IMPROVING THE STUDENTS' LISTENING SKILL BY WATCHING VIDEO CLIP AT THE ELEVENTH YEAR STUDENTS OF SMAN 4 PALOPO

A THESIS

Submitted to the English Study Program of S1 Tarbiyah Department of State College for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By,

M. ALI AKBAR
Reg. Num: 09. 16. 3. 0188

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT THE STATE COLLEGE FOR ISLAMIC STUDY (STAIN) PALOPO 2014

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ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
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Palopo, March 15th 2014

The Researcher

M. ALI AKBAR

ABSTRACT

Akbar, M. Ali. 2014. Improving The Students' Listening Skill by Watching Video Clip at The Eleventh Year Students Of SMA Negeri 4 Palopo. Thesis (S1), English Study Program of Tarbiyah Department of State College for Islamic Studies (STAIN) Palopo. Supervised by Amalia Yahya, S.E., M.Hum. as the first consultant and Amir Faqihuddin Assafari, S.Ag., M.Pd.I. as the second consultant.

Key Word: Listening Skill, Video Clip.

This thesis about improving student's listening skill by watching video clip at the eleventh year students of SMA Negeri 4 Palopo. The researcher question of this research is to what extent does use of video clip improve the student's listening skill at the eleventh year class of SMA Negeri 4 Palopo?. This scope of the research teaching listening skill by watching video clip at the eleventh year students of SMA Negeri 4 Palopo primarily on the acquisition of understanding the meaning of the video clip. This research using video clip, such as : video clip news about natural disaster, video clip about fire house, and video clip about Animal discovery.

The population of the research is the eleventh year students of SMA Negeri 4 Palopo. In this research, the researcher used purposive sampling technique, and the researcher took one class namely XI IPS 3 consisted of 20 students as sample. In collecting data, the researcher used objective test and using listening test as the instrument in collecting data. The listening test consists of pre-test that was used to check the students' ability in listening skill before applying the treatment with five meeting and the last the researcher gave post test.

Having analyzed the data. It's found that using video clip can improve the students listening skill at the eleventh year class of SMA Negeri 4 Palopo, where the mean score different between the pre-test and post-test is different which pre-test is 41.5 and the post-test is 56.5. t_{test} 3,47 value is greater than t_{table} 2,09. Based on the result above, the researcher suggests that the teacher should use the various techniques and media in teaching English. By using video clip, the students should be more interested, more active, and easier in learning English language, especially in listening skill.

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CHAPTER I

INTRODUCTION

A. *Background*

Language has important role in human life, since it is a tool which human use to interact with other people. Language is important because it is society's way of communicating with one another. Without good language we would be unable to express our thoughts and ideas, we would not be able to learn and understand each other efficiently enough to communicate our needs and thoughts. Bees use patterns as a form of language. Every human, needs some form of language to communicate properly.[1] Therefore, mastering several foreign languages is considerably necessary, especially English. Status of English as universe language has made people in the world to mastering English.

Listening is an important skill in leaning a language beside reading, speaking, and writing. Those components cannot be separated because they the central parts of language used in communication and related each other. Everyone should have a good listening, especially in English because without a good listening we would find difficulties in our life especially in communication, we would not be able to learn and understand each other efficiently enough to communicate our needs and thoughts. If someone has a good listening, he/she will able to understand the utterance which they listen, they will able to respond what they hear, and they can understand what the speaker saying.

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[1] Garret Gruener, *Why is language important*, http://answers .ask. com /society/ ethnicity/ *why_is_language_important.* Online, (accessed on September 10th 2013).

The four language basic English language skills (listening, speaking, reading, writing), listening skill seems to be the most difficult skill to be acquired by students. Listening as one skill in English is a process by which we make sense of, assess, and respond to what we hear. However, Listening is more complex than merely hearing, because when one is listening to someone or something needs concentration, than hearing a passive activity that requires only partial awareness of noise with no intent to respond. Listening is often inaccurately associated with hearing.

Beside that, listening in a practical level is significant especially with beginner learners and 50 % of time spent by student in learning a foreign language is spent to listening.[2] So, listening has an important role in learning foreign language. Furthermore, language learning depends on listening because people will give response after they heard.[3] Listening is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to listen. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in listening, they will have a better chance to succeed in their study.

Based on the result of observation at SMAN 4 Palopo, the researcher found that the English ability of students especially in listening is still low because they

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[2] Nunan. D, *Listening in a second language*. The English Centre, University of Hong Kong. http://www.jaltpublications.org/tlt/articles/2003/07/nunan. online (accessed on October 01th 2013)

[3] Saha, Mili & Md. Ali Rezwan Talukda, *Teaching listening as an English Language Skill*, http://www.articlesbase.com/languages-articles/*teaching-listening-as-an-english-language-skill-367095*.html. Online, (accessed on October 03th 2013).

difficult to understand and respond what the speaker saying. The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not attractive in learning English. Therefore, the English teach suggested in order to be able mastering of method. To improve students' listening, teacher has to use appropriate technique, both immediately and unimmediately. Immediately ways such as: watching movie, watching video, and listen to music. While unimmediately ways can be done by means of reading text and summering it. One of them that the researcher offer is English movies, with the reason that movies are not only a means of entertain, but also a means of sending messages to the students.

Using Video Clip as media in teaching English are considered to be able to raise students, and motivation in improving their Listening skill. It is not boring, and students can more leisurely in learning process.

In this research intended to improve the students listening skill specifically by applying a new way in teaching listening. In this case, the researcher uses method and technique in teaching the material.

In this study, the researcher chooses video clip as the media to improve students' listening skill. By using this media is expected the students can improve their skill in listening and the student also can study independently.

From the reasons above, the researcher interests to conduct a research how to improve students' Listening Skill. The title is "Improving The Students'

Listening Skill by Watching Video Clip At The Eleventh Year Students of SMAN 4 Palopo".

B. *Problem Statement*

Based on the background above, the researcher formulates the research problems as follow:

To what extent does the use of video clip improve the students' listening skill at the eleventh year students of SMAN 4 Palopo?

C. *The Objective of the Research*

Relevant to the research question set above, the researcher states specific object of the research as follows:

To find out what extent the using of video clip improve the students' listening skill at SMAN 4 Palopo.

D. *Significance of the Research*

The result of the research is expected to be useful information for the learners who are interested in improving their listening skill and the result of research could contribute some inputs to language instructors who teach English courses or at schools. This media could be practiced to improve their students' audibility in listening skill to English language.

E. *Scope of the Research*

The scope of this research is focused on teaching listening skill by watching video clip at the eleventh year students of SMA Negeri 4 Palopo primarily on the

acquisition of understanding the meaning of content the video clip. This research using video clip on YouTube, such as : video clip news about natural disaster, video clip about fire house, and video clip about Animal discovery. The researcher using them to improve the students' listening skills at the eleventh year students of SMAN 4 Palopo.

F. *Operational Definition*

1. Audio Visual Aids

Audio visual aids are multisensory materials which motivate and stimulate the individual. There are planned educational meterials that appeal to the senses of the people and quicken learning facilities for clear understanding.[4]

2. Video Clip

A video clip is a small section and that is very short television items.[5]

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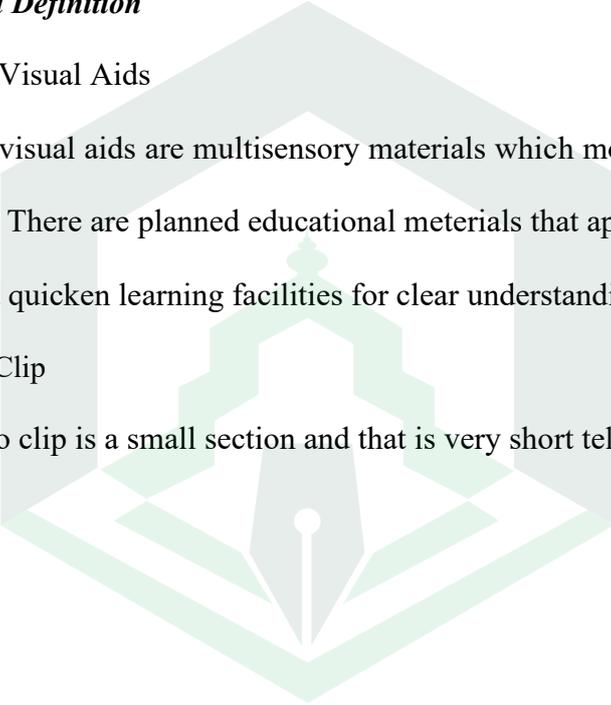
[4] Ovie Novitasari, *Teaching-media-and-kinds-of-teaching.* http://www.education-english.com/2012/08/teaching-media-and-kinds-of-teaching . Online, (accessed on August 09th 2013).

