate the item validity:²⁸

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

Where:

r_{xy} = Index Correlation Number “ r_{xy} ” Product Moment

N = Number of Cases

$\sum XY$ = Multiplication Result between Score X and Score Y

$\sum X$ = Total Value of Score X

$\sum Y$ = Total Value of Score Y

Interpretation:

$$r_{xy} > r_t = \text{Valid}$$

$$r_{xy} < r_t = \text{Invalid}$$

The criteria of interpretation the validity:²⁹

0.800 – 1.000 = Very High Validity

0.600 – 0.799 = High Validity

0.400– 0.599 = Fair Validity

0.200– 0.399 = Poor Validity

0.00– 0.199 = Very Poor Validity

²⁸ Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Regresi dan Jalur dalam Penelitian*, Bandung: Pustaka Setia, 2007, p. 31.

²⁹ Riduwan, *Metode dan Teknik Menyusun Tesis*, p. 110.

(1) The measurement validity of pre test instruments

In the measurement of validity and reliability using SPSS 17, the criteria are:

- (a) If the value of r_{observed} is greater than ($>$) r_{table} , it means the item of tryout is valid and can be used.
- (b) If the value of r_{observed} is lower than ($<$) r_{table} , it means the item of tryout is not valid and cannot be used.
- (c) The value of r_{table} can be seen at $\alpha = 5\%$ and $df = n-2$. $df = 30-2 = 28 = 0.361$.

From the measurement of validity using SPSS 17, it was known that there were fourteen items = 40 % invalid. They were item number 3 (-0.165), 4 (-0.440), 9 (0.086), 10 (-0.016), 12 (-0.196), 13 (0.232), 17 (0.242), 18 (-0.383), 20 (-0.196), 25 (0.000), 27 (-0.136), 29 (0.126), 30 (-0.296), 32 (-0.165). The other valid items were 21 items = 60 %. Because of that, the writer only took 20 items to be the instrument of pre test. The table of validity measurement can be seen at the appendix 5.

(2) The measurement validity of post test instruments

In the measurement of validity and reliability using SPSS 17, the criteria are:

- (a) If the value of r_{observed} is greater than ($>$) r_{table} , it means the item of tryout is valid and can be used.
- (b) If the value of r_{observed} is lower than ($<$) r_{table} , it means the item of tryout is not valid and cannot be used.

- (c) The value of r_{table} can be seen at $\alpha = 5\%$ and $df = n-2$. $df = 30-2 = 28$
 $= 0.361$.

From the measurement of validity using SPSS 17, it was known that there were thirteen items = 37.14 % invalid. They were item number 1 (0.000), 2 (0.176), 3 (0.050), 4 (0.115), 6 (0.000), 14 (-0.069), 19 (-0.181), 20 (-0.182), 21 (-0.285), 24 (-0.141), 26 (0.000), 27 (0.215), 29 (-0.135). The other valid items were 22 items = 62.86 %. Because of that, the writer only took 20 items to be the instrument of post test. The table of validity measurement can be seen at the appendix 5.

4) Instrument reliability

One of the requirements of the instruments try out was instrument reliability. Related to the reliability, Heaton states:

Reliability is a necessary characteristic of any good test: for it to be valid at all, a test must first be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions (with no language practice work taking place between these occasions). Then, to extent that it produces differing results, it is not reliable.³⁰

To determine the instrument reliability of the objective form, the writer used single test-single trial method. It only needed a group subject, a kind of instrument test and a test.

³⁰ J. B. Heaton, *Writing English Language*, England: Longman, 1974, p. 155.

The writer used Coefficient Alpha (α) from Cronbach in SPSS 17 to find the coefficient of reliability which the formula as follows:³¹

$$r_{11} = \left[\frac{k}{k-1} \right] \cdot \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Where:

r_{11} = Coefficient Alpha

k = Number of Items

$\sum \sigma_i^2$ = Number of Varian Items

σ_t^2 = Total Varian

The criteria as follows:

$r_{11} > r_{table} = \text{reliable}$

$r_{11} < r_{table} = \text{not reliable}$

(a) The measurement of Instrument reliability of Pre Test and Post Test.

Table 1.4 Pre Test Instrument Reliability.

Reliability Statistics	
Cronbach's Alpha	N of Items
.850	35

Based on the measurement of reliability above, it was known that the coefficient of reliability = 0.850. It meant the $r_{observed}$ of reliability was greater than r_{table} ($0.850 > 0.361$). Because of that, the instrument was reliable and could be used.

³¹ Sambas Ali Muhidin and Maman Abdurahman, *Analisis Korelasi, Regresi dan Jalur dalam Penelitian*, p. 38.

Table 1.5 Post Test Instrument Reliability**Reliability Statistics**

Cronbach's Alpha	N of Items
.889	35

Based on the measurement of reliability above, it was known that the coefficient of reliability = 0.889. It meant the r_{observed} of reliability was greater than r_{table} ($0.889 > 0.361$). Because of that, the instrument was reliable and could be used.

5) Index of difficulty

Heaton states:

The index of difficulty (or the facility value) of an item simply shows how easy or difficult the particular item proved in the test. The index of difficulty (F. V.) is generally expressed as the fraction (or percentage) of the students who answered the item correctly. It is calculated using the formula:³²

$$F.V = \frac{R}{N}$$

Where:

F. V. = Facility Value

R = Represent the number of correct answers

N = The number of students taking the test

³² J. B. Heaton, *Writing English Language*, p. 172.

To interpret the index of difficulty, the writer used Robert L. Thorndike and Elizabeth Hagen's interpretation.³³

$P < 0.30$ = Difficult

$P 0.30-0.70$ = Fair

$P > 0.70$ = Easy

(1) Index Difficulties of Pre Test Instrument

After measuring the index of difficulties of pre test instrument, it was gotten the number of fair items = 23 items (65.71%), easy items = 0 items (0.00%), and difficult items = 12 items (34.29%).

(2) Index Difficulties of Post Test Instrument

After measuring the index of difficulties of post test instrument, it was gotten the number of fair items = 24 items (68.57%), easy items = 3 items (8.57%), and difficult items = 8 items (22.86%). The calculation was enclosed in the appendix 5.

6) Test of Data Normality

One of the requirements in experimental design was the test of normality assumption.

Related to data normality, Irianto states:

Data populasi akan berdistribusi normal jika rata-rata nilainya sama dengan modenya serta sama dengan mediannya. Ini berarti bahwa sebagian nilai (skor) mengumpul pada posisi tengah sedangkan frekuensi skor yang rendah dan tinggi menunjukkan kondisi yang sedikit semakin seimbang. Oleh karena penurunan

³³ Anas Sudijono, *Pengantar Evaluasi Pendidikan*, p. 372.

*frekuensi pada skor yang semakin rendah dan skor yang semakin tinggi adalah seimbang, maka penurunan garis kurva ke kanan dan ke kiri akan seimbang.*³⁴ (The data of population will be normal if the mean same with the modus and median. It means that some of scores gather in the middle position, meanwhile the frequency of average and low score show the descent that more balance. Because of the descent of the low score frequency and the high score is balance, so that the down of curve line to right and left will be balance).

Because of that, the writer used SPSS 17 to measure the normality of the data.

(1) Test Normality of Pre Test and Post Test Score

Table 1.6 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.145	30	.111	.914	30	.019
posttest	.146	30	.102	.914	30	.019

a. Lilliefors Significance Correction

The criteria of the normality test pre test and post test is if the value of r (probability value/critical value) is higher than or equal to the level of significance alpha defined ($r \geq \alpha$), it means that, the distribution is normal. Based on the calculation using SPSS 17 above, the value of r (probably value/critical value) from pre test and post test of the control group in Kolmogorov-Smirnov table was higher than level of significance alpha used or $r = 0.111 > 0.05$ (Pre Test) and $r = 0.102 > 0.05$ (Post Test) so that the

³⁴ Agus Irianto, *Statistik: Konsep Dasar dan Aplikasinya*, Jakarta: Prenada Media, 2004, p. 62.

distributions are normal. It meant that the students' score of in pre test and post test had a normal distribution.

7. Data Analysis Procedures

The writer done some procedures in the data analysis. They were:

- a) The writer collected the obtained score.
- b) The writer arranged the obtained score into the distribution of frequency of score table.
- c) The writer calculated the mean, median, modus, standard deviation, and standard error of variable X_1 from the experiment group.
- d) The writer calculated mean, median, modus, standard deviation, and standard error of variable X_2 from the control group.
- e) The writer calculated the standard error for the difference mean between variable X_1 and X_2 .
- f) The writer calculated t-test to answer the problem of the study, whether Video Compact Disc as an audiovisual medium gives effect to the students' listening comprehension score with the formula:

$$t_o = \frac{Mx_1 - Mx_2}{SEmx_1 - mx_2}$$

Where:

$Mx_1 - Mx_2$: Differentiation of two means

$SEmx_1 - mx_2$: The standard error of the difference between two means.³⁵

³⁵ Suharsimi Arikunto, *Menejemen Penelitian*, p. 507.

With the criteria:

If $t_{\text{test}} \geq t_{\text{table}}$ = H_a is accepted and H_o is rejected.

If $t_{\text{test}} < t_{\text{table}}$ = H_a is rejected and H_o is accepted.

The writer used the level of significance at 5%. If the result of t_{test} is higher than t_{table} , it means H_a is accepted but if the result of t_{test} is lower than t_{table} , it means H_o is accepted.

The writer used t-test to conclude the answer of the problem of the study.

*Tes "t" atau "t" Tes, adalah salah satu tes statistik yang dipergunakan untuk menguji kebenaran atau kepalsuan hipotesis nihil yang menyatakan bahwa di antara dua buah Mean Sampel yang di ambil secara random dari populasi yang sama, tidak terdapat perbedaan yang signifikan.*³⁶ (Test "t" or "t" test, is one of statistic test which is used to examine the truth or the false of null hypothesis, that states if the two Mean Sample which is taken randomly from the same population, there is no significance difference).

- (1) If the t_{observed} is equal or higher than t value in the table (with t_{table} sign), so the null hypothesis stating that there is no Mean difference from the both sample is rejected. It means the difference is significant.
- (2) If the t_{observed} is lower than t_{table} , it means the null hypothesis stating that there is no Mean difference from the both sample is accepted.³⁷ It means the difference is not significant.

The explanation of conclusion above, related to the study means:

³⁶ Anas Sudijono, *Pengantar Statistik Pendidikan*, p. 278.

³⁷ *Ibid.*

- (1) If the t_{observed} is equal or higher than the value of critic "t" in the table (with t_{table} sign) it means the Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score of tenth grade students at *MAN* Model of Palangka Raya.
- (2) If the t_{observed} is lower than the value of critic "t" in the table (with t_{table} sign) it means the Video Compact Disc as an audiovisual medium does not give effect toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya.

The writer also used SPSS 17 to analyze the data in this study.

- g) The writer calculated the degree of freedom with the formula:

$$df = (n + n - 2)$$

Where:

df = Degree of Freedom

N = Number of cases

- h) The writer determined the significant level of t observed by comparing the t observed with the t table.
- i) The writer interpreted the analysis result.
- j) The writer gave conclusion.

CHAPTER II



VIDEO COMPACT DISC AS AN AUDIOVISUAL MEDIUM AND LISTENING COMPREHENSION SCORE

CHAPTER II

VIDEO COMPACT DISC AS AN AUDIOVISUAL MEDIUM AND LISTENING COMPREHENSION SCORE

A. The Nature of Listening

Listening skills are as important as speaking skills. Listening is the key to produce and receive the message in communication. Due to that, we have to understand the nature of listening. Gravies states:

Listening is an active not a passive operation. There three things are emphasized. First, the importance of understanding this concept of listening being an active engagement. This is, as a listener, the mind is actively searching for meaning. Second, the importance of what Krashen calls 'comprehensible input' (CI) or that 'we acquire when we understand what people tell us or what we read, when we are absorbed in the message.' Third, Krashen advises that acquisition proceeds best when 'the acquirer's level of anxiety is low and self-confidence is high.'³⁸

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping his meaning. An able listener is capable of doing these four things simultaneously.³⁹ To identify the talk of other, the listener should know some micro-skills of listening that they must do while listening.

In addition, Willis lists a series of micro-skills of listening, which she calls enabling skills. They are:⁴⁰ (1) Predicting what people are going to talk about. (2) Guessing at unknown words or phrases without panicking. (3) Using one's own knowledge of the subject to help one understand. (4) Identifying relevant points;

³⁸ Wendy Arnold, 2007, *Listening for Young Learners*, (Online), (http://www.bbc.org_learning_listening.html, accessed on March 27, 2008)

³⁹ Fan Yagang, *Listening: Problems and Solutions*. (Ed) Thomas Kral, *Teacher Development Making Right Moves*, Washington, D.C: English Language Program Division, 1993, p. 189.

⁴⁰ *Ibid*, p. 189-196.

rejecting irrelevant information. (5) Retaining relevant points (note-taking, summarizing). (6) Recognizing discourse markers, e.g., well; oh, another thing is; now, finally; etc. (7) Recognizing cohesive devices, e.g., such as and which, including link words, pronouns, references, etc. (8) Understanding different intonation patterns and uses of stress, etc., which give clues to meaning and social setting. (9) Understanding inferred information, e.g., speakers' attitude or intentions.

Furthermore, Anderson and Lynch assert the two facts about listening. Firstly, Listening skills are as important as speaking skill; we cannot communicate face-to-face unless the two types of skill are developed in tandem. Rehearse production is useless if we are unable to respond to the reply that it generates from our interlocutor.

The second point about listening is that, under many circumstances, it is a reciprocal skill. We cannot practice listening in the same way as we can rehearse speaking, or at least the part of speaking that has to do with the pronunciation, because we cannot usually predict what we will have to listen to.⁴¹

Listening is not one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound wave through the ear and transmitting nerve impulse to the brain. But it just the beginning of what clearly

⁴¹ Anne Anderson and Tony Lynch, *Listening*, p. 3.

an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.⁴²

Based on the explanation above, the writer concludes if listening is not merely passive skill. Listening is the ability to identify and understand what others are saying. In listening, the listener's ability involves understanding the speaker's accent or pronunciation, grammar and vocabulary and also grasping the meaning. By developing the student's ability to listen well, we develop our students' ability to become more independent learners, as by hearing accurately, refine their understanding of grammar and develop their own vocabulary.

B. The Problems in Listening Skills

There are many aspects that support the listeners are successful in listening. The lack of the ability aspects can influence the acquisition in listening entirely. Besides that, the problems that appear through listening itself have another contribution to the undeveloped students' listening comprehension ability. Both of the problems should be review deeply to find the solution.

L1 and L2 comprehension studies have tended to focus on syntactic issues, concentrating on the problems presented by the language rather than on the processes of comprehension. But one branch of second language acquisition research has given more explicit consideration to what is involved in L2 listening processes: discourse analysis studies have examined how L2 learners cope when conversing with native speakers.⁴³

⁴² Brown, H. Douglas, *Teaching by Principle: An Interactive Approach to language Pedagogy*, New York: A Pearson Education Company, 2001, p. 24%.

⁴³ Anne Anderson and Tony Lynch, *Listening*, p. 40.

One of the principal skills, which listeners must develop if they are to participate successfully in conversation, is the ability to identify the topic of conversation, so that they can make a relevant response. In the early stages of language learning, identifying the topic accurately enough to make an immediate relevant reply is apparently a very hard task. This was one of the conclusions drawn by Hatch in a large-scale research study of the conversations of both child and adult L2 learners with native speakers.⁴⁴

The evidence that shows why listening is difficult comes mainly from four sources:

1. The Message

Many learners find the content more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be used as long as the reader likes.

The listening material may deal with almost any area of life. It might include street gossip, proverbs, new products, and situations unfamiliar to the student. In addition, in a spontaneous conversation speakers frequently change topics.

The content is usually not well organized. In many cases listeners cannot predict what speakers are going to say, whether it is a news report on the radio, an interviewer's questions, an everyday conversation, etc.

⁴⁴*Ibid.*

Messages on the radio or recorded on tape cannot be listened to at a slower speed. Even in conversation it is impossible to ask the speaker to repeat something as many times as the interlocutor might like.

Linguistic Features. Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /@nOrIndZ/) and elision (leaving out a sound or sounds, e.g., suppose may be pronounced /sp@uz/ in rapid speech) are common phenomena that make it difficult for students to distinguish or recognize individual words in the stream of speech. They are used to seeing words written as discrete entities in their textbooks.

If listening materials are made up of everyday conversation, they may contain a lot of colloquial words and expressions, such as stuff for material, guy for man, etc., as well as slang. Students who have been exposed mainly to formal or bookish English may not be familiar with these expressions.

In spontaneous conversations people sometimes use ungrammatical sentences because of nervousness or hesitation. They may omit elements of sentences or add something redundant. This may make it difficult for the listener to understand the meaning.

2. The Speaker

Ur points out that "in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions such as I mean or you know."

This redundancy is a natural feature of speech and may be either a help or a hindrance, depending on the students' level. It may make it more difficult for beginners to understand what the speaker is saying; on the other hand, it may give advanced students more time to "tune in" to the speaker's voice and speech style.

Learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents.

Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand.

3. The Listener

Foreign-language students are not familiar enough with clichés and collocations in English to predict a missing word or phrase. They cannot, for example, be expected to know that *rosy* often collocates with *cheeks* nor to predict the last word will be something like *rage* when they hear the phrase *he was in a towering*. This is a major problem for students.

Lack of sociocultural, factual, and contextual knowledge of the target language can present an obstacle to comprehension because language is used to express its culture.

Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials. Even our

college students majoring in English have no more than four hours' regular training per week.

Both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

4. Physical Setting

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.

Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

In a series of experiments Anderson and Lynch found that the difficulty of listening tasks was particularly influenced by the following:⁴⁵ (1) The organization of information (texts in which the information was presented matched its chronological sequence in real life were easier than texts in which the information was presented out of sequence). (2) The familiarity of the topic. (3) The explicitness and sufficiency of the information. (4) The type of referring expressions used (for example, use of pronouns rather than complete noun phrase referent made texts more difficult). (5) Whether the text described 'static'

⁴⁵ David Nunan, *Language Teaching Methodology*, New York: Prentice Hall, 1991, p. 24-25.

relationships (for example, geometric figures) or dynamic relationship (for example, a road accident).

Based on the explanation above, the writer concludes that there are many problems that might happen when a listener is listening to the interlocutor's saying. The main problem is arisen by the four things that are the message, the speaker, the listener and the physical setting. The teachers and the students should notice these problems if they want to develop and improve the skill entirely.

C. Listening Comprehension

Related to the listening comprehension, Clark and Clark define that comprehension as the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey.⁴⁶

Furthermore, listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge. This theoretical view has not been sufficiently supported by direct research which clarifies what listeners actually do while engaged in listening tasks. This study focused on the mental processes second language learners use in listening comprehension, the strategies they use in different phases of comprehension, and the differences in strategy use between students designated by their teachers as effective and in effective listeners.⁴⁷

⁴⁶ Endang Fauziati, *Teaching English as Foreign Language*, p. 117.

⁴⁷ J. Michael O'Malley and all, 2008, *Listening Comprehension Strategies in Second Language Acquisition*, (Online), (<http://applied.oxfordjournals.org/cgi/content/abstract/10/4/418> accessed on May 2, 2008).

The writer concludes that listening comprehension is viewed as an active process where the listeners are listening to the utterance of the messages that convey from the interlocutor, then they are able to comprehend the meaning and construct it to their knowledge.

D. Teaching Listening

To teach listening in the class is not an easy action to do. In overcoming the problems of listening learning, the teachers should implement the various strategies and technique. Some of the teaching types that can be applied in the class are as Brown states. There six types of classroom listening are:⁴⁸

1. Reactive

Sometimes you want a learner simply to listen to the surface of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

2. Intensive

Techniques whose only purpose is to focus on component (phonemes, words, intonation, discourse markers, etc.) of discourse may be considered to be intensive as opposed to extensive in their requirement that students single out certain elements of spoken language.

⁴⁸ H. Douglas Brown, *Teaching by Principles: and interactive approach to language pedagogy*. New York: Addison Wesley Longman, inc, 2001, p. 255-258.

3. Responsive

A significant proportion of classroom listening activity consist of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talks immediately and to fashion an appropriate reply.

4. Selective

In longer stretches of discourse such as monologues of a couple of minutes or considerably longer, the task of the student is not to process everything that was said, but rather to scan the material selectively information.

5. Extensive

Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message or purpose. Extensive listening may require the student to invoke other interactive skills for full comprehension.

6. Interactive

Finally, there is listening performance that can include all five of types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work.

E. Audiovisual Media

Audiovisual media are the media that used in the education to help the students improve their learning ability. The education profession recent year has placed a concerted emphasis on the development of teaching media to solve the

students' problems in learning. Audiovisual media in education increase the senses of sight and hearing also to stimulate and enrich learning experiences.

Audiovisual education or multimedia-based education (MBE) is instruction where particular attention is paid to the audio and visual presentation of the material with the goal of improving comprehension and retention.⁴⁹

According to Suwarna, "*Media audio visual gerak dapat berupa film bersuara atau gambar hidup dan televisi.*"⁵⁰ (Audiovisual Media can be voiced film or real picture and television).

Sudjana and Rivai state:

*Sejumlah peralatan yang dipakai oleh para guru dalam menyampaikan konsep, gagasan dan pengalaman yang ditangkap oleh indera panca indera dan pendengaran.*⁵¹ (A number of tools that can be applied by the teachers to deliver concept, ideas, experience and it can be seen and heard).

Asnawir and Usman state the functions of teaching media are as tools to help the teachers to give a visual experience to the learners in order to support, make clear, and ease the complex concept and abstract concept to the simple concept, concrete concept, and easy to understand. Because of that, media can be used to increase applicability and retention of the learners toward the lesson.⁵²

The writer concludes that audiovisual media are a number of tools that serves a moving picture along with the sounds with the goal of improving comprehension and retention. Audiovisual in education is used related to its

⁴⁹ Wikipedia, *Audiovisual Education*, (Online), (http://en.wikipedia.org/wiki/Audiovisual_education, accessed on January 2, 2009).

⁵⁰ Asnawir dan Basyirudin Usman, *Media Pembelajaran*, p. 95.

⁵¹ Nana Sudjana and Ahmad Rivai, *Teknologi Pengajaran*, p. 58.

⁵² Asnawir dan Basyirudin Usman, *Media Pembelajaran*, p. 20-21.

functions as media to increase the students' achievement and increase the students' retention in learning.

In addition, along with the development of era, the audiovisual that also develop should be taken the advantages widely to support the improvement of education achievement.

F. Kinds of Audiovisual Media

Usman and Asnawir define the kinds of audiovisual media consist of two kinds they are a voiced film and television:⁵³

1. A voiced film

Film as the media of audiovisual is the voiced film. Slide or filmstrip, which is added with the voice, is not the complete tools of audiovisual media, because the voice and the view are separated. Film in this case is the film as the tool of audiovisual media in teaching-learning scope which usually consist of the related movie to the lessons of teaching-learning.

Usman and Asnawir state there are many things that can be explained with a voiced film. The audiovisual with a voiced film gives many advantages in delivering the lesson such as:⁵⁴

- a) Film can describe a process.
- b) Can stimulate the impression of place and time.
- c) The view is three dimensions.
- d) The produced sounds can give the reality picture in the real expression form.
- e) Can convey the expert' voice and see the performance at once time.

⁵³ Basyiruddin Usman and Asnawir, *Media Pembelajaran*, p. 95.

⁵⁴ *Ibid.*, p. 95-96.

- f) The colorful film can add more reality of the demonstrated object.
- g) Can describe the theories of science and animation.

The disadvantages of voiced film are:

- a) A voiced film can be added with the explanation while the film is going on.
The quit of playing film will disturb the concentration.
- b) The audience cannot watch the film well if it is played rather quickly.
- c) The cost of making film which related to the to the students' need that suitable with what learned is expensive.

2. Television

Hamalik in *Media Pembelajaran* states television is an electronic motion picture with conjoined or attendant sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast point.⁵⁵

The explanation about the television above defines if it is a kind of electronic gadget. The television also gives the real events when an event is happened with the comment of the broadcaster.

According to Usman and Asnawir the television gives the advantages as follows:⁵⁶

- a) Televisions are live and concrete, also can serve the real event.
- b) Broader the class observation, across the regions and nations.
- c) Can recreate the past events.
- d) Can show the various things.
- e) Use many source of the society.

⁵⁵ *Ibid.*, p. 101.

⁵⁶ *Ibid.*, p. 101-102.

- f) Stimulate the students' interest.
- g) Can train the teachers both in pre-service and in-service training.
- h) The society is invited to participate in growing their attention toward the school.

The disadvantages of television are same with the disadvantages of film in the previous explanation.

In the other hand, Sanaky states the kind of audiovisual media involves three kinds they are television, Video Compact Disc and sound slide.⁵⁷

1. Television

Television is an electronic gadget, basically same with the life picture that consist of picture and sound. The word television refers to a system of work unit at broadcast television, and it cannot merely be seen from its form as hardware. But television can transmitted some message through electronic signal and cable.

2. Video Compact Disc

Video Compact Disc is a medium that can show the moving picture along with the sounds. Video Compact Disc as a learning medium has the characteristics as follows:

- a) Moving picture along with the sounds
- b) It can be used for long distance scope
- c) It has slow motion feature to slow down the fast event that is running

⁵⁷ Hujair A. H Sanaky, *Media Pembelajaran*, p. 103.

3. Sound Slide

Slide is an audiovisual learning medium. Physically, the sound slide is one picture in transparent positive film equipped by frame that projected. The use of it can be combined with cassette audio and can be used itself without narration.

Important to know, the sound slide medium is rarely or even never is used in learning process in the class. Because, sound slide it has an expensive cost and complicated in composing the program, also the sound slide needs teachers' ability to get picture of the object well.

It can be concluded; there many kinds of audiovisual media are a voiced film, television, Video Compact Disc, and sound slide where each of them has advantages and disadvantages. Therefore, as the teacher, can choose and consider the appropriate and possible equipment used to help him in teaching and to improve the students' ability in learning.

G. The Advantages and Disadvantages of Video Compact Disc as an Audiovisual Medium

The use of audiovisual media in teaching learning process recently brings much progress in educational scope. Basically, the functions of technologies which applied in educational scope are purposed to help the teachers attract the students' attention in learning, and also support the students develop their learning achievement. Again, the teaching media is used in order to make higher the quality of teaching learning process.

Specifically the advantages of audiovisual media as follows:⁵⁸

1. It helps the pupil in understanding languages by bringing him in direct contact with objects and things, by bringing the distant things near, by bringing the world into the classroom. They help the student in understanding different cultural backgrounds.
2. Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching.
3. They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
4. They help in formation of language habits by drill, repetition and constant practice.
5. They increase the pupil's experience of language by providing rich variety and better quality.
6. They promote teacher's efficiency by saving time and energy.
7. They provide recreation to the learners.

In the other hand, sometimes the use of audiovisual media in educational scope especially English teaching learning process also brings little disadvantages. The disadvantages of using films and videos as part of audiovisual equipment such as the equipment may malfunction, potential lack of electricity, expensive,

⁵⁸ Paper 8. *Describe how the visual aids can help in teaching languages?*, (Online), (<http://jilaniwarsi.tripod.com/visual.pdf>, accessed on February 15, 2009).

sometimes not applicable to all cultures, and discourages audience participation, except when a discussion follows the presentation.⁵⁹

Related to the use of Video Compact Disc in learning process, the advantages which can be taken by the teachers and learners are:

1. Serve concrete learning object or realistic learning message, then it increases the students learning experience well.
2. Its characteristics as audiovisual media, Video Compact Disc can attract the students' motivation to learn.
3. Video Compact Disc is appropriate to gain the purposes of psychomotor learning.
4. Can decrease the tired of learning, mainly if it is combined by the teaching technique in speech and discussion that is shown.
5. Increase the students' retention toward the object in the study.
6. Portable and easy to distribute.

On the contrary, Video Compact Disc has also the disadvantages as follows:

1. It needs an expensive cost.
2. It needs the electricity then it cannot be applied in any place.
3. The communication is one direction, so it does not give the opportunity to get the feedback.
4. Tend to turn on the entertainment Video Compact Disc so it disturbs the learning situation.

⁵⁹ Adventist, *Visual Aids*, (Online),
(http://circle.adventist.org/download/WAD_VisualAids.pdf, accessed on February 15, 2009).

H. Teaching Listening Using Video Compact Disc as an Audiovisual Medium

Listening is one of the most challenging skill for the students to develop and yet also one of the most important. By developing their ability to listen well, we develop the students' ability to become more independent learner, as by hearing accurately, refine their understanding of grammar and develop their own vocabulary.

The facts in the school, the teachers still get difficulties to increase the students' listening comprehension score. This problem forces the teachers have to find another way to help them in teaching. One of the ways is the use learning media to support the learning activities especially listening.

One of the media in learning activities especially learning a language is Video Compact Disc as an Audiovisual Medium. Video Compact Disc as an Audiovisual Medium in teaching learning is not only emphasized in the concrete experience but also a word. Audiovisual media must not classified in experience of the study but they as a technology that can give concrete experience of the learners.⁶⁰ Audiovisual media are used to stimulate the students' experience and their comprehension in learning.

The teacher who will apply Video Compact Disc as an audiovisual medium in his teaching learning process should aware of choosing the material in the Video Compact Disc. It must consist of related English material. The teacher also should prepare a TV and Video Compact Disc player in his classroom. Finally, the

⁶⁰ Wikipedia, *Audiovisual Education*, (Online),
(http://en.wikipedia.org/wiki/Audiovisual_education, accessed on January 2, 2009).

teacher should have preparation before teaching learning process, as seen in table

2.1.

Table 2.1 Teaching Learning Activities Using Video Compact Disc in Listening Comprehension

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre Activity	<ol style="list-style-type: none"> 1. Greeting 2. Preparation of TV and Video Compact Disc player 3. Giving direction of the learning process 	<ol style="list-style-type: none"> 1. Responding the teacher's greeting 2. The students prepare their stationery 3. The students pay attention to the teacher
2.	While Activity	<ol style="list-style-type: none"> 1. The teacher turns on the Video Compact Disc for the first episode 2. The teacher turns off the Video Compact Disc and give time about 5 minutes to answer the questions 3. The teacher turns on the Video Compact Disc for the second episode 4. The teacher turns off the Video Compact Disc and give time about 5 minutes to answer the questions 5. The teacher turns on the Video Compact Disc for the third episode 6. The teacher turns off the Video Compact Disc and give time about 5 minutes to answer the questions 7. The teacher turns on the Video Compact Disc for the fourth episode 8. The teacher turns off the Video Compact Disc and give time about 5 minutes to answer the questions 	<ol style="list-style-type: none"> 1. The students pay attention to the dialogue in the Video Compact Disc 2. The students answer the questions for number 1 – 5 3. The students pay attention to the dialogue in the Video Compact Disc 4. The students answer the question for number 6 – 10 5. The students pay attention to the dialogue in the Video Compact Disc 6. The students answer the question for number 11 – 15 7. The students pay attention to the dialogue in the Video Compact Disc 8. The students answer the questions for number 16 – 20
3.	Post Activity	<ol style="list-style-type: none"> 1. Conclusion 2. Motivate the students 	<ol style="list-style-type: none"> 1. One of the students concludes the material

		3. Closing	2. The students pay attention to the teacher 3. closing
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I. Experiment Study

The basic idea behind the experimental research is to attempt to account for the influence of a factor or, as in the case of complex designs, of multiple factors conditioning a given situation. In its simple form, the experimental method attempts to control the entire research situation, except for certain variables which then become suspect as the cause of whatever change has taken place within the investigative design.⁶¹

1. The Characteristics of the Experimental Method⁶²

The experimental method deals with the phenomenon of *cause and effect*. We assess the cause and effect dynamic within a closed system of controlled conditions. Essentially, the basic structure of this methodology is simple. We have two situations.

We assess each to establish comparability. Then, we attempt to alter one of these by introducing into it an extraneous dynamic. We reevaluate each situation after the intervening attempt at alteration. Whatever change is not noticed is presumed to have been caused by the extraneous variable. Basically, this is method practiced in research laboratories and is known as the experimental method.

⁶¹ Paul D. Leedy, *Practical Research Planning and Design*. New York: Mc millan Publ., 1974, p. 211.

⁶² *Ibid.*, p 211-212.

2. Queasy-experimental designs⁶³

Thus far, in the experimental designs, we have been emphasizing the importance of randomness of group composition. Life presents certain situations occasionally where random selection and assignment are not possible. Such experiments, carried on under conditions where it is not possible to guarantee randomness, must rely upon designs that are called quasi-experimental designs. In such designs, it is imperative that the researcher be thoroughly aware of the specific variables the design fails to control and to take these into account in the interpretation of the data. The nonrandomized control group pretest-posttest design configuration is similar to the first of the true experimental designs, except for the lack of randomization.

Paradigm for Design VII:

$$\left[\begin{array}{l} O_1 \rightarrow X \rightarrow O_2 \\ O_3 \rightarrow - \rightarrow O_4 \end{array} \right.$$

This design is not to be confused with the pre test-posttest control group design (Design IV) which the composition of the group is randomly chosen. The researcher might well consider the employment of design VII in situations where the true experimental designs (Designs IV, V, and VI) are not feasible. To minimize the differences that might exist between the experimental and the control groups, the researcher might attempt to match as closely as possible and on as many variables as possible the two groups in a kind of quasi-randomization before beginning the experiment.

⁶³ Paul D. Leedy, *Practical Research Planning and Design*, p. 218-219.

There are many situations in educational research in which it is not possible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can always be realized. For instance, in research conducted in a classroom setting, it may not be possible for the experimenter to assign subjects randomly to groups. In this case, one must use designs that will provide as much control as possible under the existing situation. These designs are known as quasi experimental designs and are used where true experimental designs are not feasible.⁶⁴

Although randomized assignment of subject to groups is the ideal, it often is not possible in practice. In a school situation, schedules cannot be disrupted or classes reorganized in order to accommodate the experimenter's study. In this case, it is necessary to use groups as they are already organized into classes.⁶⁵

Table 2.2 Nonrandomized Control-Group, Pretest-Posttest Design

Group	Pretest	Independent Variable	Posttest
E	Y1	X	Y2
C	Y1	-	Y2

Since randomization is not possible, every effort must be made to employ groups that are as equivalent as possible at the beginning of the study. Pretest scores should be analyzed to determine whether the means and standard deviations of the two groups differ significantly. If the scores for the two groups on the pretest are not equivalent, it is possible to proceed with the study and then use the analysis of covariance technique to compensate partially for this lack of equivalency between the groups. Similarity on other relevant extraneous factors,

⁶⁴ Ary Donald and All, *Introduction to Research in Education*, New York, 1979, p. 260.