[5] Wendy Russell, *Definition video clip.* http://presentationsoft.about.com/od/uvw/g/95 vidoe-clip-definition.html. Online, (accessed on March 05th 2014).

CHAPTER II

REVIEW OF RELATED LITERATURE

A. *Previous Study*

There are some of researchers who have conducted, research related to English and what they have found were shown as in follows:

1. Darmawati in her thesis under the title "Improving Listening Ability by Watching Movie at the Tenth Year Students of SMKN 1 Palopo". Watching movie will help to increase student sensibility in hearing sense and their participation during the class, it will make the learning process getting more interested, relax and enjoyable for both teacher and students.[1]

2. Rusmitasari had conducted research about Improving Listening Skill of Year 2 Students of SMU 2 Sukamaju by Dictation. She said that in teaching listening, it was better to use media like radio cassette, television, and from the native speaker if not will influenced by dialect according to their region and in the teaching and learning process the teacher should guide and motivate to the students.[2]

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[1] Darmawati, "*Improving Listening Ability by Watching Movie at the Tenth Year Students of SMKN 1 Palopo*, (The State College for Islamic Studies STAIN Palopo, 2008), p. 25.

[2] Rusmitasari, "*Improving Listening Skill of Year 2 Students of SMU 2 Sukamaju by Dictation*", (The State College for Islamic Studies STAIN Palopo, 2008), p. 57-58.

B. *The Concept of Listening*

    1. Definition of Listening

According to Oxford dictionary: Listening is to hear and pay attention of something.[3] Listening refers to the process by which spoken language in converted the meaning in the word.[4] Listening comes from adverb to listen which means to make an effort to hear somebody or something.[5] Listening unlike other language skill is an internal process that cannot be directly observed, nobody can say with certainly what happen when we listen to understand another person, psycholinguistic has. However, put forward some theories as to what the think happens one when listen to language.[6]

Listening is a skill which requires active participation. A student must listen skillfully if learning is to occur. Also, attitude is probably the most important element for active listening.[7] Listening skill is a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it. This technique

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[3] Oxford, *Learner Pocket dictionary,* (4th Edition) New York: Oxford University. 2000, p. 258.

[4] Petty & Johnson, *Developing Children Language*, Massachusetts: Allyn and bacon, 1980, p. 181.

[5] A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English,* (London: Oxford Progressive Press, 1995), p. 68.

[6] Jeremy Harmer, *The practice of language teaching*, (New Ed) New York, Longman publishing, 1992, p. 211.

[7] Salisbury, *Listening skill,* http://www.salisbury.edu/counseling/New/*listening_skill*, html.Online, (accessed on August 30th 2013).

requires practice as listening is very difficult. A person who controls is mind and practices attentive listening will be successful in life and his career.[8]

Listening is an active that involves receiving, deciphering, and perceiving a massage with intent to respond. Planning ahead for a conversation improves receiver's ability to listen to a massage.[9]

2. Types of Listening

Easy listening is a style of music, not communication. Harvey Mackay, Minneapolis Star Tribune. Most communication experts agree that poor listening skills are the biggest contributors to poor communication.[10] There are some types of listening skill.

a. Reactive

Reactive is the kind of listening performance requires little meaningful processing in communication classroom.

b. Intensive

Intensive is a technique whose only purpose is to focus on components (phonemes, words, intonation, discourse, markers, etc).

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[8] Boundless, *The Important of Listening,* https://www.boundless.com/communications /learning-to-listen-and-helping-others-do-the-same/understanding-listening/the-importance-of-listening/. Online, (accessed on August 02nd 2013).

[9] Toolingu, *Definition Listening*, http://www.toolingu.com/*definition-950120-92949-listening*.html. Online (accessed on September 07th 2013).

[10] Lichtenstein, *4types of listening,* http://www.google.com/url?q=http://infopeople.org /sites/all/files/past/2005/customer/*4Types_of_Listening*. Online, (accessed on October 03th 2013).

c. Responses

Response is a significant proportion of classroom listening activity consists of stretches of teacher language designed to elicit immediate responses.

d. Selective

Selective is stretches if discourse such as monologues of a couple a minutes on considerably longer. The task of the students is not to process everything that was said, but rather to scan the material selectively for certain information.

e. Extensive

Extensive performance could range from listening to lengthy lectures, to listening conversation and deriving a comprehensive massage or purpose.

f. Interactive

This listening performance that can include all the five above types as learners actively participate in discussion, debates, conversation, role-plays, and other pair work, and group work.[11]

3. The Listening Process

Listening is a demanding process involving: 1) the listener; 2) the speaker; 3) the content of the message; and 4) any accompanying visual support. Each component of the process as follows:

a. The Listener. If the listener is familiar with or is interested in the topic, comprehension will increase. If not, a listener may struggle and then tune out the

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[11]*Ibid*.

message. Also, a listener who is an active participant in a conversation, eventhough he has little background knowledge to facilitate understanding, is more likely to learn from the encounter. That means that the workplace facilitator/teacher has to explicitly teach active listening skills such as repetition, definition of points not understood, and clarification and negotiation, to enable the listener to make sense of the incoming information. These are as much listening as speaking skills.

b. The Speaker. When we speak, we usually do not speak in full sentences. Colloquial language and reduced forms also make comprehension more difficult. A speaker's rate of delivery may be too fast, too slow, or may have many hesitations for a listener to follow. All of these may affect concentration. Awareness of a speaker's corrections and use of rephrasing (I mean… that is…) can enable the listener to recognize speech habits as clues to deciphering meaning. While teachers cannot predict how each speaker will use language, they can teach students to listen for patterns in speech and to use strategies which help them comprehend, e.g., asking a speaker to slow down, or to repeat.

c. The Content. Content that is familiar is easier to comprehend than content that is unfamiliar. In the workplace, this becomes a bigger advantage when employees are listening and talking about their work. Hotel, housekeepers, factory workers, or office clerks usually talk about topics that are familiar. The contents may be unfamiliar only when explaining a new machine or process. When background knowledge is essential to understanding content, more listening strategies may be necessary.

d. Visual Support. Visual support, e.g., the actual tool, a video, pictures, diagrams, gestures, facial expressions, and body language, increases comprehension. However, how to use these strategies may need to be explicitly taught so the learner is able to interpret them correctly.

4. The importance of listening in English Learning

Listening is a skill that is important because it helps us learn and understand different things. Usually, a person who listens properly is able to react appropriately to a particular situation or towards a particular person.[12] Besides that, there are some reason why listening is important to learning.[13]

a. To develop easily for mother tongue listening, but requires considerable effort. where listening in a foreign language is concerned.

b. Predicting what people are going to talk about?

c. Using one's own knowledge of the subject to help one understand.

d. If we do not learn to listen effectively, we will be unable to take part in oral communication.

e. Guessing at unknown word or phrase without panicking.

Rost, emphasizes the importance of listening for several reasons below:

a. Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.

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[12] Hucen, *The important of listening skill,* http://www.ask.com/question/*what-is-the-importance-of-listening.* Online, (accessed on October 06th 2013).

[13] Mary Underwood, *Teaching listening skill,* Lender, Longman, 1987*,* p. 101.

b. Spoken language provides a means of interaction for the learner. Since the learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners' failure to understand the language they hear is impetus, not an obstacle, to interaction and learning.

c. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.

d. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.[14]

Hearing is done with the ears. Listening is done with the mind and the heart. At the professional level, powerful listeners inspire trust and confidence. Becoming an effective listener is a long term process. It requires will power, discipline and a fierce ambition to succeed. At the corporate level, many of managers only hearing out subordinates and there by losing intellectual capital.[15]

Moreover, listening is also an important condition for developing other skills, especially speaking skill. We cannot develop speaking skill unless we develop listening skill. Indeed if we want to speak well, we firstly must listen to what others say and understand them clearly.

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[14] M. Rost, *Introducing Listening*, England: Penguin English 1994, p. 45.

[15] Richardson, *The important listening comprehension,* http:// www. teachingenglish. org.uk/forum-topic/*importance-listening comprehension-english.* Online, (accessed on October 06th 2013).

To sum up, listening skill has taken a very important part in learning English. It is the most communicative and practiced skill that needs to be developed as much as possible.

5. The difficulties in learning listening skill

Active learning skills are very difficult to grasp and to foster. There is a gift involved in being able to actively listen and partake in what another individual experiences and ensure that the speaker is validated and fully understood. Such

Any relationship, in terms of business or personal, is predicated upon listening and hearing what is being said. Both components must be present, and this is where active listening techniques are needed. Some such skills are being able to listen clearly without seeking to bring the conversation back to the listener, or ensuring that a clear line of communication is maintained by occasionally rephrasing what was said in one's own words. At the same time, the ability to listen means to essentially focus out other external and internal distractions so that the speaker feels as if they are the only person in the room and in the listener's consciousness at that moment. In any communication of listening is important to talking.

Second language learner needs to pay special attention to such factor because they highly influence the processing of speech and can often block comprehension if they attended to. As we have already said, listening can cause problems, student often panic when they see the recorder because they know that,

they are faced with challenging task. A skill can to get quickly when the skill becomes our activity every time.[16]

According to Underwood, there are seven problems in listening skill that students may encounter: (1) lack of control over the speed at which speakers speaks, (2) not being able to get things repeated, (3) the listener's limited vocabulary, (4) failure to recognize the signals, (5) problems of interpretation, (6) inability to concentrate and (7) established learning habit. She explains that these problems of students relate to students' different backgrounds such as their culture and educations. Students whose "culture and education includes a strong storytelling and oral communication tradition are generally better at listening than those from a reading and book-based culture and education background.[17]

Brown in his book "Teaching by principle". There are some characteristic of the makes listening difficult:

a. Clustering

Clustering means that a listener sometime does not understand what was said, because they cannot catch the words said so fast.

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[16] Jeremy Harmer, *op chit.,* p. 214

[17] *Ibid.*

b. Reduced forms

These pose significant difficulties, especially for classroom learners who may have initially been exposed to the full forms of the English language. Reduction can be phonological, morphological, syntactic, etc.

c. Stress, rhythm, and intonation

The prosodic feature of the English language is very important as a stress timed, language, speech could be an error from some learners as mouthful as syllables some spelling out between stress point.

d. Interaction

Plays a large role in listening comprehension. Conversation is especially subject to all the rules of interaction: negotiation, clarification, attending, maintenance, turn-talking, signals, and termination.[18]

Some people believe that the ration of listening to talking we do should be in the ratio mouth versus ears. That is amount of listening should be two time the talking. People believe that when we hear someone talking that is listening. But effective listening involves not just hearing but also taking mental note of what is being said. Many people often fail to do this frequently.

Listening can become ineffective also by the thought process of the listener. For example the listener may start thinking about or rehearsing the

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[18] *Ibid.*

answer to something that is being said. This tendency makes listening even more difficult when the listener starts interrupting the speaker before he or she has finished speaking, or immediately after other person stops speaking. This creates a psychological atmosphere of confrontation which is bad for encouraging constructive communication. Very similar to rehearsing is mentally evaluating what is being said before fully listening to what is being said. Such problems are aggravated when there is a feeling of distrust or lack of credibility between the people communicating. Finally, physical fatigue or some other physical discomfort can also interview communication.

People can eliminate all these problems of by take care the physical environment and timing for communication is right. Plus, with practice they can also develop mental discipline to listen carefully without rehearsing, judging, or interrupting.[19]

6. Characteristics of Good Listening Skills

Listening is a skill that should not be underrated. The ability to hear what one is being told is what makes listening possible. However, good listening requires one to carefully consider what one is hearing. The characteristics of good listening as follows:

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[19] Enotes, *What difficult about listening skill*, www.enotes.com/.../what-difficult-about-listening-skills-terms-392652.Online, (accessed on August 05th 2013).

a. Attentiveness

Communication without attentiveness is like a buffet without food. Failure to provide a speaker with eye contact can inspire uneasiness and distrust, depriving a speaker of the satisfaction of knowing that his message is being received. Roaming eyes are often representative of feelings of distraction. Thus, an attentive speaker is sure to concentrate as he listens to a speaker, overcoming distractions and even going so far as to forgive a speaker's poor communication skills. Simply by paying attention, a listener can build an unspoken rapport with a speaker.

b. Paraphrasing

Listening not only involves silence, but it also involves evaluation. Most speakers want to gather input from their listeners rather than simply force their listeners to listen to a lengthy monologue. Whether a speaker is delivering a presentation in front of an audience or addressing a single listener, the speaker is likely to invite listeners to ask questions or to otherwise respond to what he is saying.

c. Empathy

Speaking is an activity that often involves emotion. If a speaker feels criticized by a listener, he is likely to express a degree of inhibition as he speaks. The job of a good listener is to permit speakers to become slightly uninhibited during the communication process. By identifying with a speaker, a listener is

able to empathize with him. Such a listening skill requires flexibility because not all speakers are easy for a listener to identify with. However, by expressing empathy while listening to a speaker, a listener encourages a speaker to be more candid as he speaks.

d. Patience

Listeners should allow speakers to express themselves completely before attempting to interject comments or questions regarding what the speaker is saying. Most speakers do not enjoy being interrupted just so that listeners can try to finish their thoughts. Unless you are engaged in a debate, interrupting a speaker is likely to be interpreted as a sign of rudeness. Thus, good listening requires patience and a willingness to release control of a conversation, assigning as much value to a speaker's idea as you may desire to assign to your own ideas.

e. Generosity

Listening is a neglected art form, largely because we are often ready to take offense to the things that we say to each other. Thus, being a good listener requires one to refrain from judging a speaker. A listener should be more willing to pay attention to a speaker's content than his style. For example, if the speaker makes use of complicated jargon, a listener should make a generous effort to understand the speaker despite of the jargon. If necessary, the listener should also

seek an opportunity to ask questions for clarification purposes, rather than to assume a posture of false understanding.[20]

7. Strategies for Improving Listening Skills

Being a good listener is about making sure that the other person knows that she is being heard. To do that requires listening strategies as well as the ability to articulate what that person is saying to you with active responses or feedback. Since listening is a skill, it is something that must be learned and practiced. Within the context of your relationships, listening provides a safe place for someone to speak freely in an atmosphere of trust and concern.

a. Listen with care

Listen with care. Focus on what is the speaker said. Keep eyes on the person while he/she is talking. Stay focused on what he/she is saying by formulating questions in head, such as "What's the main point of this conversation?" Don't listen by thinking up what you're going to say next; just focus on the speaker.

b. Respond in relevant ways

When the speaker stops speaking and is looking at listener for a response, speak directly to what has just been said. This will keep the attention focused on the other person and what he/she needs right now, which is the foundation of good

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[20] James Withers, *Characteristics good listening skills,* http:// www.ehow. com/about_5 096048_*characteristics-good listening-skills html.* Online, (accessed on August 05th 2013).

listening. It's all about the other person. Be a mirror for the person who needs to talk, so that the listener can help him/her unravel what he is thinking and feeling.

c. Ask questions that require open-ended rather than closed answers

This means that the listener should ask questions that encourage further sharing rather than closing it off. Don't ask questions that can be answered with a simple yes or no. Rather than ask "Do you want to quit your job?" ask something more like "What are the positives and negatives you should look at before deciding to leave this job?" This last question requires the person to continue speaking and exploring her own feelings, so it encourages openness.

d. Don't talk until the person stops talking

Interrupting always makes the speaker feel as if the listener is not listening and as if what she is saying is of no importance to you. The listener can not hear if he/she is talking, so keep quiet and listen. People don't always want nor need advice, but they always need to know they're being heard. Usually their answers will be found within their own words, so they need time and space to speak freely to get to those answers that may be buried under a mountain of emotion or conflict. Let them speak and comment when they are finished.

e. Be patient

Listening takes time and patience. The listener jump to conclusions or rush into give advice unless listener is willing to seem uncaring. Just being actively

there, letting the other person know that she matters and what she has to say is important will be healing and comforting. Listening is nearly a lost art in these days of rushing and electronic communication, but it is worth the time it takes to learn since it's the quickest and easiest pathway to great relationships.[21]

C. The Concept of Media

1. Definition of Media

Definition Of Media as the concept in learning source that can stimulate student in learning and support in learning process. Media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.[22] According Gagne and Briggs, implicitly said that learning media includes physical media which is used to convey the contents of learning material.[23] Media is a set of helping tool or object which can be used by teacher on education to communicate with the students.[24]

Exercises and video are other kinds of media that can be used in or out of the classroom and aid in a verbal and aural understanding of the language.