⁶⁵ *Ibid.*

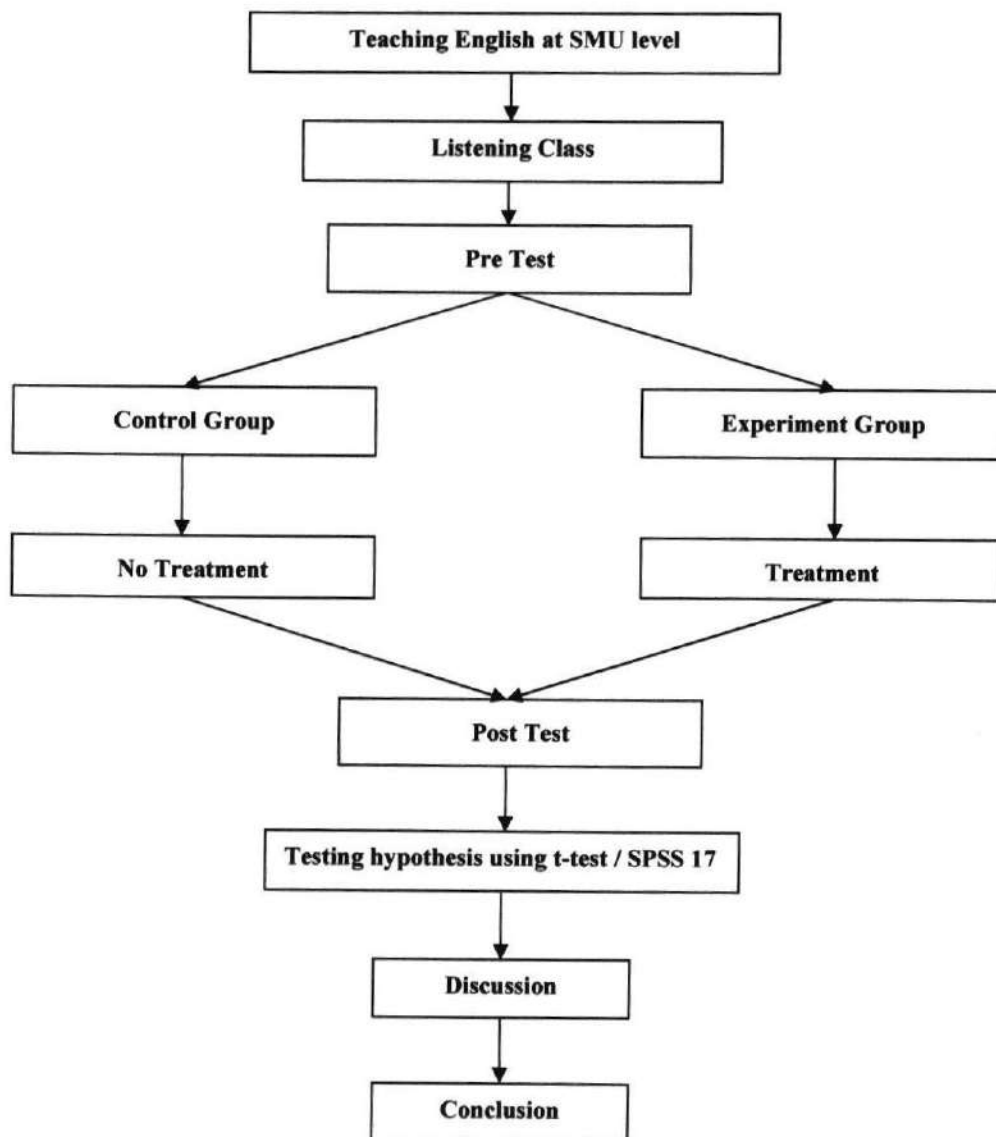
such as sex, age, intelligence tests, and so on, should also be checked. If possible, the experimental treatments should be assigned at random. Flip a coin to determine which is to be the experiment group.⁶⁶

Based on the explanation of the experimental study above, the writer concludes that, basically, the experimental study deals with the phenomenon of *cause and effect*. The researchers assess the cause and effect within a closed system of controlled conditions.

Meanwhile, sometimes life presents certain situations occasionally where random selection and assignment are not possible to be done. Such experiments, which is conducted under conditions where it is not possible to guarantee the randomness, the experiment must be relied on designs that are called quasi-experimental designs.

⁶⁶ *Ibid.*, p. 261

J. Frame of Thinking



K. English Syllabus of *MAN* Model of Palangka Raya

Syllabus is a lesson plan of certain subject. It consists of standard competence, basic competence, main material, teaching learning activity, indicators, evaluation, time allocation, and source of the study.

Eight principles of syllabus development are: 1) Scientific. 2) Relevant. 3) Systematic. 4) Consistent. 5) Good enough to achieve the basic competence. 6) Actual and contextual. 7) Flexible. 8) Totality.

Syllabus development needs some cases to be attention. They are:

1. Syllabus development of English subject is aimed at the development of communication competence in the form of spoken and written integrated four skills as listening, speaking, reading, and writing.
2. High creativity of the teacher is demanded professionally to develop the material and the teaching learning method.
3. The students are demanded to be more active (student centre learning) and the teacher is as the facilitator in the teaching learning activity found in the syllabus.
4. Both activity and learning material are aimed at the region characteristics and contextual.
5. Time allocation in the syllabus is based on the situation and condition of teaching learning activity at every school.
6. Basic competence development in indicator depends on the material, teaching learning activity and the teacher's creativity.

The syllabus of the English subject especially in the listening skill at the tenth grade students in the first semester of *MAN Model of Palangka Raya* can be seen in the appendix 1.

L. Related Studies

The writer found a study which similar in using the same medium with writer's study. It was in using Video Compact Disc in the teaching learning class, entitled "The Effectiveness of Video Compact Disc in Teaching English Vocabulary to the Fourth Grade Students of SDN 1 Bantul In the Academic Year of 2005-2006."⁶⁷ This study was written by Diah Mira Windarni of Ahmad Dahlan University. Windarni analyzed the effect of Video Compact Disc toward vocabulary score in the fourth grade students of SDN 1 Bantul. Windarni stated two problems of the study, they were "How is the teaching English vocabulary carried out using Video Compact Disc and without Video Compact Disc?" and "is teaching English vocabulary using Video Compact Disc more effective than that without video compact disc?"

The result of the study showed that the mean score of pre-test for experimental group was 21.156, SD was 4.833, the mean of post test was 23.118, SD was 4.961 for the control group, the mean of the pre-test was 18.932, SD was 4.486, the mean of the post test was 17.750 and SD was 5.273. the hypothesis, "there is a significant difference between the scores of vocabulary of the fourth grade students of SDN 1 Bantul who are taught by using Video Compact Disc and without Video Compact Disc," was accepted. It was shown by t-observed which

⁶⁷ Diah Mira Windarni, *The Effectiveness of Video Compact Disc in Teaching English Vocabulary to the Fourth Grade Students of SDN 1 Bantul In the Academic Year of 2005-2006*, Yogyakarta: Ahmad Dahlan University, Thesis, Unpublished, 2006.

was higher than t-table. The value of t-observed was 4.249 and the value of t-table was 1.669 in the significance level of 5% in addition, the probability value (p) was lower than 0.05, that is 0.000. Therefore, it could be concluded that the use of VCD was more effective than that without Video Compact Disc in teaching English vocabulary in the fourth grade students of SDN 1 Bantul in the academic year of 2005-2006.

The writer also found a study about listening comprehension, entitled "The Teaching Listening Comprehension by Using a Tape Recorder in the Second Year Students of SLTPN-8 Palangka Raya."⁶⁸ It was written by Norma Parhusip of Palangka Raya State University. The problem of the study was "Are the second year students of SLTPN-8 Palangka Raya able to achieve better result in listening by using a tape recorder as a teaching media?." The study showed that firstly the students' achievement in learning listening comprehension by using a tape recorder in order to identify general information achieved by the students of classes II₄, II₅ and II₆ of SLTPN-8 Palangka Raya was 61.62 where 61.62 was classified as fair mastery level. Secondly, the students' achievement in learning listening comprehension by using a tape recorder in order to identify specific information achieved by class II₄, II₅ and II₆ of SLTPN-8 Palangka Raya was 61.44 where 61.44 was classified as fair mastery level. Thirdly, the students' achievement in learning listening by using a tape recorder in order to identify the whole test namely general and specific information achieved by whole classes i.e

⁶⁸ Norma Parhusip, *The Teaching Listening Comprehension by Using a Tape Recorder in the Second Year Students of SLTPN-8 Palangka Raya*, Palangka Raya: Universitas Palangka Raya, Thesis, Unpublished, 2003.

II₄, II₅ and II₆ of SLTPN-8 Palangka Raya was 61.62 where 61.62 was classified as fair mastery level.

Related to the study about teaching media, therefore, the writer was interested to conduct the study about "The effectiveness of Video Compact Disc toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya." This study was as a modification study of the previous studies above. The problem of the study was "Does Video Compact Disc give effect toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya."

In the study, the writer would analyze the effect of Video Compact Disc toward the students' listening comprehension score. The fundamental difference from the Windarni's study with the writer's study, the study was different in the dependent variable and sample of the study. Meanwhile, the writer's study was different with the study that was written by Norma Parhusip in the medium analyzed and the sample of the study.

CHAPTER III



**THE EFFECTIVENESS OF VIDEO COMPACT
DISC AS AN AUDIOVISUAL MEDIUM
TOWARD THE STUDENTS' LISTENING
COMPREHENSION SCORE**

CHAPTER III

THE EFFECTIVENESS OF VIDEO COMPACT DISC AS AN AUDIOVISUAL MEDIUM TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE

A. Data Presentation

This section described the obtained data of the students' listening comprehension score using Video Compact Disc as an audiovisual medium and without using Video Compact Disc as an audiovisual medium. The presented data consisted of mean, median, modus, standard deviation, standard error, and the figure.

1. Pre Test Score

a. Experiment Group

Table 3.1 Frequency Distribution of the Pre Test Score of the Experiment Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	85-95	2	90	84.5-95.5	6.67	6.67
2	74-84	2	79	73.5-84.5	6.67	13.34
3	63-73	10	68	62.5-73.5	33.33	46.67
4	52-62	9	57	51.5-62.5	30.0	76.67
5	41-51	4	46	40.5-51.5	13.33	90.0
6	30-40	3	35	29.5-40.5	10.0	100.0 = ΣP
Total		$\Sigma F = 30$			$\Sigma P = 100.0$	

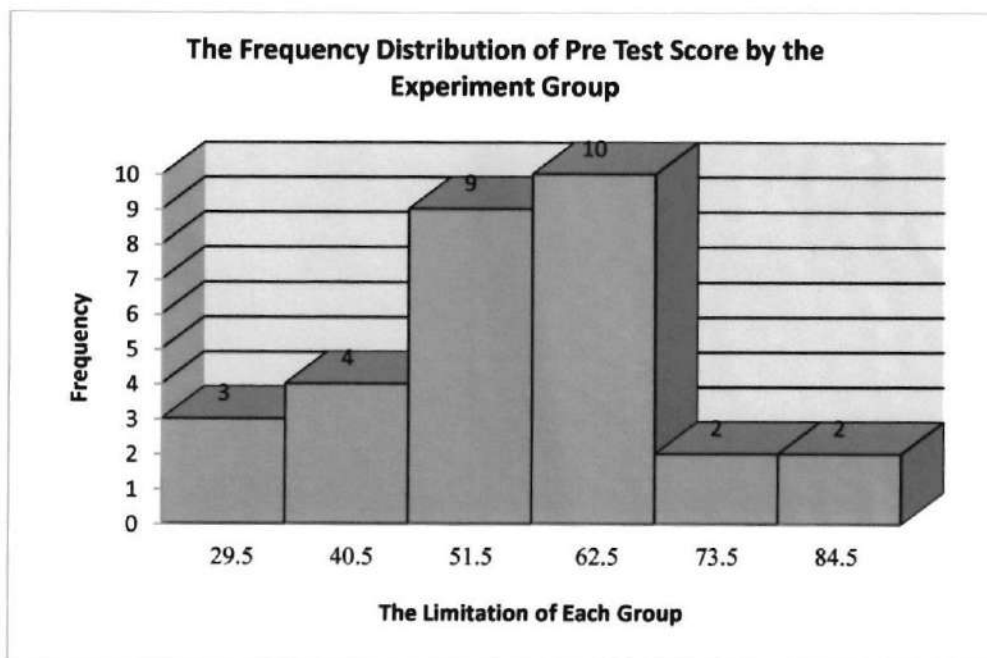


Figure 3.1 The Frequency Distribution of the Pre Test Score of the Experiment Group

It could be seen from the figure 3.1 about the pre test scores of students in experiment group. There were 3 students who got score 29.5 - 40.5. There were 4 students who got score 40.5 - 51.5. There were 9 students who got score 51.5 - 62.5. There were 10 students who got score 62.5 - 73.5. There were 2 students who got score 73.5 - 84.5. There were 2 students who got score 84.5 - 95.5.

Table 3.2 The Table for Calculating Mean, Median, and Modus of the Pre Score of the Experiment Group

Interval	F	x	Fx	x'	Fx'	FKb	FKa
85-95	2	90	180	+3	6	30	2
74-84	2	79	158	+2	4	28	4
63-73	10	68	680	+1	10	26	14
52-62	9	57	513	0	0	16	23
41-51	4	46	184	-1	-4	7	27
30-40	3	35	105	-2	-6	3	30
	$\Sigma F = 30$		$\Sigma Fx = 1820$		10		

The writer calculated the mean, median, and modus of the pre test score of the experiment group. It was found the mean was 60.66, the median was 61.27, and the modus was 58.95.

Table 3.3 The Table for Calculating Standard Deviation and Standard Error of the Pre Test Score of Experiment Group

Interval	F	x	x'	Fx'	Fx' ²
85-95	2	90	+3	6	18
74-84	2	79	+2	4	8
63-73	10	68	+1	10	10
52-62	9	57	0	0	0
41-51	4	46	-1	-4	4
30-40	3	35	-2	-6	12
	$\Sigma F = 30$			10	

It could be found the standard deviation and the standard error of pre test score of experiment group were 14.01 and 2.60.

b. Control Group

Table 3.4 Frequency Distribution of the Pre Test Score of the Control Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	80-88	3	84	79.5-88.5	10.0	10.0
2	71-79	0	75	70.5-79.5	0	10.0
3	62-70	6	66	61.5-70.5	20.0	30.0
4	53-61	12	57	52.5-61.5	40.0	70.0
5	44-52	7	48	43.5-52.5	23.33	93.33
6	35-43	2	39	34.5-43.5	6.67	100.0 = ΣP
Total		$\Sigma F = 30$			$\Sigma P = 100.0$	

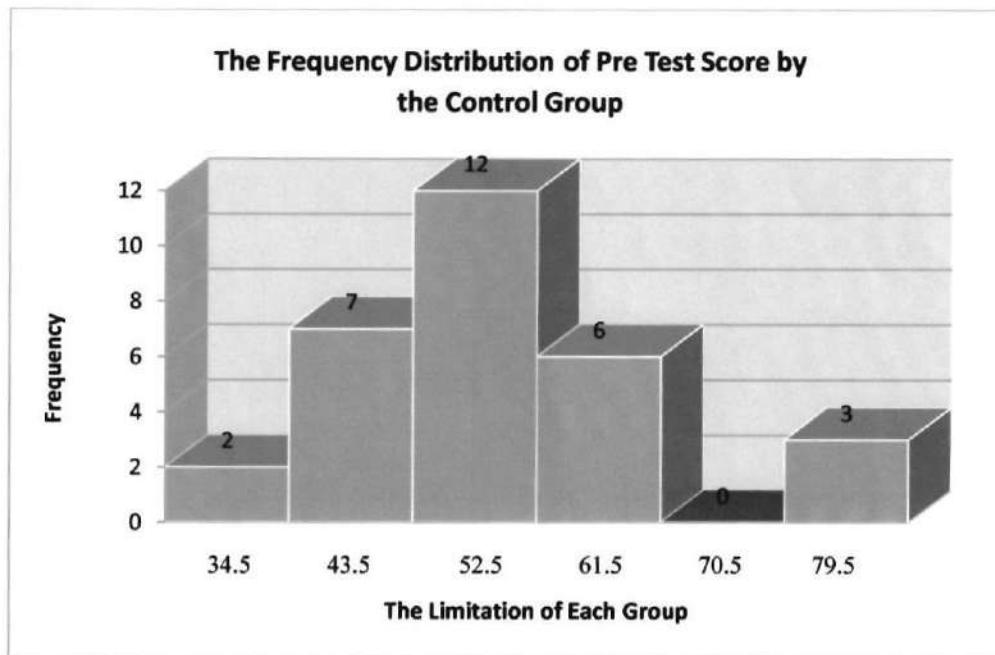


Figure 3.2 The Frequency Distribution of the Pre Test Score of the Control Group

It could be known from the figure 3.2 about the pre test score of the control group. There were 2 students who got score 34.5 - 43.5. There were 7 students who got score 43.5 - 52.5. There were 12 students who got score 52.5 - 61.5. There were 6 students who got score 61.5 - 70.5. There was no one of students who got 70.5 - 79.5. There were 3 students who got score 79.5 - 88.5.

Table 3.5 The Table for Calculating Mean, Median, and Modus of the Pre Test Score of the Control Group

Interval	F	x	Fx	x'	Fx'	FKb	FKa
80-88	3	84	252	+3	9	30	3
71-79	0	75	0	+2	0	27	3
62-70	6	66	396	+1	6	27	9
53-61	12	57	684	0	0	21	21
44-52	7	48	336	-1	-7	9	28
35-43	2	39	78	-2	-4	2	30
	$\Sigma F = 30$		$\Sigma Fx = 1746$		4		

The writer calculated the mean, median, and modus of the pre test score of the control group. It was found the mean was 58.2, the median of was 57, and the modus was 56.65.