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[21] Sheila C. Wilkinson, *Strategies improving listening skills,* http:// www.ehow.com /how _4532218_*strategies-improving-listening-skills*, html. Online, (Accessed on October 09th 2013).

[22] H. Asnawir and M. Basyiruddin Usman, *Media Pembalajaran,* (1st Edition) Jakarta: Ciputat Press, 2002), p. 11.

[23] Dr. Arief S. Sadiman, M.Sc., et. Al., *Media Pendidikan*, (Jakarta: Raja Grafindo Persada 2007, p. 6.

[24] Sudarwan Damin, *Media Komunikasi Pendidikan,* (1st Edition) Jakarta: Bumi Aksara 1995, p. 7.

Internet and computer based programs, games, puzzles and reality objects can also be used to assist the students' learning. These kinds of media are quite popular among students, being more fun than the traditional written exercises.

2. The Function of Media

Media is the one tool that can facilitate the student to learning. The use of media in teaching English is one of the most considerations by media, the opportunities of learning can be extend. Media and context should be applied together media as the component of learning source that can stimulate in learning. Media also art of things which can be manipulated, seen, listened, and can be read with.

Based to Asnawir and M. Basyiruddin Usman there are function of media as follows:

a. Media can improve new desire and interest.

b. Media can be implementation the right basic concept, real, and realistic.

c. Media can increase the motivation and stimulate the student study.

d. Media can give integral experience from the concrete to the abstract thing.[25]

In addition, four functions of teaching media, namely:

a) Visual attention function means the media is at the core, and attract the

Attention of learners will concentrate on lesson.

b) The function affective mean visual media can be seen from the enjoy learners when learning to read text display.

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[25]H. Asnawir and M. Basyiruddin Usman, *Op-Cit,* p. 29.

c) Cognitive function is revealed that the visual symbol stimulate the Student achievement in understanding and hearing information.

d) The Function compensatory visual media that provide context for understanding the text and help the learner who weak in reading to organize information in the text.

e) Four visual function, it can be said that the study of the visual message requires skill. Affective techniques are techniques to understand the techniques of visual messages.[26]

3. Kinds of Media

The media in general is characterized by three main elements, namely: noise, visual, and motion. According to Rudy Bertz, there are 7 classification of media namely:

a. Motion audio visual media, such as sound films, video tapes, films, TV.

b. Silent audio visual media, such as the chain movie sounds, sound page.

c. Audio semi motion like: writing much noiseless.

d. Media visual motion, such as: a silent movie.

e. Silent visual media, such as printed pages, images, microphone, mute slide.

f. Audio media, such as radio, telephone, audio tape.

g. Print media, such as books, modules, teaching materials independently. [27]

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[26] Der Traumer, *Pengertian tujuan mamfaat, dan fungsi media*, http://der-traumer. blogspot.com/2012/09/*pengertian-tujuan-manfaat-dan-fungsi*.html. Online, (accessed on October 09th 2013).

[27] Mia, *Teaching media,* http:mia-teaching-media.blogspot.com/2011/12/*kinds-of-media*. html. Online, (accessed on October 09th 2013).

Further Schramm, categorize media by distinguishing between complex media is expensive (big media) and media simple, inexpensive (little media). Category big media, among other things: computer movie, slide, video program. While little media including : drawing, realty sample, sketch.

Seels and Glasgow in Arsyad (2004:35) divided media into two categories, namely traditional media and modern media as follows:

1. Modern media

a) Media based of telecommunication

- Teleconference

- Telecture

b) Media based of microprocessor

 - Computer-assisted instruction

 - Computer player

 - Intelligent tutors system

 - Hypermedia

 - Compact (video) disc.

2. Traditional media

a) Silent visual which projected:

 - Opaque projected

- Overhead projected

- Slides

- Filmstrips

b) Visual non projected

  - Picture

  - Poster

  - Picture, charts, graphic, diagram

  - Show.

c) Audio

-   Record

-   Cassette, real, cartridge

d) Multimedia show

-   Slide + voice (tape)

-   Multi – image

e) Dynamics visual which is project

-   Film

-   TV

-   Video

f) Printed

-   Text books

- Module, program text

- Workbook

- Scientific newspaper

- Hand out

g) Player

- Puzzle

- Simulation

- Board player.

h) Realia

- Model

- Specimen (sample)

- Manipulative (map, doll).[28]

D. Audio Visual Aids as English Learning Media

1. Definition

Visual aids refer to instructional an aid that is used to supplement spoken and written information. Visual aids can be in form of video, tape, posters, case models and film.[29] Audio visual aids can be defined as stimulating material and devices which aid sound and sight in teaching to facilitate learning of the students

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[28] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT. Raja Grafindo Persada. 2004), p. 33-35.

[29] Richard N, *Definition of Visual Aids,* http://www.ask.com/question/definition-of-visual-aid, Online, (accessed on March 06th 2014).

by activating more than one sensory channel. It helps to improve the quality of teaching by making study material more interesting and concrete to the learners.

These are educational material which are used in classroom instruction, directed at the senses of hearing as well as sight of the learner (films, recordings, photographs, etc.) to enhance learning by increasing the attention span and interest of the learner.[30]

2. Classification of Audio Visual Aids:

a. Audio aids: audio materials those can be heard. Ex: radio, tape recorder, walkman, headphones.

b. Visual aids: these are helpful to visualize the things. Ex: graphic aids, 3D-aids, print material, display board.

c. Audio visual aids: these aids can be heard and seen simultaneously. Ex: TV, film.

d. Simple audio aids: it includes graphic aids, display board, and print material.[31]

Parel and Preven, audio visual aids may create interest and motivation at the highest degree because through this teaching aid learners' both eye and ear

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[30] William Calvin, *Definition of audio visual aids*, http:// my.safaribookonline. com / book/medicine/9789332501461/ chapter-8-educational-media/ch8_2_xhtml. Online (Accessed on March 07th 2014).

[31] *Ibid.*

become active so they are widely used in teaching of language. Audio and visual both media have high impact on the mind of learners.[32]

3. Purposes of Audio Visual Aids in Teaching Learning Process

Use of audio visual aids serves some important purposes in teaching learning process which are as follows.

a. clear images: clear images are formed when we see, hear, touch, taste and smell as our experiences are direct, concrete and more or less permanent.

b. antidote to the disease of verbal instructions: they help to reduce verbalism. they help in giving clear concepts, and thus help to bring accuracy in learning.

c. vicarious experience: it has always been seen that the first-hand experience is the best type of educative experience. however, sometimes it is neither practicable nor desirable to provide such experience to pupils. substituted experiences with the help of audio visual aids may be provided under such conditions.

d. variety: more chalk or talk does not help. audio visual aids give variety and provide different tools to the teacher.

e. audio visual aids or instructional aids are those technologies of education which enhance the learning with the aid of sound and sight in the teaching– learning process.

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[32] Dr. M.F Parel and Preven M. Jain, *English Language Teaching,* (Methods, tools, and techniques, *E-Book* , 2013), p. 64.

f. audio visual aids can be defined as those stimulating material and devices which aid in teaching through sound and sight to facilitate the learning of the students by activating more than one sensory channel.

g. the purposes of audio visual aids are to increase the effectiveness of teaching, make the learning experiences last longer and to make the teaching instructions standardized as learners with varying abilities can receive the same message and their individual differences are catered through the use of media.

h. while using audio visual aids in a classroom, certain principles should be kept in mind to enhance its effectiveness to facilitate learning.[33]

E. The Concept of Video Clip as Media to Improve Listening Skill

1. Definition of Video Clip

A video clip is a small section of a larger video presentation. A series of video frames are run in succession to produce a short, animated video. This compilation of video frames results in a video clip.[34] Video clip is a clip containing a video item. This kind of clip may also contain audio items, this has been developed for the purpose in learning. It is very useful medium to use in teaching foreign language especially English, the duration of video clip is 2 minutes until 5 minutes and entirety had to be short to facilitate replay and to enable students to remember what they have watch. This are very short television items are better than video, because the duration of video is 10 minutes until 15

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[33] *Ibid.* p. 22.