Table 3.6 The Table for Calculating Standard Deviation and Standard Error of the Pre Test Score of the Control Group

Interval	F	x	x'	Fx'	Fx' ²
80-88	3	84	+3	9	27
71-79	0	75	+2	0	0
62-70	6	66	+1	6	6
53-61	12	57	0	0	0
44-52	7	48	-1	-7	7
35-43	2	39	-2	-4	8
	$\Sigma F = 30$			4	48

It could be found the standard deviation and the standard error of pre test score of control group were 11.32 and 2.10.

2. Post Test Score

a. Experiment Group

Table 3.7 Frequency Distribution of the Post Test Score of the Experiment Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	90-98	11	94	89.5-98.5	36.67	36.67
2	81-89	3	85	80.5-89.5	10.0	46.67
3	72-80	9	76	71.5-80.5	30.0	76.67
4	63-71	4	67	62.5-71.5	13.33	90.0
5	54-62	1	58	53.5-62.5	3.33	93.33
6	45-53	2	49	44.5-53.5	6.67	100.0 = ΣP
Total		$\Sigma F = 30$			$\Sigma P = 100.0$	

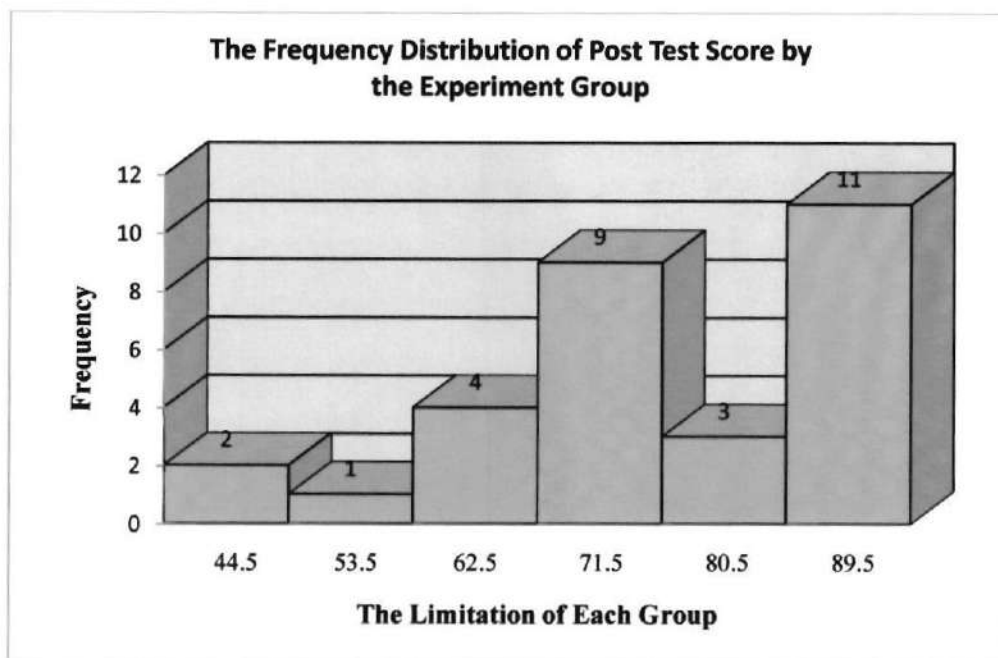


Figure 3.3 The Frequency Distribution of the Post Test Score of the Experiment Group

It could be seen from the figure 3.3 about the post test scores of students in experiment group. There were 2 students who got score 44.5 - 53.5. There was 1 student who got score 53.5 - 62.5. There were 4 students who got score 62.5 - 71.5. There were 9 students who got score 71.5 - 80.5. There were 3 students who got score 80.5 - 89.5. There were 11 students who got score 89.5 - 98.5.

Table 3.8 The Table for Calculating Mean, Median, and Modus of the Post Test Score of the Experiment Group

Interval	F	x	Fx	x'	Fx'	FKb	FKa
90-98	11	94	1034	+3	33	30	11
81-89	3	85	255	+2	6	19	14
72-80	9	76	684	+1	9	16	24
63-71	4	67	268	0	0	6	27
54-62	1	58	58	-1	-1	3	28
45-53	2	49	98	-2	-4	2	30
	$\Sigma F= 30$		$\Sigma Fx=2397$		43		

The writer calculated the mean, median, and modus of the post test score of the experiment group. It was found the mean was 79.9, the median was 89.5, and the modus was 70.6.

Table 3.9 The Table for Calculating Standard Deviation and Standard Error of Post test Score of the Experiment Group

Interval	F	x	x'	Fx'	Fx' ²
90-98	11	94	+3	33	99
81-89	3	85	+2	6	12
72-80	9	76	+1	9	9
63-71	4	67	0	0	0
54-62	1	58	-1	-1	1
45-53	2	49	-2	-4	8
	$\Sigma F = 30$			43	129

It could be found the standard deviation and the standard error of post test score of experiment group was 13.48 and 2.50.

b. Control Group

Table 3.10 Frequency Distribution of the Post Test Score of the Control Group

Class (K)	Interval (I)	Frequency (F)	Midpoint (x)	The Limitation of Each Group	Frequency Relative (%)	Frequency Cumulative (%)
1	85-93	5	89	84.5-93.5	16.67	16.67
2	76-84	6	80	75.5-84.5	20.0	36.67
3	67-75	9	71	66.5-75.5	30.0	66.67
4	58-66	7	62	57.5-66.5	23.33	90.0
5	49-57	2	53	48.5-57.5	6.67	96.67
6	40-48	1	44	39.5-48.5	3.33	100.0 = ΣP
Total		$\Sigma F = 30$			$\Sigma P = 100.0$	

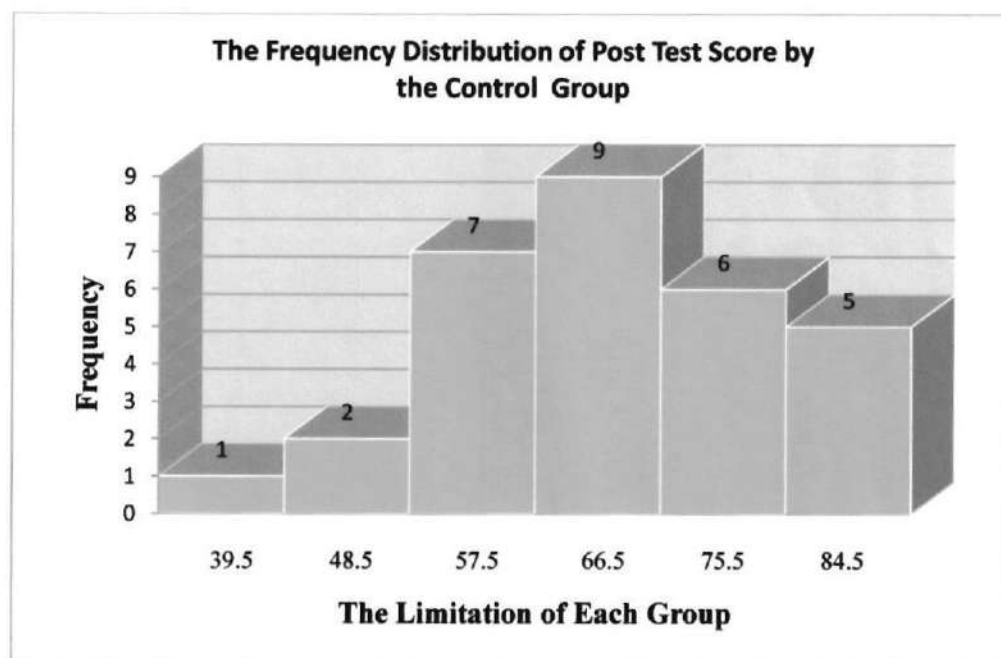


Figure 3.4 The Frequency Distribution of the Post Test of the Control Group

It could be known from the figure 3.4 about the post test score of the control group. There was 1 student who got score 39.5 - 48.5. There were 2 students who got score 48.5 - 57.5. There were 7 students who got score 57.5 - 66.5. There were 9 students who got score 66.5 - 75.5. There were 6 students who got score 75.5 - 84.5. There were 5 students who got score 84.5 - 93.5.

Table 3.11 The Table for Calculating Mean, Median, and Modus of the Post Test Score of the Control Group

Interval	F	x	Fx	x'	Fx'	FKb	FKa
85-93	5	89	445	+3	15	30	5
76-84	6	80	480	+2	12	25	11
67-75	9	71	639	+1	9	19	20
58-66	7	62	434	0	0	10	27
49-57	2	53	106	-1	-2	3	29
40-48	1	44	44	-2	-2	1	30
	$\Sigma F = 30$		$\Sigma Fx = 2148$		32		

The writer calculated the mean, median, and modus of the post test score of the control group. It was found the mean was 71.6, the median was 72.92, and the modus was 64.86.

Table 3.12 The Table for Calculating Standard Deviation and Standard Error of Post Test Score of Control Group

Interval	F	x	x'	Fx'	Fx' ²
85-93	5	89	+3	15	45
76-84	6	80	+2	12	24
67-75	9	71	+1	9	9
58-66	7	62	0	0	0
49-57	2	53	-1	-2	2
40-48	1	44	-2	-2	4
	$\Sigma F = 30$			32	84

It could be found the standard deviation and the standard error of post test score of control group was 11.60 and 2.15.

B. Result of Data Analysis

Testing Hypothesis

The level of significance was set on 5%. In this case, the writer calculated the standard deviation, standard error of X_1 and X_2 , and standard error of differences mean between two variables of X_1 and X_2 before testing hypothesis.

It was found the standard deviation and standard error of X_1 and X_2 in the previous data presentation. It could be seen in the table 3.13.

Table 3.13 The Standard Deviation and Standard Error of X_1 and X_2

Variable	Standard Deviation	Standard Error
X_1	13.48	2.50
X_2	11.60	2.15

Where:

X_1 = Experiment Group

X_2 = Control Group

It could be found the standard error of the differences mean between variable X_1 and X_2 was 3.29. The print-out of the computation was enclosed in the appendix 5.

To examine the truth or the false of null hypothesis that states there is no significance difference between two mean of the sample, a t-test was utilized in this analysis. The result of the t-test could be seen in the table 3.14, and the computation was enclosed in the appendix 5.

Table 3.14 The Result of T-test

Variable	t.o	t.t 5%	df
X_1-X_2	2.522	2.000	58

Note:

X_1 = Experiment Group

X_2 = Control Group

t.o = t observed

t.t = t table

df = degree of freedom

Since the value of t_{observed} (2.522) was higher than the t_{table} in the 5% (2.000) level of significance and the value of t_{observed} (2.522) was lower than the t_{table} in the 1% (2.660) level of significance, it could be interpreted that H_a stating that Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score was accepted and H_o stating that video compact

disc as an audiovisual medium does not give effect toward the students' listening comprehension score was rejected in the 5% level of significance. It meant that video compact disc as an audiovisual medium gives significant effect toward the students' listening comprehension score.

Meanwhile, the writer also applied SPSS 17 program to calculate t-test.

Table 3.15 The Calculation of the Result T-test Using SPSS 17

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Score	Equal variances assumed	.100	.753	2.594	58	.012	8.167	3.148	1.864	14.469
	Equal variances not assumed			2.594	57.111	.012	8.167	3.148	1.862	14.471

The result of the t-test using SPSS 17 also supported the interpretation above that was found the t_{observed} (2.594). It was higher than the t_{table} in the 5% (2.000) level of significance and the value of t_{observed} (2.594) was lower than the t_{table} in the 1% (2.660) level of significance, it could be interpreted that H_a stating that Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score was accepted and H_o stating that Video Compact

Disc as an audiovisual medium does not give effect toward the students' listening comprehension score was rejected in the 5% level of significance. It meant that Video Compact Disc as an audiovisual medium gives significant effect toward the students' listening comprehension score.

C. Discussion

The result of the analysis showed that Video Compact Disc as audiovisual medium had a significant effect toward the students' listening comprehension score. The students who were taught using Video Compact Disc as audiovisual medium reached higher score than those who were taught without using Video Compact Disc as audiovisual medium ($X_1 = 79.9$ and $X_2 = 71.6$). Meanwhile, after the data was calculated using t test it was found that the value of t_{observed} was greater than t_{table} at 0.05 of level significance ($t_{\text{observed}} = 2.522 > t_{\text{table}} = 2.000$) and SPSS 17 = ($t_{\text{observed}} = 2.594 > t_{\text{table}} = 2.000$). This finding indicated that the alternative hypothesis stating that Video Compact Disc as an audiovisual medium gives effect to the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya was accepted. On the contrary, the null hypothesis stating that Video Compact Disc as an audiovisual medium does not give effect to the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya was rejected.

This statistical finding was suitable with the theories as stated in chapter II. Listening that is defined as the ability to identify what other are saying, involves understanding a speaker's accent or pronunciation, his grammar, his vocabulary

and grasping his meaning.⁶⁹ It is difficult skill to be mastered by the students. Listening comprehension needs the good teaching aids to make the students get easy to learn.

In the teaching learning process of listening comprehension, there are many barriers that faced by the students. In identifying and understanding the four things (accent or pronunciation, grammar, vocabulary, and meaning) simultaneously is not an easy effort to do. The students mostly get barriers from the four sources stated by Nunan as the message, the speaker, the listener and physical setting.⁷⁰

The teaching learning process of listening comprehension in the school is mostly dominated by the tape centered. Apparently, sometimes the teachers are not aware if this media can make the barriers through the physical setting side. Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning.

Because of the reason above, it was important to try other better media in which could help the students in identifying, understanding the meaning and improving the students' listening comprehension score through the combination aid of visual and aural environmental clues. One of the media could be used was Video Compact Disc as an audiovisual medium, which could be applied by the teachers to deliver concept, ideas, experience and it could be seen and heard.

⁶⁹ Fan Yagang, *Teacher Development Making Right Moves*, p. 189.

⁷⁰ David Nunan, *Language Teaching Methodology*, p. 24-25.

The research findings supported the statement that Video Compact Disc gives effect toward the students' listening comprehension score. The effectiveness of Video Compact Disc in improving the students' listening comprehension score could be seen from the differentiation of students' score of control and experiment group. The effectiveness of Video Compact Disc could be outlined as follows:

First, Video Compact Disc in teaching listening comprehension is more interesting because it gives the aural and visual environmental clues at once, so that the students get easy to identify and understand the meaning.

Second, the teachers can attract the students' motivation and interest in learning listening comprehension by playing the materials that interesting during the process of learning.

Third, the using Video Compact Disc as an audiovisual medium to improve the students' listening comprehension score seems appropriate for the students with low ability in listening comprehension. Because of that, they will get the easier learning by seeing the visual than only listen the sounds from the cassette.

CHAPTER IV



CLOSING

CHAPTER IV

CLOSING

After getting the result of the analysis, it was the turn for the writer to answer the problem of the study. By analyzing the data, the problem of the study could be answered as follows:

A. Conclusion

The problem of the study as stated in chapter I was does Video Compact Disc as an audiovisual medium give effect to the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya.

Based on the result of data analysis from the students' gained score of listening comprehension test from experiment group, which was taught using Video Compact Disc and the gained score of control group, which was taught without using Video Compact Disc were significantly different ($t_{\text{observed}} = 2.522 > t_{\text{table}} = 2.000$) and SPSS 17 = ($t_{\text{observed}} = 2.594 > t_{\text{table}} = 2.000$) at 5% level of significance. This indicated that the alternative hypothesis (H_a) stating that Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya was accepted. Meanwhile, the null hypothesis (H_o) stating that Video Compact Disc as an audiovisual medium does not give effect toward the students' listening comprehension score of the tenth grade students at *MAN* Model of Palangka Raya was rejected.

The implication of the result was that Video Compact Disc as an audiovisual medium gives effect toward the students' listening comprehension score. It could be seen from the significant difference from the students' score of experiment group and control group. It meant that if the students were taught using Video Compact Disc as an audiovisual medium in listening comprehension, therefore, the students' listening comprehension score would get a higher score than the use of usual media. On the contrary, if the students were taught without using Video Compact Disc as an audiovisual medium in listening comprehension, the students' listening comprehension score was lower than the use of Video Compact Disc as an audiovisual medium.

In spite of the result that Video Compact Disc had a significant effect toward the students' listening comprehension score, yet the result of the study was not perfectly significant. Because, before the students learnt listening comprehension using Video Compact Disc, they had already learnt English. This case, gave a little influence toward their own skill in listening comprehension.

B. Suggestion

In line with the conclusion, the writer would like to propose the following suggestions that hopefully would be great to use for the tenth grade students at *MAN Model of Palangka Raya*, the teachers and the researchers. Three suggestions were proposed in the study.

1. For the students

For the students, when they used the Video Compact Disc as an audiovisual medium to improve their listening comprehension score, it was recommended

they had to refine their other English skills such as the mastery of vocabulary, grammar, and pronunciation. Moreover, the students might also do more listening comprehension exercises if they wanted to improve their listening comprehension score.

2. For the teachers

It was no doubt that Video Compact Disc as an audiovisual medium could be used to teach listening comprehension. Therefore, it was recommended that the teacher could motivate and train the students to learn listening comprehension more.