[34] *Ibid.*

munutes and it on the whole tend to be long for any other purpose than just general information.

According Hébert & Peretz. A video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships.[35]

2. Types of Videos Clip

There is a wide range of video clip categories that can be used in the classroom. The actual choice will depend on the instructional purpose or outcome and the characteristics of the students and their interests. In the mean time, video clips often show moments of significance, humor, oddity, or prodigy performance. In addition video clips include news, movies, music video and amateur video shot. All of these types of videos can evoke or induce anger, excitement, terror, activity, motivation, love, laughter, whimsy, tears, dreams, calmness, relaxation, sleep, and a coma.[36]

3. Selecting Appropriate Video Clip

Videos clip can have powerful emotional effects. Instructors need to decide the effect they want to produce in a given learning situation. The video clip can distract and decrease learning, even incite students to riot. Unless rioting is a

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[35] Hébert, S., & Peretz, *Memory and Cognition*, *E-Book*, p, 518–533.

[36] Hartsell Taralynn, *Types of video clip,* http://the freelibrary.com/Hartsell /Taralynn/ types-of-video-clip.html. online, (accessed on march 05th 2014).

specific learning outcome, instructors should be very discerning in their choices. There are three sets of criteria that must be considered: (a) the students' characteristics, (b) the offensiveness of the video, and (c) the video structure. The first set of criteria relate to salient socio-demographic characteristics: age or grade level, gender, ethnicity, and language-dominance. Instructors know their students and these characteristics are a must consideration in choosing the right video.

The second set of criteria concerns the possible offensiveness of the video clip according the categories mentioned previously, plus content irrelevant to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities. Mental or physical abuse of anyone drug use; and other offensive content. Clear standards for acceptable content should be delineated. The video is being used to facilitate learning, not impede it. A student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. What is interpreted as offensive is a very personal decision by each student based on s/he own values, beliefs, and principles. The instructor should make every effort to reject any material that is even borderline or potentially offensive. The pool of available videos is large enough that picking the right stuff should not be a problem. If it is a problem, the instructor should seek counsel from colleagues who would be sensitive to such issues.

Finally, the structure of the video clip must be appropriate for instructional use. The following guidelines are suggested when creating video clips: (a) length

as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract; (b) context authentic everyday language use unless purpose relates to language; (c) actions/visual cues action should relate directly to purpose, eliminate anything extraneous; and (d) number of characters limit number to only those few needed to make the point, too many can be confusing or distracting.

4. Benefits Video Clip as Learning Media

Video clips can be used to communicate with learners at a deeper level of understanding by touching their emotions. There are 16 potential outcomes using video clip in learning process as follows:

a. Grab students' attention.

b. Focus students' concentration.

c. Generate interest in class.

d. Create a sense of anticipation.

e. Energize or relax students for learning exercise.

f. Draw on students' imagination.

g. Improve attitudes toward content and learning.

h. Build a connection with other students and instructor.

i. Increase memory of content.

j. Increase understanding.

k. Foster creativity.

l. Stimulate the flow of ideas.

m. Foster deeper learning.

n. Provide an opportunity for freedom of expression.

o. Serve as a vehicle for collaboration.

p. Inspire and motivate students.[37]

5. Motivation in Learning by Using Video Clip

Video clip is widely accepted that the student motivation is a key element within the learning process. The extend educational literature has proven the positivity affect of using new technologies as a support tool for enhancing learning efficacy. These technology capture students' attention as students are familiarized with them and they can easily use these tools.[38] Using video is effective in enhancing motivating students to learn by encouraging self-directed learning and creating more interest and curiosity in learning.[39]

6. Video Clip on YouTube

YouTube is the video web pages the preferred parthnership crowded and the justify its users to load up, watch, and tearned up video clips. Video-video may be assessed, as well as the frequency of the video was watched and described. YouTube is a video sharing website (video sharing) the most popular today. The user can load, watch, and share video clips for free. Generally the

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[37] Ronald A. Berk, *Multimedia teaching with video clips: TV, movies, YouTube, and mtv U in the college classroom.* (International Journal of Technology in Teaching and Learning), p. 4.

[38] Jumria. *Improving Student's Vocabulary by Using Conversation Video at The Year Eight of SMP 8 Palopo*: A Classroom Action Research. The State College for Islamic Studies STAIN Palopo 2013, p. 22-23

[39] Yoo Moon Sook, *effects-Case-Based-Learning-Using-Video-Clinical-Decision-making -Learning-motivation-undergraduate-nursing-students,* http://connection.ebscohost.com/c/articles. Online, (accessed on August 05th 2013).

videos on YouTube are music clips (video clips), movies, TV, and video that users themselves. Not a few people who become famous just by uploading their videos on YouTube . Therefore YouTube be an option for those who want to try their luck. Ranging from singing or dancing could be an option.[40]

7. Video YouTube as English Learning Media

YouTube is a video sharing site Online media website the biggest and most popular in the Internet world. Currently YouTube users spread across the world of all ages, from children to the level of adults. The users can upload YouTube videos, search videos, watch videos, discussion / question and answer about the video and also share video clips for free. Every day there are millions of people who access YouTube so no one if YouTube is potential to be used as a medium of learning.

In this situation, The actors of education (Teacher and student) need to go "play" in the competition to fill contain quality on the internet. It is time for educators to utilize the greatest YouTube . Not only to find the video, but also to upload videos that can help students understand the lesson. Efforts to optimize YouTube in education can thus be done in two ways. Firstly, YouTube can be used for searching and downloading the relevant videos in the learning process. Second, through YouTube it's time educators participated in filling contain video on YouTube with a variety of learning.

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[40] Taufik Rahmat, *Sejarah dan perkembangan youtube.* http://www .websejarah .com /2010/09/*sejarah-dan-perkembangan-YouTube.com*.html. Online, (accessed on October 09th 2013).

Teachers need to develop a range of skills needed to make a video as a medium of learning. Ranging from curriculum analysis to determine exactly what the material was developed using video, picture taking skills, video editing skills, to engineering uploaded on YouTube . The whole skill is not a skill that is difficult, it is a skill that needs to be learned and used. Over time, Instructional videos on YouTube can be used for interactive learning in the classroom, both students and teachers themselves through online presentation or offline. Use of YouTube as a medium of learning can be used at any time without being limited if space and time with the computer or media presentation requirements connected with the internet.

YouTube as a medium of learning has several advantages as a medium of learning namely:

a. Potential that YouTube is the most popular sites in the internet world today that can provide value to edit education.

b. Practical and easy to use YouTube which can be followed by all people, including student and teacher.

c. Informative that YouTube provide information about the development of Science, Education, Technology, and Culture.

d. Shareable that YouTube has the facility of HTML links, learning Embed video codes that can be in share on social networks such as face book, and twitter.

e. Economical is YouTube free for all.[41]

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[41] Shobru, *Youtube sebagai media pembelajaran,* http:// shobru.wordpress .com/2012 /02 /02/*youtube-sebagai-media-pembelajaran/*. Online, (accessed on October 09th 2013).

F. *Conceptual Framework*

Listening is one of the four English language skills. It is the key essential ingredient in effective communication and a technique used for understanding, what is being said by taking into account how something is said and the nonverbal signs and body language that accompanies it. There are many media can be used and one of them is the use video clip.

The researcher applied a technique in improving students' listening skill by watching video clip. This technique was intended to see whether the students' listening skill who are taught by watching video clip and whether the students' motivation in improving listening skill by watching video clip.

In English learning process as input or English material will measure the student's listening skill and the process of learning by using video clip.

After the process, The researcher observed the students' response, activities and in the class while they are learning. Thus the researcher did the experiment in several times, to analyze, to understand by watching video clip to examine whether it is effective to improve the students' listening skill.

As the result, the researcher hopes that the media can improve the students' listening skill and force them to learn English more.

Finally, the researcher found whether the use of video clip can improve the students' listening skill.

Based on the explanation above, the researcher described the conceptual framework of this research is presented below:

```
┌──────────────────────┐
│  Improving Students'  │
│    listening skill    │
└──────────────────────┘
           ↓
┌──────────────────────┐
│       Pre-test        │──────────────────┐
└──────────────────────┘                  │
           ↓                              ↓
┌──────────────────────┐      ┌──────────────────────┐
│      Treatment        │─────→│   Watching video clip │──────┐
└──────────────────────┘      └──────────────────────┘      ↓
           ↓                                          ┌──────────────────────┐
                                                      │ Classroom interaction │
                                                      └──────────────────────┘
┌──────────────────────┐      ┌──────────────────────┐      │
│      Post-test        │─────→│     The Students      │←─────┘
└──────────────────────┘      │    Improvement in     │
                              │    Listening Skill     │
                              └──────────────────────┘
```
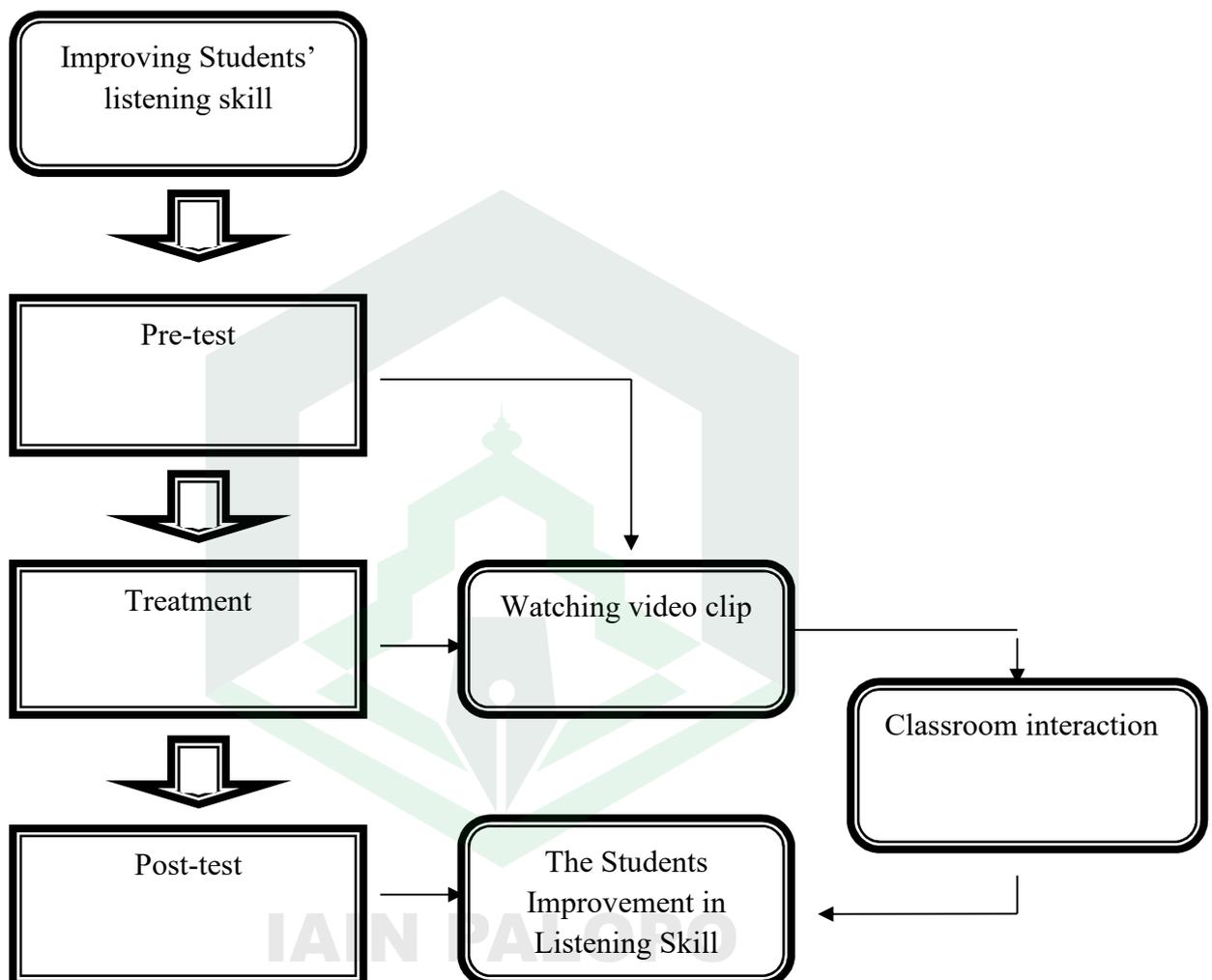
G. *Hypothesis*

This hypothesis is temporary answer toward the result that be expected. Base on the explanation at the introduction. So the hypothesis in this research is formulated, as follow:

1. H_o: video clip is not effective to improving listening skill for the students of SMAN 4 Palopo.

2. H_1: video clip is effective to improving listening skill for the students of SMAN 4 Palopo.

CHAPTER III

THE RESEARCH METHOD

A. Research Method

The recent study was a pre-experimental research to find out the result of a certain technique. The instructional activity was designed only to improving listening skill students by using video clip as techniques toward the experimental, the sample would have test to measure the effect that students get after treatment.

B. Design of the Research

This research tries to describe the effect of treatment of two distinction, using video clip and listening skill, the research design are pre-test and post-test. Therefore, the design are called a pre-test and post-test design.

Pre-Test	Treatment	Post-Test
X_1	O	X_2

Notes : X_1 : Pre-test

　　　　T   : Treatment

　　　　X_2 : Post-test

C. Research Variable

This research involves two variables they are independent variable and dependent variable:

1. Independent variable is watching video clip.

2. Dependent variable is listening skill achievement.

D. Population and Sample

1. Population

In this research, the population of the study includes all eleventh grade student students of the SMAN 4 Palopo in the academic year 2013, the number population are 142 students.

CLASS	STUDENTS
XI IPA 1	20
XI IPA 2	19
XI IPA 3	20
XI IPS 1	22
XI IPS 2	20
XI IPS 3	18
XI IPS 4	23

2. Sample

This research is purposive sampling. In this research, the researcher was taken one class consist of 20 students from XI IPA 3 students of SMA 4 Palopo as the sample. The researcher chooses this class as the sample because the students who are have low ability in English knowledge. Furthermore, they also were

interesting to learn English. Even though their ability in English knowledge still low, especially in listening skill.

E. Instrument of the Research

In any scientific research, instrument for collecting data was absolutely important. The accuracy of the result of research was mostly dependent on how accurate the use of instrument. Before research carried out, the instrument for the data collection should be well prepared. In this case, the instrument of the research is listening test, the listening test was given in pre-test and post-test and addition the researcher use laptop, LCD, and speaker as the instrument to collecting data.

F. Procedure of Collection Data

The data collecting by using the procedure below:

1. Giving Pre-test

The first meeting the researcher gave listening test to the students. The test was listening test. And then, the students listen to the test. The researcher was given the students a paper which is contents of listening test. The researcher asked to the students to pay attention to the listening test. After that the researcher asked them to answer the question based from the listening test.

2. Giving Treatment

The writer gives treatment after the pre-test. The treatment is done for five meetings. So, the researcher prepares some steps to encouraging students' listening skill. The steps are follows:

a. First meeting

1) Opening: introduction about video clip.

2) Whilst activity: the researcher turn on the laptop, LCD and speaker, and then the students watching while them listening video clip news about *Radiation in North America.*

3) Closing: the researcher asked students to answer the question based on the video clip.

b. Second meeting

1) Opening: Giving some explanations to improve listening skill.

2) Whilst activity: The researcher turn on the laptop, LCD and speaker, and then the students watching while them listening video clip news about *Flooded Areas in Queensland.*

3) Closing: the researcher asked students to answer the question based on the video clip.

c. Third meeting

1) Opening: Giving motivation for students to keep spirit in learning process.