3. For the researchers

This study was an experimental design with applying Video Compact Disc as an audiovisual medium that was experimented its effectiveness toward the students' listening comprehension. For other researchers who would like to conduct the study related to the listening comprehension, there were many media and techniques to be studied such as another audiovisual medium like from computer, internet, television, etc.

This study was focused on the tenth grade students at *MAN* Model of Palangka Raya. It was possible for other researchers to conduct the same study as the writer conducted with the different grade in the school. The result of such study hopefully could verify the present study and could find the newest finding of listening comprehension teaching strategies.

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APPENDICES



**THE EFFECTIVENESS OF VIDEO COMPACT
DISC AS AN AUDIOVISUAL MEDIUM
TOWARD THE STUDENTS' LISTENING
COMPREHENSION SCORE OF THE
TENTH GRADE STUDENTS
AT MAN MODEL OF
PALANGKA RAYA**

APPENDICES



THE EFFECTIVENESS OF VIDEO COMPACT
DISC AS AN AUDIOVISUAL MEDIUM
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PALANGKA RAYA

Appendix 1: English Syllabus

English Syllabus of *MAN* Model of Palangka Raya

Standard Competence	Basic Competence	Material	Learning Activity	Indicator	Evaluation	Time Allocation	Sources
1	2	3	4	5	6	7	8
Listening Understanding the meaning in transactional and interpersonal conversation in daily life context.	Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave-taking, agreeing of invitation/offering, accepting and refusing appointment.	<ul style="list-style-type: none"> Introducing, meeting/leave-taking Example: A: Pleased to meet you! B: Pleased to meet you too! Offering/invitation Example: A: Come to my party. B: Thanks for the invitation. Accepting an appointment Example: A: I'll get you the book. B: It's very kind of you. Refusing an appointment Example: A: I'm sorry I can't make it. B: That's OK. We'll do it some other time. 	<p>Listen to the interpersonal/transactional conversation through tape classically</p> <p>Discuss some other speech act used in heard conversation in pair</p> <p>Discuss the responding to the heard speech act in group</p>	<ul style="list-style-type: none"> Identify the meaning of the introducing speech act. Respond the introducing speech act Identify the meaning of offering/invitation speech act. Respond the offering/invitation speech act. Identify the meaning of accepting an appointment speech act. Respond the accepting an appointment speech act. Identify the meaning of refusing an appointment speech act. Respond the refusing an appointment speech act. 	Quiz, Written test, Assignment	2x45	www.Esl-lab Cassette CD
						2x45	
						4x45	

1	2	3	4	5	6	7	8
Listening Understanding short functional and simple monolog text in form of recount, narrative and procedure in daily life context.	Responding the meaning of simple short functional spoken text accurately (announcement, invitation, advertisement) formal and informal and acceptable in daily life context.	Spoken Announcement Related vocabulary of announcement	Identify some spoken announcement in general place in group. Listen the announcement through tape classically Discuss the content and the used form of language in group	<ul style="list-style-type: none"> Identify topic of spoken announcement Identify the certain information in the announcement Identify the purpose of the heard announcement 	Quiz, Written test, Assignment.	2x45 2x45 2x45	www.Esl-lab Cassette CD
1	2	3	4	5	6	7	8
Listening Understanding short functional and simple monolog text in form of recount, narrative and procedure in daily life context.	Responding the meaning in the simple monolog text used various spoken language accurately, fluently, and acceptable in daily life context: recount, narrative and procedure	Spoken recount text Spoken narrative text Spoken procedure text	Listen to the story/ procedure to do something to find some information individually. Discuss the difference between	<ul style="list-style-type: none"> Identify the main idea from the heard text Identify the character in the heard story Identify the time sequence in the text Identify the happened thing Identify the material in the procedure text Identify the purpose of 	Quiz, Written test, Assignment.	3x45 3x45	www.Esl-lab Cassette CD

			<p>spoken and written language in group</p> <p>Discuss in group to compose a story then retell it continually</p>	<p>the heard communication text</p>		4x45	
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Appendix 2: Lesson Plan

LESSON PLAN

Name of School	: MAN Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XA/I
Group	: Experiment
Performance	: First Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

D. Indicator

The students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 1 produced by Emperor Edutainment.

F. Media

- VCD
- Laptop
- LCD
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on VCD3. Turn off VCD and order the students to answer the questions4. Turn on VCD5. Turn off VCD and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

Greeting

Formal greeting:

- Good morning (until about lunch time, or before 12 a.m.).
- Good afternoon (12-6 p.m.)
- Good evening (until about 9 p.m.)
- Good morning, sir.

Note: Do not use "Good day", except in Australia.

Informal greeting:

- Hi, Lizzy!
- Morning, Jim!
- Hello.

Initial greetings:

- How are you?
- How's it going?
- How's life?

Responding to initial greetings:

- Very well, thank you and how are you?
- I'm good/okay/alright.
- Very well, thank you.
- Oh, pretty good.
- Not too bad, thanks.
- Fine, thanks.
- Excellent.

Pre-closing:

- OK then. . .
- I've got to go now.
- So, I'll see you next week.
- I think I'd better be going now.
- Well, it's time for me to leave.
- I think it's already late at night.
- I must be going home.

Introducing

Pada umumnya setelah pengucapan salam, selanjutnya diikuti dengan salam perkenalan (introducing) apabila orang yang diberi salam baru pertama kali dijumpai, yaitu:

- How do you do? (salam kenal)

Example:

- Smith : Good morning, sir!
- Mr. Edi : Good morning!
- Smith : How do you do?
- Mr. Edi : How do you do?
- Smith : My name is Smith.
- Mr. Edi : I am Edi.
- Smith : It's a pleasure to meet you.

LESSON PLAN

Name of School	: MAN Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XA/I
Group	: Experiment
Performance	: Second Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

D. Indicator

The students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 2 produced by Emperor Edutainment.

F. Media

- VCD
- Laptop
- LCD
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the VCD3. Turn off the VCD and order the students to answer the questions4. Turn on the VCD5. Turn off the VCD and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

Leave-Taking

Closing/leave-taking:

- Goodbye (formal/informal).
- Bye-bye; Bye: Bye now; See you. Take care.
- See you later --- Fine
- See you soon --- OK
- See you tonight --- All right
- Good night (after 8 p. m. or retiring to bed)

Note: Do not use "Good evening" for leave-taking. Use "good night".

Goodbye John, and all the best (to someone who's leaving for a long time).

Goodbye Peter and good luck (to someone who's leaving for a long time).

Expressing thanks

Expressing gratitude:

- Thank you.
- Thanks.
- Thank you very much.
- Many thanks.
- Thanks a lot.
- I thank you.
- I'm very much obligated to you.
- Thank you for your kindness.
- Thanks for everything.
- Thanks for (your help).

Showing gratitude when refusing:

- Thanks anyway.
- No, thank you.
- No, thanks.

LESSON PLAN

Name of School	: <i>MAN</i> Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XA/I
Group	: Experiment
Performance	: Third Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

D. Indicator

The students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

E. Sources

- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 3 produced by Emperor Edutainment.

F. Media

- VCD
- Laptop
- LCD
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the VCD3. Turn off the VCD and order the students to answer the questions4. Turn on the VCD5. Turn off the VCD and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

APPOINTMENT

Asking for an appointment

(formal situations)

I would like to arrange an appointment to discuss....

Please would you indicate a suitable time and place to meet?

(neutral)

Would it be possible to meet (on a date) at your / our offices to discuss...?

(informal)

Can we meet (up) to talk about...?

Agreeing to an appointment

(formal)

Thank you for your email. I would be available to discuss.... on (date) at (time and place)

(neutral / informal)

Tuesday sounds fine. Shall we say around (time) at (place)?

Yes, Thursday is fine.

Thursday suits me.

Thursday would be perfect.

Cancelling an appointment

(formal)

Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.

Would it be possible to arrange another time later in the week?

(neutral)

I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up

Cancelling an appointment

(informal)

Would you be free to meet early next week?

You know we were going to meet next Friday? Well, I'm very sorry, but something urgent has come up.

I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?

Something has just cropped up and I won't be able to meet you this afternoon. Can we make another time?

LESSON PLAN

Name of School	: MAN Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XA/I
Group	: Experiment
Performance	: Fourth Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

D. Indicator

The students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 4 produced by Emperor Edutainment.

F. Media

- VCD
- Laptop
- LCD
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the VCD3. Turn off the VCD and order the students to answer the questions4. Turn on the VCD5. Turn off the VCD and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

Offering

Offering to older people:

- Would you like a cup of coffee, Mr. Green?
- Should I get you a bottle of water?
- Could I offer you a glass of lemonade, Mrs. Lina?
- Would you care for some salad?

Offering to friends:

- Want some?
- Have some.
- Chocolate?
- Glass of lemonade?
- Grab some for yourself.

Less formal expressions:

- Would you like to have a pancake?
- Why don't you have some lemonade?
- What can I get for you?
- What will you have?

Declining an offer:

- No, thanks.
- No, I really won't, thank you.
- Not for me thanks.
- No, thanks. I'm not hungry.

Accepting an offer:

- Thank you.
- Yes, please.
- I'd like it very much.
- Thank you, I would.
- That would be very nice.

LESSON PLAN

Name of School	: <i>MAN</i> Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XA/I
Group	: Experiment
Performance	: Fifth Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

D. Indicator

The students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

E. Sources

- Living English Daily Conversation (375/VCD/SU/3.2010/2005) Episode 5 produced by Emperor Edutainment.

F. Media

- VCD
- Laptop
- LCD
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the VCD3. Turn off the VCD and order the students to answer the questions4. Turn on the VCD5. Turn off the VCD and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

1. The Nationality

There are different words for countries and nationalities.

Ada perbedaan kata untuk Negara dan kebangsaan.

For example:

I'm from Australia. (Country/Negara)

I'm Australian. (Nationality/kebangsaan)

I come from Indonesia. (Country)

I'm Indonesian. (Nationality)

In English, many nationality names are made by adding the ending 'n' to the country name.

Korea/Korean

Indonesia/Indonesian

Malaysia/Malaysian

Sometimes we add 'ese' to the country name

Vietnam/Vietnamese

Japan/Japanese

But there are exceptions:

England/English

Thailand/Thai

2. The Age

When asked our age, usually we just say a number.

How old are you?

I'm twenty-one

We can also ask:

What is your age?

And also answer:

I'm twenty-one years.

Or: I'm twenty-one years old.

Or: I'm Twenty-one years of age.

Or: My age is twenty-one.

LESSON PLAN

Name of School	: <i>MAN</i> Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XA/I
Group	: Experiment
Performance	: Sixth Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

D. Indicator

The students are able to answer the questions from the conversation correctly from the VCD as an audiovisual medium.

E. Sources

- Living English Daily Conversation (731/VCD/R/3.2010/2005) Episode 21 produced by Emperor Edutainment.

F. Media

- VCD
- Laptop
- LCD
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the VCD3. Turn off the VCD and order the students to answer the questions4. Turn on the VCD5. Turn off the VCD and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

1. Catching the buses and trains

To find out if a bus or train is going where you want you can ask:

Does this bus go to the beach?

Does this bus go to the university?

If you are asking at a station or a bus stop for the bus or train you want, you say:

Which bus goes to the beach?

On the bus or train:

Does this bus go to the beach?

2. How Questions

Here are some common questions using how.

How long will you be?

Berapa lama anda akan disana?

This means how much time you will spend doing something.

Ini berarti berapa banyak waktu yang akan anda habiskan dalam melakukan sesuatu.

For Example:

About an hour.

LESSON PLAN

Name of School	: <i>MAN</i> Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XB/I
Group	: Control
Performance	: First Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the cassette.

D. Indicator

The students are able to answer the questions from the conversation correctly from the cassette.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 1 produced by Emperor Edutainment.

F. Media

- Cassette
- Laptop
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the cassette3. Turn off the cassette and order the students to answer the questions4. Turn on the cassette5. Turn off the cassette and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

Greeting

Formal greeting:

- Good morning (until about lunch time, or before 12 a.m.).
- Good afternoon (12-6 p.m.)
- Good evening (until about 9 p.m.)
- Good morning, sir.

Note: Do not use "Good day", except in Australia.

Informal greeting:

- Hi, Lizzy!
- Morning, Jim!
- Hello.

Initial greetings:

- How are you?
- How's it going?
- How's life?

Responding to initial greetings:

- Very well, thank you and how are you?
- I'm good/okay/alright.
- Very well, thank you.
- Oh, pretty good.
- Not too bad, thanks.
- Fine, thanks.
- Excellent.

Pre-closing:

- OK then. . .
- I've got to go now.
- So, I'll see you next week.
- I think I'd better be going now.
- Well, it's time for me to leave.
- I think it's already late at night.
- I must be going home.

Introducing

Pada umumnya setelah pengucapan salam, selanjutnya diikuti dengan salam perkenalan (introducing) apabila orang yang diberi salam baru pertama kali dijumpai, yaitu:

- How do you do? (salam kenal)

Example:

- Smith : Good morning, sir!
- Mr. Edi : Good morning!
- Smith : How do you do?
- Mr. Edi : How do you do?
- Smith : My name is Smith.
- Mr. Edi : I am Edi.
- Smith : It's a pleasure to meet you.

LESSON PLAN

Name of School	: <i>MAN</i> Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XB/I
Group	: Control
Performance	: Second Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the cassette.

D. Indicator

The students are able to answer the questions from the conversation correctly from the cassette.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 2 produced by Emperor Edutainment.

F. Media

- Cassette
- Laptop
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the cassette3. Turn off the cassette and order the students to answer the questions4. Turn on the cassette5. Turn off the cassette and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

Leave-Taking

Closing/leave-taking:

- Goodbye (formal/informal).
- Bye-bye; Bye: Bye now; See you. Take care.
- See you later --- Fine
- See you soon --- OK
- See you tonight --- All right
- Good night (after 8 p. m. or retiring to bed)

Note: Do not use "Good evening" for leave-taking. Use "good night".

Goodbye John, and all the best (to someone who's leaving for a long time).

Goodbye Peter and good luck (to someone who's leaving for a long time).

Expressing thanks

Expressing gratitude:

- Thank you.
- Thanks.
- Thank you very much.
- Many thanks.
- Thanks a lot.
- I thank you.
- I'm very much obligated to you.
- Thank you for your kindness.
- Thanks for everything.
- Thanks for (your help).

Showing gratitude when refusing:

- Thanks anyway.
- No, thank you.
- No, thanks.

LESSON PLAN

Name of School	: <i>MAN</i> Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XB/I
Group	: Control
Performance	: Third Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the cassette.

D. Indicator

The students are able to answer the questions from the conversation correctly from the cassette.

E. Sources

- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 3 produced by Emperor Edutainment.

F. Media

- Cassette
- Laptop
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the cassette3. Turn off the cassette and order the students to answer the questions4. Turn on the cassette5. Turn off the cassette and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

APPOINTMENT

Asking for an appointment

(formal situations)

I would like to arrange an appointment to discuss....

Please would you indicate a suitable time and place to meet?

(neutral)

Would it be possible to meet (on a date) at your / our offices to discuss...?

(informal)

Can we meet (up) to talk about...?

Agreeing to an appointment

(formal)

Thank you for your email. I would be available to discuss.... on (date) at (time and place)

(neutral / informal)

Tuesday sounds fine. Shall we say around (time) at (place)?

Yes, Thursday is fine.

Thursday suits me.

Thursday would be perfect.

Cancelling an appointment

(formal)

Unfortunately, due to some unforeseen business, I will be unable to keep our appointment for tomorrow afternoon.

Would it be possible to arrange another time later in the week?

(neutral)

I'm afraid that I have to cancel our meeting on Wednesday, as something unexpected has come up

Cancelling an appointment

(informal)

Would you be free to meet early next week?

You know we were going to meet next Friday? Well, I'm very sorry, but something urgent has come up.

I'm afraid that I'm not going to be able to meet you after all. Can we fix another time?

Something has just cropped up and I won't be able to meet you this afternoon. Can we make another time?

LESSON PLAN

Name of School	: MAN Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XB/I
Group	: Control
Performance	: Fourth Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the cassette.

D. Indicator

The students are able to answer the questions from the conversation correctly from the cassette.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (407/VCD/R/12.2009/2005) Episode 4 produced by Emperor Edutainment.

F. Media

- Cassette
- Laptop
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the cassette3. Turn off the cassette and order the students to answer the questions4. Turn on the cassette5. Turn off the cassette and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

Offering

Offering to older people:

- Would you like a cup of coffee, Mr. Green?
- Should I get you a bottle of water?
- Could I offer you a glass of lemonade, Mrs. Lina?
- Would you care for some salad?

Offering to friends:

- Want some?
- Have some.
- Chocolate?
- Glass of lemonade?
- Grab some for yourself.

Less formal expressions:

- Would you like to have a pancake?
- Why don't you have some lemonade?
- What can I get for you?
- What will you have?

Declining an offer:

- No, thanks.
- No, I really won't, thank you.
- Not for me thanks.
- No, thanks. I'm not hungry.

Accepting an offer:

- Thank you.
- Yes, please.
- I'd like it very much.
- Thank you, I would.
- That would be very nice.

LESSON PLAN

Name of School	: MAN Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XB/I
Group	: Control
Performance	: Fifth Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the cassette.

D. Indicator

The students are able to answer the questions from the conversation correctly from the cassette.

E. Sources

- Living English Daily Conversation (375/VCD/SU/3.2010/2005) Episode 5 produced by Emperor Edutainment.

F. Media

- Cassette
- Laptop
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the cassette3. Turn off the cassette and order the students to answer the questions4. Turn on the cassette5. Turn off the cassette and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

I. Evaluation

Written Test

1. The Nationality

There are different words for countries and nationalities.

Ada perbedaan kata untuk Negara dan kebangsaan.

For example:

I'm from Australia. (Country/Negara)

I'm Australian. (Nationality/kebangsaan)

I come from Indonesia. (Country)

I'm Indonesian. (Nationality)

In English, many nationality names are made by adding the ending 'n' to the country name.

Korea/Korean

Indonesia/Indonesian

Malaysia/Malaysian

Sometimes we add 'ese' to the country name

Vietnam/Vietnamese

Japan/Japanese

But there are exceptions:

England/English

Thailand/Thai

2. The Age

When asked our age, usually we just say a number.

How old are you?

I'm twenty-one

We can also ask:

What is your age?

And also answer:

I'm twenty-one years.

Or: I'm twenty-one years old.

Or: I'm Twenty-one years of age.

Or: My age is twenty-one.

LESSON PLAN

Name of School	: MAN Model of Palangka Raya
Subject	: English
Topic	: Listening
Sub Topic	: Living English Daily Conversation
Class/Semester	: XB/I
Group	: Control
Performance	: Sixth Meeting

A. Standard Competence

Understanding the meaning in transactional and interpersonal conversation in daily life context.

B. Basic Competence

Responding the meaning in transactional (to get things done) and interpersonal (socializing), formal and informal conversation accurately, fluently and acceptable using simple spoken languages in daily life context and involving speech act: introducing, meeting/leave taking, agreeing of invitation, accepting and refusing appointment.

C. The Goal of Teaching Learning Process

To make the students are able to answer the questions from the conversation correctly from the cassette.

D. Indicator

The students are able to answer the questions from the conversation correctly from the cassette.

E. Sources

- Look Ahead an English Course for Senior High School Students Year X produced by Erlangga.
- Living English Daily Conversation (731/VCD/R/3.2010/2005) Episode 21 produced by Emperor Edutainment.

F. Media

- Cassette
- Laptop
- Sound System
- Whiteboard
- Handout

G. Methods

Lecturing and assignment

H. Teaching Learning Activities

No.	Steps	Teacher's Activities	Students' Activities
1.	Pre-Activity	<ol style="list-style-type: none">1. Greeting2. Preparation3. Giving direction of the teaching learning Process	<ol style="list-style-type: none">1. Responding the teacher's greeting2. Preparation of the students' stationery3. Paying attention to the teacher
2.	While Activity	<ol style="list-style-type: none">1. Telling the related expression2. Turn on the cassette3. Turn off the cassette and order the students to answer the questions4. Turn on the cassette5. Turn off the cassette and order the students to answer the questions	<ol style="list-style-type: none">1. Paying attention to the teacher2. Paying attention to the conversation3. Answer the questions4. Paying attention to the conversation5. Answer the questions
3.	Post-Activity	<ol style="list-style-type: none">1. Conclusion2. Motivation for the students3. Closing	<ol style="list-style-type: none">1. One of the students concludes the material2. Paying attention to the teacher3. closing

J. Evaluation

Written Test

1. Catching the buses and trains

To find out if a bus or train is going where you want you can ask:

Does this bus go to the beach?

Does this bus go to the university?

If you are asking at a station or a bus stop for the bus or train you want, you say:

Which bus goes to the beach?

On the bus or train:

Does this bus go to the beach?

2. How Questions

Here are some common questions using how.

How long will you be?

Berapa lama anda akan disana?

This means how much time you will spend doing something.

Ini berarti berapa banyak waktu yang akan anda habiskan dalam melakukan sesuatu.

For Example:

About an hour.

Research Schedule

Day/Date	Meeting	Class/Group	Material
Wednesday July 22, 2009	-	XE	Instrument try out of Pre Test Questions
Monday July 27, 2009	-	XC	Instrument try out of Post Test Questions
Tuesday July 28, 2009	-	XA/Experiment Group	Pre Test
Thursday July 30, 2009	1	XA/Experiment Group	Exercise 1 Using VCD as an Audiovisual Medium
Thursday July 30, 2009	2	XA/Experiment Group	Exercise 2 Using VCD as an Audiovisual Medium
Tuesday August 4, 2009	3	XA/Experiment Group	Exercise 3 Using VCD as an Audiovisual Medium
Tuesday August 4, 2009	4	XA/Experiment Group	Exercise 4 Using VCD as an Audiovisual Medium
Thursday August 6, 2009	5	XA/Experiment Group	Exercise 5 Using VCD as an Audiovisual Medium
Thursday August 6, 2009	6	XA/Experiment Group	Exercise 6 Using VCD as an Audiovisual Medium
Tuesday August 11, 2009	-	XA/Experiment Group	Post Test
Thursday July 23, 2009	-	XB/Control Group	Pre Test

Tuesday July 28, 2009	1	XB/Control Group	Exercise 1 without VCD as an Audiovisual Medium
Tuesday July 28, 2009	2	XB/Control Group	Exercise 2 without VCD as an Audiovisual Medium
Thursday July 30, 2009	3	XB/Control Group	Exercise 3 without VCD as an Audiovisual Medium
Thursday July 30, 2009	4	XB/Control Group	Exercise 4 without VCD as an Audiovisual Medium
Tuesday August 4, 2009	5	XB/Control Group	Exercise 5 without VCD as an Audiovisual Medium
Tuesday August 4, 2009	6	XB/Control Group	Exercise 6 without VCD as an Audiovisual Medium
Tuesday August 11, 2009	-	XB/Control Group	Post Test

Appendix 3: Name List

Name List of Try Out for Pre Test Questions

No.	Names
1.	Agus Suryani
2.	Ahmad
3.	Ahmad Ridho
4.	Akhmad Rezky
5.	Alfan F.
6.	Ananda P.
7.	Arief
8.	Arul
9.	Aulia M.
10.	Desi Musrifah
11.	Dini
12.	Eka Witasari
13.	Fitriana
14.	Hasaniah K.
15.	Khadijah
16.	Khairunnisa
17.	Khoiridatul B.
18.	Kurniati
19.	Meilin Anshor N.
20.	M. Fernando
21.	M. Ilham
22.	Naily Arifah
23.	Nor Hikmah
24.	Nur Anisa
25.	Nur Rahmah
26.	Ramadhani
27.	Raudhatul Jannah
28.	Rini A
29.	Rusma
30.	Siswanto

Name List of Try Out for Post Test Questions

No.	Names
1.	Abdan Ratomi
2.	Amelia
3.	Anggalana WP.
4.	Antika Ramadhana
5.	Ardiansyah
6.	Arif Rachman
7.	Ayto Septa F.
8.	Dewi Meei PY.
9.	Dini Selvia Maulida
10.	Emi Rahayu
11.	Febilia Anggraeni
12.	Fitri R.
13.	Gusmawansyah
14.	Ibrahim Thoimi
15.	Maulana AR.
16.	Minasyi S.
17.	M. Ifan Ramadani
18.	Muhammad Nordin
19.	M. Ridho Panji P.
20.	Mahim Matul K.
21.	Nanda Aulia
22.	Noraini
23.	Noor Azizah
24.	Nuryadi
25.	Nurul H. Soleha
26.	Rubiyati
27.	Ryza Putri Sacchariva
28.	Siti Maria U.
29.	Suyati
30.	Syamsiah

Name List of Experiment Group

No.	Names
1.	Ahmad Aspihani
2.	Ahmad Bilal Almagribi
3.	A. Ghajali
4.	Anida Rahmah
5.	Aulia Rahmah
6.	Aulia Rahman
7.	Cici Leda
8.	Eka Nur Aini
9.	Hairunsyah
10.	Hanum Soraya
11.	Hasim Sanawi
12.	Ike Novita Sari
13.	Megawati
14.	M. Fikri Amiruddin
15.	M. Latif
16.	M. Muslim
17.	Nabila Huda
18.	Nanik Wulandari
19.	Nauri Wardani
20.	Nurdiah
21.	Oktavianus R. R
22.	Rani Suprpti G. A
23.	Ray Agustini
24.	Rini Alfiani
25.	Rizsa Minarsih
26.	Siti Ardiana
27.	Siti Helmiyah
28.	Sutirah
29.	Windya N. M
30.	Yudi Hartono

Name List of Control Group

No.	Names
1.	Abdul Shomad
2.	Aditya Panji Pratama
3.	Ahmad Yasin
4.	Al Fajrin
5.	Alfian Nur Ihsan
6.	Amelia Riska Andriani
7.	Dede Zasqiya Ashaba
8.	Desi Purwanti
9.	Fathul Jannah
10.	Firman Ramadhani S.
11.	Grandaes Yudistira
12.	H. Abdul Karim
13.	Khairil Anwar
14.	Khairunnisa Fajaryanti
15.	Koko Hadi Setiawan
16.	Mardiyah
17.	Maroatus Solehah
18.	Maulina Putri Aqmi
19.	Mellina Ayu Pratiwi
20.	Maya Arianingsih
21.	M. Nauval Fathony
22.	M. Rosaydi
23.	M. Syamsu Rizal
24.	M. Wahyu Imanor
25.	Nor Ain
26.	Rini Yanti
27.	Rizky Amalia
28.	Sonya Sri Utari
29.	Violeta Mardlatillah R. N. I
30.	Yuli Yana

Appendix 4: Instrument Test**PRE TEST**

- **Listen to the conversation then choose the best answer to the questions below by giving sign (X)!**

➤ **Episode 6 (1-4 questions)**

1. Where did David work before he gone to Adelaide?
 - a. Family business.
 - b. Restaurant.
 - c. School.
 - d. Shop.
 - e. Factory.
2. Where did David go?
 - a. Adelaide.
 - b. Hongkong.
 - c. Spanyol.
 - d. Brazil.
 - e. Paris.
3. What did the family think about David's condition in Australia?
 - a. Sad.
 - b. Lonely.
 - c. Happy.
 - d. Stress.
 - e. Bad.
4. With whom did David stay?
 - a. Australian family.
 - b. Singaporean family.
 - c. Indonesian family.
 - d. England family.
 - e. Egyptian family.

➤ **Episode 7 (5-7 questions)**

5. Where does the sample of wine sell well?
 - a. In the Restaurants.
 - b. In the Market.
 - c. In the Café.
 - d. In the Hotel.

- e. In the Shop.
6. What are they going to have?
- a. They are going to have fried chicken.
 - b. They are going to have roast chicken.
 - c. They are going to have roast meat.
 - d. Steve They are going to have fried meat.
 - e. Mark They are going to have fried noodles.
7. What does Anne (the first speaker) do with Sarah's invitation (the second speaker)?
- a. Receives.
 - b. Refuses.
 - c. Rejects.
 - d. Override.
 - e. Dissent.

➤ **Episode 8 (8-10 questions)**

8. How much does Anne pay the taxi?
- a. 18 dollar 40 sen.
 - b. 17 dollar 50 sen.
 - c. 19 dollar 30 sen.
 - d. 20 dollar 20 sen.
 - e. 21 dollar 10 sen.
9. Who is Steve?
- a. Anne's brother.
 - b. Sarah's brother.
 - c. Louise's brother.
 - d. Louise's father.
 - e. Sarah's husband.
10. Where does the conversation take place?
- a. Sarah's home.
 - b. Sarah's office.
 - c. Sarah's garden.
 - d. Sarah's badroom.
 - e. Sarah's school.

➤ **Episode 9 (11-12 questions)**

11. Where do most Singaporean people live?
 - a. In an apartment.
 - b. In the house.
 - c. In the hotel.
 - d. In an igloo.
 - e. In the shop.
12. Where has Steve been traveling?
 - a. Steve has been to Kuala Lumpur and Bali.
 - b. Steve has been to Hong Kong and Bali.
 - c. Steve has been to Kuala Lumpur and China.
 - d. Steve has been to Japan and Bali.
 - e. Steve has been to Thailand and Bali.

➤ **Episode 10 (13-15 questions)**

13. What did Anne think when met Sarah's brother?
 - a. She was thinking about her brother, David.
 - b. She was thinking about her mother.
 - c. She was thinking about her father.
 - d. She was thinking about her uncle.
 - e. She was thinking about her aunt.
14. How many year has not Anne seen her brother yet?
 - a. 5 years.
 - b. 3 years.
 - c. 2 years.
 - d. 4 years.
 - e. 1 year.
15. What does Anne's reason come to Australia?
 - a. Shopping.
 - b. Refreshing.
 - c. To meet Steve.
 - d. To meet Sarah.
 - e. To find David.

➤ **Episode 11 (16-17 questions)**

16. What does Sarah offer to Anne?
 - a. She offers to eat together.
 - b. She offers to help in finding Anne's brother.
 - c. She offers shopping.
 - d. She offers to help in keeping Anne's brother.
 - e. She offers to cook together.
17. What does Sarah think about Anne's brother face?
 - a. He is good looking.
 - b. He is bad.
 - c. He is ugly.
 - d. He is seem angry.
 - e. He is seem childish.

➤ **Episode 12 (18-20 questions)**

18. What is Anne's agenda?
 - a. a trip to the wineries.
 - b. a trip to the zoo.
 - c. a trip to the abroad.
 - d. a trip to the beach.
 - e. a trip to the lake.
19. What time do they meet?
 - a. 8 o'clock.
 - b. 9 o'clock.
 - c. 7 o'clock.
 - d. 5 o'clock.
 - e. 6 o'clock.
20. How many wineries do they think they will be able to see?
 - a. 5 or 6 wineries.
 - b. 1 or 2 wineries.
 - c. 2 or 3 wineries.
 - d. 4 or 3 wineries.
 - e. 4 or 5 wineries.

POST TEST

- **Listen to the conversation then choose the best answer to the questions below by giving sign (X)!**

➤ **Episode 13 (question 1)**

1. What time will Anne and Steve meet in the foyer?
 - a. 7 o'clock.
 - b. 8 o'clock.
 - c. 9 o'clock.
 - d. 10 o'clock.
 - e. 11 o'clock.

➤ **Episode 14 (questions 2-5)**

2. Where will they have lunch?
 - a. A café.
 - b. A restaurant.
 - c. A kitchen.
 - d. A dining room.
 - e. A living room.
3. What does the woman want to do first?
 - a. Hold a kangaroo.
 - b. Hold Australian bird.
 - c. Hold a koala.
 - d. Hold a monkey.
 - e. Hold a beard.
4. What is the most popular animal stated by the man?
 - a. A beard.
 - b. A koala.
 - c. A kangaroo.
 - d. A monkey.
 - e. An Australian bird.
5. What animals those are stated in the dialogue?
 - a. Koala, Kangaroo, and Australian birds.
 - b. Monkey and Koala.
 - c. Kangaroo and Monkey.

- d. Monkey, beard, and bird.
- e. Koala, Kangaroo, and Monkey.

➤ **Episode 16 (questions 6-10)**

- 6. What kinds of food will Anne have?
 - a. A cheese, salad sandwich, and a cappuccino.
 - b. An orange juice and a pie with chips.
 - c. A cheese and orange juice.
 - d. Salad sandwich and tea.
 - e. A cappuccino and a pie with chips.
- 7. What kinds of drink does the assistant tell to Steve?
 - a. Coffee and tea.
 - b. Soft drinks and juices.
 - c. Coffee, tea, soft drinks, and juices.
 - d. Milk, coffee, and tea.
 - e. Soft drinks, milk, and juices.
- 8. What does Steve feel about the food?
 - a. It is spoiled.
 - b. It is not cooked.
 - c. It is delicious.
 - d. It is salty.
 - e. It is very sweet.
- 9. Who does not eat a lot of meat?
 - a. Steve.
 - b. Sarah.
 - c. Anne.
 - d. Mark
 - e. Louise.
- 10. What does Steve prefer to drink?
 - a. Tea.
 - b. Coffee.
 - c. Milk.
 - d. Juice.
 - e. Banana Milkshake.

➤ **Episode 17 (questions 11-12)**

11. Where does the woman (Anne) work?
 - a. In her father's business.
 - b. In her aunt's business.
 - c. In her uncle's business.
 - d. In her mother's business.
 - e. In her neighbor's business.
12. What does Anne's business import?
 - a. Apples.
 - b. Wines.
 - c. Watermelon.
 - d. Banana.
 - e. Pineapples.

➤ **Episode 18 (questions 13-16)**

13. How did the man and the woman's day?
 - a. Good.
 - b. Bad.
 - c. Sad.
 - d. Cloudy.
 - e. Blue day.
14. What kinds of food does Steve like?
 - a. Chinese food.
 - b. Australian food.
 - c. Indonesian food.
 - d. Singaporean food.
 - e. American food.
15. What kinds of food will Anne cook?
 - a. Chinese food.
 - b. Australian food.
 - c. Indonesian food.
 - d. Singaporean food.
 - e. American food.
16. Who gets the message from the clerk?
 - a. Anne.
 - b. Sarah.
 - c. Mark.

- d. Louise.
- e. Steve.

➤ **Episode 19 (question 17)**

17. When did Anne's brother stop from the university?
- a. A year ago.
 - b. Two years ago.
 - c. Three years ago.
 - d. Four years ago.
 - e. Five years ago.

➤ **Episode 20 (questions 18-20)**

18. What does the first speaker think about the second speaker's feeling?
- a. Sad.
 - b. Happy.
 - c. Enjoy.
 - d. Comfortable.
 - e. Contented.
19. Where does the second speaker come from?
- a. Singapore.
 - b. Indonesia.
 - c. Malaysia.
 - d. Hong Kong.
 - e. Australia.
20. What is the number of the bus?
- a. 190.
 - b. 191.
 - c. 192.
 - d. 193.
 - e. 194.