2) Whilst activity: the researcher turn on the laptop, LCD and speaker, and then the students watching while them listening video clip animal discovery about *The Live of Penguin.*

3) Closing: the researcher asked students to answer the question based on the video clip.

d. Fourth meeting

    1) Opening: Researcher checked out the students' listening skill

    2) Whilst activity: the researcher turn on the laptop, LCD and speaker, and then the students watching while them listening video clip news about *Wild Fire in Huntington Park.*

    3) Closing: the researcher asked students to answer the question based on the video clip.

e. Fifth meeting

    1) Opening: Evaluating the students' listening skill from the first meeting until the fifth meeting.

    2) Whilst activity: the researcher turn on the laptop, LCD and speaker, and then the students watching while them listening video clip animal discovery about *The Live of Bears.*

    3) Closing: the researcher asked students to answer the question based on the video clip. Finally, researcher asked the students to prepare for test in the next meeting.

3. Giving Post-Test

After giving the treatment, finally researcher gave post-test. The students listen the test by using video clip. The researcher will give the students a paper which is contents of the listening test. After that the students answer the question based from the video clip.

G. Technique of Data Analysis

The analysis the data the writer used the steps as follow:

Scoring of student's the correct answer in listening of pre-test and post-test.

$$\text{Score} = \frac{student's\ correct\ answer}{total\ number} \text{ X 10}$$

1. Looking for D (difference) between score of variable I (x1) pre-test and score of variable II (x2) post-test.

$$D = X1 - X2$$

2. To understand the level of students' score the following classification are use:

Excellent	: 96 – 10	is classified as excellent.
Very good	: 86 – 95	is classified as very good.
Good	: 76 – 85	is classified as good.
Fairly good	: 66 – 75	is classified as fairly good.
Fairly	: 56 – 65	is classified as fairly.
Fairly poor	: 36 – 55	is classified as fairly poor.
Poor	: 0 – 35	is classified as poor.

3. Looking for mean from difference by using the following formula

$$\text{MD} = \frac{\Sigma D}{N}$$

Where:

M_D = Mean Different

Σ^D = Total Different

N = Total Sample

4. To find out standard deviation from difference (SD$_{DD}$)

$$SD_D = \sqrt{\frac{SD^2}{N} - \frac{(SD)^2}{N}}$$

Where :

SD$_D$ = Standard Deviation from Difference

$\sum^D$ = Total Different

N = Total Sample

5. To find out error standard from mean of difference, by using the following formula:

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}}$$

Where :

SE$_{MD}$ = Error Standard from Mean Difference

SD$_D$ = Standard Deviation from Difference

N-1   = Degree of Freedom (df)

a.   Looking for "t$_o$", by using the following formula:

$$SE_{MD} = \frac{SDD}{\sqrt{N-1}}$$

Where   :

t_o = Observation Test

M_D = Mean Difference

SE_{MD} = Error Standard from Mean Difference[1]

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[1] Anas Sudjiono. *Pengantar statistic pendidikan.* (Jakarta: PT Grafindo Persada, 2007), p. 305-315.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter the researcher show the finding and discussion the data of the researcher. It show about the result of the students score in pre-test, post-test, percentage of students score in pre-test and post-test, and the gain score between pre-test and post-test. And the researcher gave discussion from the result of the research.

A. Findings

The findings of the research were showed to describe the result of the data that analyzed. It comprised of the students' score in per-test and post-test, classification percentage of students score in pre test and post test, the mean score and standard deviation of the students' pre-test and post-test.

1. The analysis students` score in pre-test and post-test.

a. Pre-test

In this section, the researcher showed the complete score of students in listening in pre-test, the mean score and standard deviation of students, and the rate percentage of students' listening score in pre-test. The researcher presented them in the tables. For more clearly, at first the researcher would show the complete students' score listening in pre-test. It was tabulated by following table:

Table 1
The students' result in pre-test

No	Sample	Correct Answer	Score
1	R1	5	25
2	R2	4	20
3	R3	5	25
4	R4	10	50
5	R5	9	45
6	R6	9	45
7	R7	7	35
8	R8	13	65
9	R9	12	60
10	R10	11	55
11	R11	8	40
12	R12	12	60
13	R13	7	35
14	R14	10	50
15	R15	10	40
16	R16	8	40
17	R17	6	30
18	R18	7	35
19	R19	9	45
20	R20	6	30

The table above shows that from 20 students, there were three students got the score between 0 - 25. There were eight students got the score between 26 – 40. There was sixth students got the score between 41 – 55. There were three students got

the score between 56 – 70. There were no one student got the score between 71 – 85 and score between 86 – 100.

After calculating the result of the test, the rate percentages of the students' scores were presented in the following table:

Table 2
The rate percentage of the students' score of pretest

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	-	0%
Good	56-70	4	3	15%
Average	41-55	3	6	30%
Poor	26-40	2	8	40%
Very Poor	≤ 25	1	3	15%
Total			20	100%

The table 4.3 above shows that 3 (15%) out of 20 students were in poor classification, 8 (40%) were in poor classification. 6 (30%) out of 20 students were in fairly good classification, 3 (15%) were in good classification, and 0 (0%) were in good classification, and no one were in very good as well as in excellent classification.

b. Post-test

Table 3
The students' result in post-test

No	Sample	Correct Answer	Score
1	R1	7	35
2	R2	7	35
3	R3	9	45
4	R4	15	75
5	R5	11	55
6	R6	9	45
7	R7	11	55
8	R8	16	80
9	R9	17	85
10	R10	12	60
11	R11	8	40
12	R12	14	70
13	R13	11	55
14	R14	12	60
15	R15	11	55
16	R16	13	65
17	R17	8	40
18	R18	10	50
19	R19	11	55
20	R20	10	50

The table above shows that from 20 students, no one student got the score between 0 - 25. There were four students got the score between 26 – 40. There were 10 students got the score between 41 – 55. There were three students got the score

between 56 – 70. There were three student got the score between 71 – 85 and no one student got score between 86 – 100.

After calculating the result of the test, the rate percentages of the students' scores were presented in the following table:

Table 4
The rate percentage of the students' score of post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very good	71-85	5	3	15%
Good	56-70	4	3	15%
Average	41-55	3	10	50%
Poor	26-40	2	4	20%
Very Poor	≤ 25	1	0	0%
Total			20	100%

The table 4.4. above shows the percentage of the students after giving treatment. Where, 0 (0%) out of 20 students were in poor classification, 4 (20%) were in poor classification. 10 (50%) out of 20 students were in fairly good classification, 3 (15%) were in good classification, and 3 (15%) were in good classification, and no one were in very good as well as in excellent classification

Table 5
Score of the students' Pretest and Posttest and the Gain the Difference

No	Sample	Pretest (X_1)	$(X_1)^2$	Posttest (X_2)	$(X_2)^2$	Gain/D (X_2-X_1)	$(D)^2$
1	R1	25	625	35	1225	10	100
2	R2	20	400	35	1225	15	225
3	R3	25	625	45	2025	20	400
4	R4	50	2500	75	5625	25	625
5	R5	45	2025	55	3025	10	100
6	R6	45	2025	55	3025	10	100
7	R7	35	1225	55	3025	20	400
8	R8	65	4225	80	6400	15	225
9	R9	60	3600	85	7225	25	625
10	R10	55	3025	60	3600	5	25
11	R11	40	1600	50	2500	10	100
12	R12	60	3600	70	4900	10	100
13	R13	35	1225	55	3025	20	400
14	R14	50	2500	60	3600	10	100
15	R15	40	1600	55	3025	15	225
16	R16	40	1600	65	4225	25	625
17	R17	30	900	40	1600	10	100
18	R18	35	1225	50	2500	15	225
19	R19	45	2025	55	3025	10	100
20	R20	30	900	50	2500	20	400
Total		$\sum X_1 =$ 830	$\sum X_1^2 =$ 37450	$\sum X_2 =$ 1130	$\sum X_2^2 =$ 67300	$\sum D =$ 300	$\sum D^2 =$ 5200

The table 4.5. above shows that total scores of pretest ($\sum X_1$) is 830, and the sum of total pretest ($\sum X_1^2$) is 37450. while total scores of posttest ($\sum X_2$) is 1130 and the sum of total postest ($\sum X_2^2$) is 67300. The total different score ($\sum D$) is 300 and the sum of different score ($\sum D^2$) is 5200.