Answer Key of Pre Test and Post Test Instrument

Number of Item	Pre Test	Post Test
1	a	d
2	a	a
3	c	c
4	a	b
5	c	a
6	b	a
7	a	c
8	b	c
9	b	c
10	a	d
11	a	a
12	a	b
13	a	a
14	e	a
15	e	a
16	b	a
17	a	a
18	a	a
19	b	a
20	e	a

Appendix 5: Calculation

The Calculation of Validity and Reliability Using SPSS 17 of Pre Test Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.850	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Criteria	Cronbach's Alpha if Item Deleted
Item1	16.20	33.683	.864	Very High Validity	.832
Item2	16.23	34.875	.613	High Validity	.839
Item3	16.70	39.252	-.165	Very Poor Validity	.859
Item4	16.77	40.392	-.440	Very Poor Validity	.862
Item5	16.20	33.683	.864	Very High Validity	.832
Item6	16.23	36.185	.375	Poor Validity	.846
Item7	16.27	34.754	.620	High Validity	.839
Item8	16.23	35.771	.449	Fair Validity	.844
Item9	16.63	37.895	.086	Very Poor Validity	.853
Item10	16.70	38.493	-.016	Very Poor Validity	.855
Item11	16.27	35.444	.496	Fair Validity	.842
Item12	16.63	39.482	-.196	Very Poor Validity	.861
Item13	16.80	37.614	.232	Poor Validity	.849
Item14	16.20	35.338	.545	Fair Validity	.841
Item15	16.23	34.047	.768	High Validity	.834
Item16	16.23	35.495	.499	Fair Validity	.842
Item17	16.27	36.892	.242	Poor Validity	.850
Item18	16.80	39.959	-.383	Very Poor Validity	.860
Item19	16.23	35.151	.562	Fair Validity	.840
Item20	16.63	39.482	-.196	Very Poor Validity	.861
Item21	16.23	35.909	.424	Fair Validity	.844

Item22	16.23	35.771	.449	Fair Validity	.844
Item23	16.23	35.909	.424	Fair Validity	.844
Item24	16.20	34.097	.783	High Validity	.834
Item25	16.90	38.576	.000	Very Poor Validity	.851
Item26	16.23	33.495	.874	Very High Validity	.831
Item27	16.63	39.137	-.136	Very Poor Validity	.859
Item28	16.23	33.495	.874	Very High Validity	.831
Item29	16.87	38.257	.126	Very Poor Validity	.851
Item30	16.83	39.454	-.296	Very Poor Validity	.857
Item31	16.20	37.338	.179	Very Poor Validity	.851
Item32	16.70	39.252	-.165	Very Poor Validity	.859
Item33	16.23	35.151	.562	Fair Validity	.840
Item34	16.20	35.338	.545	Fair Validity	.841
Item35	16.20	34.648	.676	High Validity	.837

Data of Pre Test Validity and Reliability Test

Initials of Sample	NUMBER OF INSTRUMENT ITEM																																			TOTAL		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35			
ST1	0	0	0	0	1	1	1	0	0	1	1	0	0	1	0	0	0	1	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	13		
ST2	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	5		
ST3	0	1	1	0	1	1	1	0	1	0	0	1	1	0	0	1	0	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	21	
ST4	1	0	0	1	1	1	0	1	0	0	0	0	0	1	0	1	0	0	1	1	1	1	0	0	1	0	1	1	1	1	1	0	1	0	1	15		
ST5	0	0	1	0	1	0	1	0	1	0	0	1	1	1	0	1	0	0	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	19		
ST6	1	0	1	1	1	1	1	0	1	0	0	0	0	1	0	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	21		
ST7	0	1	0	1	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	8		
ST8	0	1	1	1	0	0	1	0	1	0	0	1	1	1	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	0	22		
ST9	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	26		
ST10	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	0	0	0	1	12		
ST11	0	1	1	0	0	1	1	0	1	0	0	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	23	
ST12	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	1	25	
ST13	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	6	
ST14	1	1	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	27	
ST15	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	25	
ST16	1	0	1	0	0	1	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	18	
ST17	1	0	0	1	1	1	0	0	1	0	0	1	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	0	0	1	20
ST18	1	0	1	1	1	0	1	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	0	1	17	
ST19	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	1	5	
ST20	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	28	
ST21	0	0	1	1	0	1	1	0	1	0	0	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	22	
ST22	1	1	1	0	1	1	1	0	0	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	1	22	
ST23	1	0	0	1	1	1	0	0	1	0	0	1	1	0	0	0	0	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	22	
ST24	1	1	1	0	1	0	0	0	0	0	0	1	1	1	0	1	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	0	0	0	1	16	
ST25	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	1	0	1	1	0	1	1	23		
ST26	1	1	1	1	1	1	1	1	1	0	0	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	8	
ST27	1	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	27	
ST28	0	0	0	0	0	1	0	0	0	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	26	
ST29	1	0	1	1	1	1	1	0	1	0	0	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	9	
ST30	0	1	0	1	1	0	1	0	1	0	0	1	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	24	
Total	17	15	18	18	19	18	19	3	18	2	1	19	19	18	8	18	6	6	20	18	19	20	17	18	19	18	19	18	29	18	11	18	3	18	28	20		
R Observe	0.510	0.432	0.790	-0.829	0.435	0.418	0.713	-0.126	0.752	0.043	-0.168	0.459	0.425	0.608	-0.361	0.693	-0.005	-0.274	0.508	0.565	-0.100	0.326	0.635	0.725	0.594	0.671	0.393	0.790	-0.093	0.693	0.092	0.790	0.175	0.790	-0.114			
R Table	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361			
Criteria*	V	V	V	IV	V	V	V	IV	V	IV	IV	V	V	V	IV	V	IV	IV	V	V	IV	IV	V	V	V	V	V	V	IV	V	IV	V	IV	V	IV	IV		

* V = Valid IV = Invalid

**The Calculation of Validity and Reliability Using SPSS 17
of Post Test Instrument**

Reliability Statistics

Cronbach's Alpha	N of Items
.889	35

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Criteria	Cronbach's Alpha if Item Deleted
Item1	18.20	47.821	.000	Very Poor Validity	.889
Item2	19.10	46.990	.176	Very Poor Validity	.889
Item3	19.17	47.661	.050	Very Poor Validity	.890
Item4	18.80	46.786	.115	Very Poor Validity	.892
Item5	18.57	42.737	.756	High Validity	.879
Item6	18.20	47.821	.000	Very Poor Validity	.889
Item7	18.57	42.944	.722	High Validity	.879
Item8	18.53	44.809	.433	Fair Validity	.885
Item9	18.60	44.386	.480	Fair Validity	.884
Item10	18.53	43.016	.727	High Validity	.879
Item11	18.57	42.806	.744	High Validity	.879
Item12	18.60	43.214	.665	High Validity	.880
Item13	18.57	42.875	.733	High Validity	.879
Item14	18.53	48.051	-.069	Very Poor Validity	.895
Item15	18.50	45.224	.380	Poor High	.886
Item16	18.50	43.500	.667	High Validity	.881
Item17	18.57	43.151	.688	High Validity	.880
Item18	18.97	48.723	-.181	Very Poor Validity	.896
Item19	19.00	48.690	-.182	Very Poor Validity	.896
Item20	18.90	49.472	-.285	Very Poor Validity	.899
Item21	18.57	42.806	.744	High Validity	.879

Item22	18.53	44.464	.489	Fair Validity	.884
Item23	18.57	43.151	.688	High Validity	.880
Item24	19.17	48.144	-.141	Very Poor Validity	.891
Item25	18.53	44.464	.489	Fair Validity	.884
Item26	18.20	47.821	.000	Very Poor Validity	.889
Item27	19.17	47.247	.215	Poor Validity	.889
Item28	18.53	43.016	.727	High Validity	.879
Item29	19.10	48.300	-.135	Very Poor Validity	.893
Item30	18.53	43.499	.647	High Validity	.881
Item31	18.57	44.530	.466	Fair Validity	.885
Item32	18.60	43.903	.556	Fair Validity	.883
Item33	18.50	43.500	.667	High Validity	.881
Item34	18.60	44.524	.458	Fair Validity	.885
Item35	18.67	44.575	.441	Fair Validity	.885

Data of Post Test Validity and Reliability Test

Initials of Sample	NUMBER OF INSTRUMENT ITEM																																			TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
ST1	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	1	1	1	1	0	0	15
ST2	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	7	
ST3	1	0	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	0	1	1	0	1	0	1	1	0	1	0	1	20	
ST4	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	1	1	1	1	1	0	17	
ST5	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	0	22	
ST6	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1	0	1	22	
ST7	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	0	22	
ST8	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	1	0	0	0	0	0	0	0	0	1	8
ST9	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	0	1	1	0	1	0	0	0	0	0	0	0	1	20
ST10	1	0	0	0	0	1	0	1	1	1	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	27	
ST11	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	0	1	0	0	1	0	1	1	0	16	
ST12	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	1	0	0	1	0	0	0	1	21
ST13	1	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	1	25	
ST14	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	6	
ST15	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	28	
ST16	1	0	0	1	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	26	
ST17	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	1	1	1	0	19	
ST18	1	0	0	0	1	1	0	0	1	1	0	0	0	0	1	1	1	1	0	0	1	0	1	0	0	1	0	1	0	1	0	1	1	1	0	22	
ST19	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	1	0	17	
ST20	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	0	0	0	0	0	0	5	
ST21	1	0	0	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	28	
ST22	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1	0	1	1	0	1	0	0	1	0	0	0	0	20	
ST23	1	0	0	1	0	1	1	1	1	0	0	0	1	1	0	1	0	1	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	25	
ST24	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	0	18	
ST25	1	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0	1	0	0	1	0	1	1	1	1	28	
ST26	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	9	
ST27	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	0	1	1	1	1	1	1	1	26		
ST28	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	25	
ST29	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	1	0	0	0	0	1	0	0	0	0	11	
ST30	1	0	0	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	1	1	0	1	0	1	1	0	1	1	0	21	
Total	30	3	1	12	19	30	19	20	18	20	19	18	19	20	21	21	19	7	6	9	19	20	19	1	20	30	1	20	3	20	19	18	21	18	16	22	
R Observe	0.080	0.176	0.050	0.115	0.756	0.000	0.722	0.433	0.480	0.727	0.744	0.665	0.733	-0.009	0.300	0.667	0.688	-0.181	-0.182	-0.285	0.744	0.489	0.688	-0.141	0.489	0.000	0.215	0.727	-0.135	0.647	0.466	0.556	0.667	0.458	0.441		
R Table	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361			
Criteria*	IV	IV	IV	IV	V	IV	V	V	V	V	V	V	V	IV	V	V	V	IV	IV	IV	V	V	V	IV	V	IV	IV	V	IV	V	V	V	V	V	V		

* V = Valid IV = Invalid

Index Difficulties of Pre Test Instrument

Number of Items	The Number of Correct Answer (R)	Number of Subject (N)	Index of Difficulties = (R:N)	Criteria
Item 1	13	30	0.70	Fair
Item 2	5	30	0.67	Fair
Item 3	21	30	0.60	Fair
Item 4	15	30	0.13	Difficult
Item 5	19	30	0.70	Fair
Item 6	21	30	0.67	Fair
Item 7	8	30	0.63	Fair
Item 8	22	30	0.67	Fair
Item 9	26	30	0.27	Difficult
Item 10	12	30	0.20	Difficult
Item 11	23	30	0.63	Fair
Item 12	25	30	0.27	Difficult
Item 13	6	30	0.10	Difficult
Item 14	27	30	0.70	Fair
Item 15	25	30	0.67	Fair
Item 16	18	30	0.67	Fair
Item 17	20	30	0.63	Fair
Item 18	17	30	0.10	Difficult
Item 19	5	30	0.67	Fair
Item 20	28	30	0.27	Difficult
Item 21	22	30	0.67	Fair
Item 22	22	30	0.67	Fair
Item 23	16	30	0.67	Fair
Item 24	23	30	0.70	Fair
Item 25	8	30	0.00	Difficult
Item 26	27	30	0.67	Fair
Item 27	26	30	0.27	Difficult
Item 28	9	30	0.67	Fair
Item 29	24	30	0.03	Difficult
Item 30	20	30	0.06	Difficult
Item 31	13	30	0.70	Fair
Item 32	5	30	0.20	Difficult
Item 33	21	30	0.67	Fair
Item 34	15	30	0.70	Fair
Item 35	19	30	0.70	Fair

Criteria:

P	> 0.30	= Difficult
0.30	- 0.70	= Fair
P	> 0.70	= Easy

Index Difficulties of Post Test Instrument

Number of Items	The Number of Correct Answer (R)	Number of Subject (N)	Index of Difficulties = (R:N)	Criteria
Item 1	15	30	1.00	Easy
Item 2	7	30	0.10	Difficult
Item 3	20	30	0.03	Difficult
Item 4	17	30	0.40	Fair
Item 5	22	30	0.63	Fair
Item 6	22	30	1.00	Easy
Item 7	8	30	0.63	Fair
Item 8	20	30	0.66	Fair
Item 9	27	30	0.60	Fair
Item 10	16	30	0.66	Fair
Item 11	21	30	0.63	Fair
Item 12	25	30	0.60	Fair
Item 13	6	30	0.63	Fair
Item 14	28	30	0.66	Fair
Item 15	26	30	0.70	Fair
Item 16	19	30	0.70	Fair
Item 17	22	30	0.63	Fair
Item 18	17	30	0.23	Difficult
Item 19	5	30	0.20	Difficult
Item 20	28	30	0.30	Difficult
Item 21	20	30	0.63	Fair
Item 22	25	30	0.66	Fair
Item 23	18	30	0.63	Fair
Item 24	28	30	0.03	Difficult
Item 25	9	30	0.66	Fair
Item 26	26	30	1.00	Easy
Item 27	25	30	0.03	Difficult
Item 28	11	30	0.66	Fair
Item 29	21	30	0.10	Difficult
Item 30	22	30	0.66	Fair
Item 31	15	30	0.63	Fair
Item 32	7	30	0.60	Fair
Item 33	20	30	0.70	Fair
Item 34	17	30	0.60	Fair
Item 35	22	30	0.53	Fair

Criteria:

P	> 0.30	= Difficult
0.30	- 0.70	= Fair
P	> 0.70	= Easy

**Description of Pre Test Scores of the Data Achieved by the Students in
the Experiment Group**

No.	Codes of Students	Score
1.	E1	30
2.	E2	45
3.	E3	50
4.	E4	65
5.	E5	65
6.	E6	70
7.	E7	30
8.	E8	70
9.	E9	55
10.	E10	85
11.	E11	55
12.	E12	60
13.	E13	60
14.	E14	75
15.	E15	55
16.	E16	60
17.	E17	40
18.	E18	65
19.	E19	60
20.	E20	65
21.	E21	55
22.	E22	60
23.	E23	65
24.	E24	70
25.	E25	50
26.	E26	45
27.	E27	65
28.	E28	70
29.	E29	90
30.	E30	80
		1810

**Description of Pre Test Scores of the Data Achieved by the Students in
the Control Group**

No.	Codes of Students	Score
1.	C1	60
2.	C2	65
3.	C3	55
4.	C4	55
5.	C5	35
6.	C6	85
7.	C7	60
8.	C8	70
9.	C9	35
10.	C10	50
11.	C11	50
12.	C12	80
13.	C13	55
14.	C14	70
15.	C15	55
16.	C16	70
17.	C17	50
18.	C18	50
19.	C19	60
20.	C20	60
21.	C21	50
22.	C22	60
23.	C23	60
24.	C24	85
25.	C25	70
26.	C26	55
27.	C27	70
28.	C28	45
29.	C29	60
30.	C30	50
		1775

**Description of Post Test Scores of the Data Achieved by the Students in
the Experiment Group**

No.	Codes of Students	Score
1.	E1	75
2.	E2	45
3.	E3	75
4.	E4	90
5.	E5	85
6.	E6	90
7.	E7	90
8.	E8	90
9.	E9	90
10.	E10	95
11.	E11	70
12.	E12	75
13.	E13	75
14.	E14	80
15.	E15	95
16.	E16	80
17.	E17	90
18.	E18	80
19.	E19	90
20.	E20	70
21.	E21	80
22.	E22	50
23.	E23	70
24.	E24	75
25.	E25	85
26.	E26	80
27.	E27	55
28.	E28	95
29.	E29	95
30.	E30	85
		2400

**Description of Post Test Scores of the Data Achieved by the Students in
the Control Group**

No.	Codes of Students	Score
1.	C1	85
2.	C2	80
3.	C3	75
4.	C4	75
5.	C5	50
6.	C6	60
7.	C7	70
8.	C8	65
9.	C9	80
10.	C10	65
11.	C11	75
12.	C12	85
13.	C13	80
14.	C14	80
15.	C15	65
16.	C16	90
17.	C17	55
18.	C18	40
19.	C19	70
20.	C20	70
21.	C21	75
22.	C22	85
23.	C23	85
24.	C24	70
25.	C25	65
26.	C26	75
27.	C27	80
28.	C28	60
29.	C29	80
30.	C30	65
		2155

Data Calculation of Pre Test Experiment Group

The Highest Score : 90

The Lowest Score : 30

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 90 - 30 + 1 \\ &= 60 + 1 \\ &= 61\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + 3.3 \times \text{Log } 30 \\ &= 1 + (3.3) \times 1.477121255 \\ &= 1 + 4.874500141 \\ &= 5.874500141 \\ &= 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= \frac{R}{K} = \frac{61}{6} \\ &= 10.16666667 \\ &= 10 \text{ or } 11\end{aligned}$$

1. Mean

$$\begin{aligned}X &= m' + i \left[\frac{\sum Fx'}{N} \right] \\ &= 57 + 11 \left[\frac{10}{30} \right] \\ &= 57 + 11 \times 0.333333333 \\ &= 57 + 3.666666667\end{aligned}$$

$$= 60.66666667$$

$$= 60.66$$

2. Median

$$\text{Mdn} = \ell + \left(\frac{\frac{1}{2}N - Fkb}{Fi} \right) \cdot I$$

$$= 51.5 + \left(\frac{\frac{1}{2}30 - 7}{9} \right) \cdot 11$$

$$= 51.5 + \left(\frac{15 - 7}{9} \right) \cdot 11$$

$$= 51.5 + 0.888888888 \times 11$$

$$= 51.5 + 9.777777778$$

$$= 61.27777778$$

$$= 61.27$$

3. Modus

$$\text{Modus} = \ell + \left(\frac{Fa}{Fa + Fb} \right) \cdot i$$

$$= 51.5 + \left(\frac{10}{10 + 4} \right) \cdot 11$$

$$= 51.5 + 0.714285714 \times 11$$

$$= 51.5 + 7.857142857$$

$$= 58.95714286$$

$$= 58.95$$

SD₁

$$= i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(\sum Fx')^2}{(N)}}$$

$$= 11 \sqrt{\frac{52}{30} - \frac{(10)^2}{(30)}}$$

$$= 11 \sqrt{\frac{52}{30} - \frac{100}{900}}$$

$$= 11 \sqrt{1.733333333 - 0.111111111}$$

$$= 11 \sqrt{1.622222222}$$

$$= 11 \times 1.273664878$$

$$= 14.01031366$$

$$= 14.01$$

SEM₁

$$= \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{14.01}{\sqrt{30 - 1}}$$

$$= \frac{14.01}{\sqrt{29}}$$

$$= \frac{14.01}{5.385164807}$$

$$= 2.601591688$$

$$= 2.60$$

Data Calculation of Pre Test Control Group

The Highest Score : 85

The Lowest Score : 35

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 85 - 35 + 1 \\ &= 50 + 1 \\ &= 51\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + 3.3 \times \text{Log } 30 \\ &= 1 + (3.3) \times 1.477121255 \\ &= 1 + 4.874500142 \\ &= 5.874500142 \\ &= 5 \text{ or } 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= \frac{R}{K} = \frac{51}{6} \\ &= 8.5 \\ &= 8 \text{ or } 9\end{aligned}$$

1. Mean

$$\begin{aligned}X &= m' + i \left[\frac{\sum Fx'}{N} \right] \\ &= 57 + 9 \left[\frac{4}{30} \right] \\ &= 57 + 9 \times 0.133333333 \\ &= 57 + 1.2\end{aligned}$$

$$= 58.2$$

2. Median

$$\text{Mdn} = \ell + \left(\frac{\frac{1}{2}N - F_{kb}}{Fi} \right) \cdot i$$

$$= 52.5 + \left(\frac{\frac{1}{2}30 - 9}{12} \right) \cdot 9$$

$$= 52.5 + \left(\frac{15 - 9}{12} \right) \cdot 9$$

$$= 52.5 + 0.5 \times 9$$

$$= 52.5 + 4.5$$

$$= 57$$

3. Modus

$$\text{Modus} = \ell + \left(\frac{Fa}{Fa + Fb} \right) \cdot i$$

$$= 52.5 + \left(\frac{6}{6 + 7} \right) \cdot 9$$

$$= 52.5 + 0.461538461 \times 9$$

$$= 52.5 + 4.153846154$$

$$= 56.65384615$$

$$= 56.65$$

SD₂

$$= \sqrt{\frac{\sum Fx'^2}{N} - \frac{(\sum Fx')^2}{(N)}}$$

$$= 9 \sqrt{\frac{48}{30} - \frac{(4)^2}{(30)}}$$

$$= 9 \sqrt{\frac{48}{30} - \frac{16}{900}}$$

$$= 9 \sqrt{1.6 - 0.017777777}$$

$$= 9 \sqrt{1.582222223}$$

$$= 9 \times 1.257864151$$

$$= 11.32077736$$

$$= 11.32$$

SEM₂

$$= \frac{SD_2}{\sqrt{N_1 - 1}}$$

$$= \frac{11.32}{\sqrt{30 - 1}}$$

$$= \frac{11.32}{\sqrt{29}}$$

$$= \frac{11.32}{5.385164807}$$

$$= 2.102071228$$

$$= 2.10$$

Data Calculation of Post Test Experiment Group

The Highest Score : 95

The Lowest Score : 45

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 95 - 45 + 1 \\ &= 50 + 1 \\ &= 51\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + 3.3 \times \text{Log } 30 \\ &= 1 + (3.3) \times 1.477121255 \\ &= 1 + 4.874500142 \\ &= 5.874500142 \\ &= 5 \text{ or } 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= \frac{R}{K} = \frac{51}{6} \\ &= 8.5 \\ &= 8 \text{ or } 9\end{aligned}$$

1. Mean

$$\begin{aligned}X &= m' + i \left[\frac{\sum Fx'}{N} \right] \\ &= 67 + 9 \left[\frac{43}{30} \right] \\ &= 67 + 9 \times 1.433333333 \\ &= 67 + 12.9\end{aligned}$$

$$= 79.9$$

2. Median

$$\text{Mdn} = \ell + \left(\frac{\frac{1}{2}N - F_{kb}}{Fi} \right) \cdot i$$

$$= 62.5 + \left(\frac{\frac{1}{2}30 - 3}{4} \right) \cdot 9$$

$$= 62.5 + \left(\frac{15 - 3}{4} \right) \cdot 9$$

$$= 62.5 + 3 \times 9$$

$$= 62.5 + 27$$

$$= 89.5$$

3. Modus

$$\text{Modus} = \ell + \left(\frac{Fa}{Fa + Fb} \right) \cdot i$$

$$= 62.5 + \left(\frac{9}{9 + 1} \right) \cdot 9$$

$$= 62.5 + 0.9 \times 9$$

$$= 62.5 + 8.1$$

$$= 70.6$$

SD₁

$$= i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(\sum Fx')^2}{(N)}}$$

$$= 9 \sqrt{\frac{129}{30} - \frac{(43)^2}{(30)}}$$

$$= 9 \sqrt{\frac{129}{30} - \frac{1849}{900}}$$

$$= 9 \sqrt{4.3 - 2.054444444}$$

$$= 9 \sqrt{2.245555556}$$

$$= 9 \times 1.498517786$$

$$= 13.48666008$$

$$= 13.48$$

SEM₁

$$= \frac{SD_1}{\sqrt{N_1 - 1}}$$

$$= \frac{13.48}{\sqrt{30 - 1}}$$

$$= \frac{13.48}{\sqrt{29}}$$

$$= \frac{13.48}{5.385164807}$$

$$= 2.503173159$$

$$= 2.50$$

Data Calculation of Post Test Control Group

The Highest Score : 90

The Lowest Score : 40

$$\begin{aligned}\text{The Range of Score (R)} &= H - L + 1 \\ &= 90 - 40 + 1 \\ &= 50 + 1 \\ &= 51\end{aligned}$$

$$\begin{aligned}\text{The Class Interval (K)} &= 1 + (3.3) \times \text{Log } n \\ &= 1 + 3.3 \times \text{Log } 30 \\ &= 1 + (3.3) \times 1.477121255 \\ &= 1 + 4.874500142 \\ &= 5.874500142 \\ &= 5 \text{ or } 6\end{aligned}$$

$$\begin{aligned}\text{Interval of Temporary (I)} &= \frac{R}{K} = \frac{51}{6} \\ &= 8.5 \\ &= 8 \text{ or } 9\end{aligned}$$

1. Mean

$$\begin{aligned}X &= m' + i \left[\frac{\sum Fx'}{N} \right] \\ &= 62 + 9 \left[\frac{32}{30} \right] \\ &= 62 + 9 \times 1.066666667 \\ &= 62 + 9.6\end{aligned}$$

$$= 71.6$$

2. Median

$$\text{Mdn} = \ell + \left(\frac{\frac{1}{2}N - F_{kb}}{Fi} \right) \cdot i$$

$$= 57.5 + \left(\frac{\frac{1}{2}30 - 3}{7} \right) \cdot 9$$

$$= 57.5 + \left(\frac{15 - 3}{7} \right) \cdot 9$$

$$= 57.5 + 1.714285714 \times 9$$

$$= 57.5 + 15.42857143$$

$$= 72.92857143$$

$$= 72.92$$

3. Modus

$$\text{Modus} = \ell + \left(\frac{Fa}{Fa + Fb} \right) \cdot i$$

$$= 57.5 + \left(\frac{9}{9 + 2} \right) \cdot 9$$

$$= 57.5 + 0.818181818 \times 9$$

$$= 57.5 + 7.363636364$$

$$= 64.86363636$$

$$= 64.86$$

SD₂

$$= i \sqrt{\frac{\sum Fx'^2}{N} - \frac{(\sum Fx')^2}{(N)}}$$

$$= 9 \sqrt{\frac{84}{30} - \frac{(32)^2}{(30)}}$$

$$= 9 \sqrt{\frac{84}{30} - \frac{1024}{900}}$$

$$= 9 \sqrt{2.8 - 1.137777778}$$

$$= 9 \sqrt{1.662222222}$$

$$= 9 \times 1.289271974$$

$$= 11.60344776$$

$$= 11.60$$

SEM₂

$$= \frac{SD_2}{\sqrt{N_1 - 1}}$$

$$= \frac{11.60}{\sqrt{30 - 1}}$$

$$= \frac{11.60}{\sqrt{29}}$$

$$= \frac{11.60}{5.385164807}$$

$$= 2.154065923$$

$$= 2.15$$

Standard Error between Mean Variable 1 and Mean Variable II

$$\begin{aligned}SEM_1 - SEM_2 &= \sqrt{SE_{M_1}^2 - SE_{M_2}^2} \\&= \sqrt{(2.50)^2 - (2.15)^2} \\&= \sqrt{10.8725} \\&= 3.297347419 \\&= 3.29\end{aligned}$$

$$\begin{aligned}t_o &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\&= \frac{79.9 - 71.6}{3.29} \\&= \frac{8.3}{3.29} \\&= 2.522796353 \\&= 2.522\end{aligned}$$

$$\begin{aligned}\text{df or db} &= (N_1 + N_2 - 2) \\&= 30 + 30 - 2 \\&= 60 - 2 \\&= 58\end{aligned}$$

t table 5% = 2.000

1% = 2.660

t observed = 2.522

$$2.000 < 2.522 < 2.660$$

Appendix 6: Photos**Photos of the Study**

Pre Test of the Experiment Group



Treatment of the Experiment Group



Post Test of the Experiment Group



Pre Test of the Control Group



Post Test of the Control Group

The Calculation of T-Test Using SPSS 17

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Students' Score 1.00	30	80.00	12.932	2.361
2.00	30	71.83	11.408	2.083

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Score	Equal variances assumed	.100	.753	2.594	58	.012	8.167	3.148	1.864	14.469
	Equal variances not assumed			2.594	57.111	.012	8.167	3.148	1.862	14.471

Appendix 7: Letters of Permission



**DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA**

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.09/1029/2008

Palangka Raya, 31 Juli 2008

Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Kepada
Yth. Sdr. Mayasyarah
NIM. 0501120175

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

"The Effectiveness in Using Audiovisual Media in Students' Listening Comprehension Result Achievement of MAN Model Palangka Raya (An Experimental Research)"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qadir, M.Pd sebagai Pembimbing I
2. Sabarun, M.Pd sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,



Dra. HAMDANAH, HM, M. Ag
 NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Drs. H. Abdul Qadir, M.Pd sebagai Pembimbing I
3. Yth. Sabarun, M.Pd sebagai Pembimbing II



**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

SURAT KETERANGAN
No: 26 /PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a : MAYASYARAH
NIM : 050 112 0175
Jurusan / Prodi : TARBIYAH/TBI
Judul Proposal : THE EFFECTIVENESS OF VCD AS AN AUDIOVISUAL
MEDIUM TOWARD THE STUDENTS' LISTENING
COMPREHENSION SCORE.


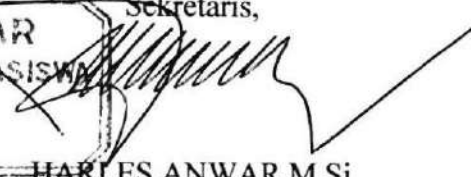
Telah melaksanakan Seminar Proposal Skripsi pada tanggal 7 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **Dra.HALIMAH,M.Pd** Moderator : **SYAIRIL FADLI,M.Hum** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 13 Maret 2009

PANITIA

Ketua,

Sekretaris,

 
ASMAWATI,M.Pd **HARLES ANWAR,M.Si**
NIP. 150 311 460 NIP.150 292 523



DEPARTEMEN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PALANGKA RAYA

Alamat Jl. G. Obas Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 3 April 2009

Nomor : Sti.15.8/TL.00/ 858 /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Kantor Departemen Agama
Kota Palangka Raya
di –
PALANGKA RAYA

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Mayasarah
NIM : 0501120175
Jurusan/Prodi : Tarbiyah / TBI
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : MAN Model Palangka Raya
Judul Skripsi : "THE EFFECTIVENESS OF VCD AS AN AUDIOVISUAL MEDIUM TOWARD THE STUDENTS' LISTENING COMPREHENSION SCORE AT MAN MODEL OF PALANGKA RAYA"
Metode : Tes dan Dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 1 Juli s/d 1 September 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Pembantu Ketua I

Drs. H. ABUBAKAR HM. M.Ag.
No. Telp. 150 213 517.

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala MAN Model Palangka Raya
3. Arsip.



DEPARTEMEN AGAMA
KANTOR KOTA PALANGKARAYA
Jalan AIS Nasution PO Box 40 ☎ (0536) 3221968 Palangka Raya 73111

REKOMENDASI

Nomor : Kd.15.06 /4/ PP.00.9/1288 / 2009

Berdasarkan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya nomor : Sti.15.8/TL.00/858/2009 tanggal 3 April 2009 perihal mohon ijin observasi / penelitian, dengan ini Kepala Kantor Departemen Agama Kota Palangka Raya memberikan rekomendasi kepada :

N a m a : **Mayasyarah**
NIM : 0501120175
Jurusan / Prodi : Tarbiyah / TBI
Jenjang : Strata - 1 (S-1)
Lokasi Penelitian : MAN Model Palangka Raya
Judul Skripsi : *The Effectiveness of VCD as an Audiovisual Medium Toward The Students' Listening Comprehension Score at MAN Model Palangka Raya*
Metode : Tes dan dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 1 Juli s.d. 1 September 2009

Untuk mengadakan Penelitian dengan ketentuan :

1. Segera melaporkan diri kepada Kepala Madrasah yang bersangkutan
2. Selama melaksanakan Penelitian tidak mengganggu Proses Belajar Mengajar (PBM)
3. Setelah selesai melaksanakan Penelitian agar melaporkan hasilnya secara tertulis ke Kantor Departemen Agama Kota Palangka Raya Cq. Kasi Mapendais.

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di: Palangka Raya

Pada Tanggal : 04 Mei 2009



Drs. H. Masrani Arsyad

NIP. 150 225 552

Tembusan :

1. Kakanwil Depag Prop. Kalteng Up. Kabid Mapendais di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya;
3. Kepala MAN Model Palangka Raya di Palangka Raya.



DEPARTEMEN AGAMA
MADRASAH ALIYAH NEGERI MODEL
TERAKREDITASI "A"

Jl. Cilik Riwut Km 4,5 Palangka Raya 73112 Telp. (0536) 3231286 Faks (0536) 3231969
e-mail : manmodel_plk@yahoo.co.id / Website : www.manmodel-palangkaraya.sch.id

SURAT KETERANGAN

Nomor : Ma.15.6/PP.00.6/ds7/2009

Berdasarkan Surat Rekomendasi Kepala Kantor Departemen Agama Kota Palangka Raya Nomor Kd.15.06/4/PP.00.9/1288/2009 tanggal 04 Mei 2009 tentang Izin Observasi / Penelitian, maknang ini menerangkan dengan sesungguhnya bahwa :

Nama : Mayasyarah
NIM : 0501120175
Jurusan / Program Studi : Tarbiyah / TBI
Jenjang : Strata 1 (S.I)

Telah menyelesaikan tugasnya mengadakan Ovservasi/Penelitian di MAN Model Palaa Raya selama 2 (dua) bulan terhitung tanggal 1 Juli s.d. 1 September 2009 dengan judul Skriji " The Effectiviness of VCD as an Audiovisual Medium Toward The Students' Listag Comprehension Score at MAN Model Palangka Raya ".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipenakan sebagaimana mestinya.



Palangka Raya, 4 September 2009

Kepala,

Mulyono, S.Pd. M.Pd

NIP. 19620610 198703 1 001

Teran :

1. tua STAIN Palangka Raya di Palangka Raya;
2. pala Dinas Pendidikan dan Kebudayaan Prop. Kalteng
 - o. Kabid Dikmenti di Palangka Raya;
3. ikanwil Depag Prop. Kalteng
 - o. Kabid Mapenda Islam di Palangka Raya;
4. pala Dinas Pendidikan Kota Palangka Raya
 - o. Kasubdin SLTP-SM di Palangka Raya;
5. ikandepag Kota Palangka Raya
 - o. Kasi Mapenda Islam di Palangka Raya;
6. kjawas Tingkat Menengah Kandepag Kota Palangka Raya di Palangka Raya.