2. The analysis students` means score in pre test and post test.

a. Means Score of Pre Test

$$\bar{X} = \frac{\sum X\,1}{N}$$

$$\bar{X} = \frac{830}{20}$$

$$\bar{X} = 41{,}5$$

It means that the ability of 20 students in answering 20 items only got the mean score 41,5.

b. Means score Post test

$$, \bar{X} = \frac{\sum X2}{N}$$

$$\bar{X} = \frac{1130}{20}$$

$$\bar{X} = 56{,}5$$

It means that the ability of 20 students in answering 20 items only got the mean score 56,5.

Table 6
The students' Mean score

Type of test	Mean score
Pretest	41,5
Posttest	56,5

The table above shows that the mean score of the students' pretest was 41,5 and mean score of the students' pretest was 56,5

The researcher used the data of table 4.5 to know the students' standard deviation of pre test and post test.

3. The analysis students` standard deviation in pre test and post test.

a. Standard deviation of pre test

$$SD = \sqrt{\frac{ss}{N}} \qquad \text{where } SD = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$SD = \sum X_1^2 - \frac{(\sum X_1)^2}{N}$$

$$= 37450 - \frac{(830)^2}{20}$$

$$= 37450 - \frac{688900}{20}$$

$$= 37450 - 34445$$

$$= 3005$$

$$= \sqrt{\frac{3005}{20}}$$

$$SD = \sqrt{150,25}$$

$$SD = 3,25$$

b. Standard deviation of post test

$$SD = \sqrt{\frac{SS}{N}} \qquad \text{where } SD = \sum X_2^2 - \frac{(\sum X_2)^2}{N}$$

$$SD \quad = \sum X_2^2 - \frac{(\sum X_2)^2}{N}$$

$$= 67300 - \frac{(1120)^2}{20}$$

$$= 67300 - \frac{1270900}{20}$$

$$= 67300 - 63845$$

$$= 3480$$

$$= \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{3455}{20}}$$

$$= \sqrt{18,47}$$

$$= 4,29$$

From the analysis data the writer compared the mean score of students' pretest and post test by using the following data.

Table 7
The standard deviation of the students

Type of test	Standard deviation
Pretest	3,25
Posttest	4,29

The table above shows the standard deviation of the students' pretest was 3,25 and standard deviation of posttest was 4.29.

4. To find out the significant different between the pre test and post test

$$D = \frac{\sum D}{N}$$

$$D = \frac{290}{20}$$

$$D = 14,5$$

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{14.5}{\sqrt{\dfrac{5100 - \dfrac{(290)^2}{20}}{20(20-1)}}}$$

$$t = \frac{14,5}{\sqrt{\frac{5100 - \frac{84100}{20}}{20\,(19)}}}$$

$$t = \frac{14,5}{\sqrt{\frac{5100 - 4205}{380}}}$$

$$t = \frac{14,5}{\sqrt{\frac{895}{380}}}$$

$$t = \frac{14,5}{\sqrt{2,35}}$$

$$t = \frac{14,5}{1,53}$$

$$t = 3,47$$

The formula above showed that the t-test value of the students vocabulary achievement was 3,47.

5. To find out the degree of freedom the writer used the following formula:

Degree of freedom (df) = N – 1

= 20 – 1

= 19

Testing "t" table (t$_{table}$)

Standard significance α = 0,05

t$_{table}$ = t (1-½α) (df)

= t (1-$\frac{1}{2}$.0,05) (19)

$$= t \, (1- 0{,}025) \, (19)$$

$$= (0{,}975) \, (19)$$

$$= 2{,}09 \text{ (to find out in } t_{table})$$

For the level significance (p) = 0,05, and the result of T-test is 9,47 while t-table is 2.09. thus the value of t-test greater than the value of t-table (9.47 > 2,09).

Table 8
T-test and T-table value of students' listening skill achievement

Variable	T-test	T-table
X_2-X_1	3.47	2.09

The table above shows that the result of T-test is 3.47 while t- table is 2.09. It means that t-test was higher from that t-table.

6. Criteria of hypothesis acceptability

a. t_{test} < t_{table} = reject null hypothesis

b. t_{test} > t_{table} = receive null hypothesis

It indicated that t_{test} = 3,47 > t_{table} = 2,09. Therefore, the researcher concluded that the null hypothesis was rejected and while alternative hypothesis was received. It means that the use of video clip in improving students' listening skill at the eleventh years students of SMA Negeri 4 Palopo was effective.

B. Discussions

In this section, the researcher wants to clarify the difficulties that were undergone by the students at the eleventh (XI) Year Students of SMA Negeri 4 Palopo. Before treatment, the students have difficulties to answer the questions from the test, it is proven from the researcher' data in The students' result in pre-test (see table 1, p. 48) the highest score of students was 65 and it was only gotten by one students out of 20 students, and the lowest score was 20. In contrary, after students gave treatment the highest score was 85 and the lowes score was 35, it means that, from the researchers' experience, in teaching process of listening skill by watching video clip are interesting, the situation of classroom was attractive and the students enjoyed got the material because the students like watching video while learning process. So, video clip was effective media to improving students listening skill at the eleventh year students of SMA Negeri 4 Palopo.

From the rate percentage and frequency of pretest and posttest (table 2 and 4) the researcher indicated that before giving the treatment to the students, their achievement in structure was categorized very poor. It is proven that there were 3 (15%) students got the very poor score and 8 (40%) students got the poor classification, there was 6 (30%) students got fair classification and just 4 (5%) students got the good classification. After giving treatment, the students' achievement in structure was categorized as very good classification. It is proved there were 3 (15%) students got the very good classification, there were 3 (15%) students got good

score, 10 (50%) students got fairly good score, and there were 2 (10%) students got poor, while none of them were in the excellent and very poor classification.

Besides that, the researcher found the difficult which students face along during this research class. The students were difficult to distinguish the writing of word when they listen same utterance words which are in English language and Indonesia language. For example: the "system" word in the English language but the students write "sistem" in Indonesia language, and the "technology" word in the English language but the students write "teknologi" in Indonesia language.

Finally, in comparing the result of t_{test} value and t table value, the researcher found that the value of t_{test} was higher than the value of t_{table} 3.47>2,09 (see table 8, p. 57). It means that there was significance difference between the result of pre-test and post-test. Thus this study accepted H_1 where there is significant difference between the student's skill before and after the treatment and rejected H_0 where there is no significant difference between the student's listening skill before and after the treatment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The discussion in this chapter indicated conclusions and some of suggestions related to the finding and the application of the research.

A. Conclusion

Based on the result of data analysis in the previous chapter, the researcher conclusion as follows:

1. Using video clip has positive effects to improve students' listening skill, because video provides a triple connection between image, sound, and text. So that, they encourage greater retention in lexical term. By using video clip students of SMAN 4 Palopo have a good response in improving listening skill.

2. Video clip is a good media to improvement students in listening skill for the eleventh year students of SMAN 4 Palopo, because based on observation during this research, the students more understand the meaning the text from what they listen on video clip. Beside that, students interested and motivated to learn English, and their more focus and active during the class. Based on the data analysis in discussion and finding the researcher get the difference from score in pre-test (41,5) and post-test (56,5). The data had been analyzed by using (t_t) standard of significant 5% with degree of freedom (df) = 19, got t_t = 2.09 and standard of signification 0.05, the result of t_0 (t count) were 3,47 From this result, the researcher gave interpretation that t_0 (t count) was higher that t_t (t table) 3,47 > 2.09. It means that there was a significance

difference between students' ability before and after giving treatment. So that, H_0 hypothesis unaccepted and automatically H_1 hypothesis accepted, it could be concluded that watching Video was effective in teaching listening skill at eleventh year of SMAN 4 Palopo.

B. Suggestion

The success in teaching did not depend on the lesson program only, but more important was how the teacher presents the lesson and using various method to manage the class more lively and enjoyable. The method also helped the teacher and lecturer, and giving much opportunity for the students to be active in teaching learning process. Regarding to the teaching speaking by retelling fable, the researcher gave some suggestion for the teacher and students as follow:

1. The researcher suggests to the English teacher generally, and especially to English teacher of SMAN 4 Palopo particularly to apply kinds of interesting technique and media in teaching listening. The researcher suggested to using English video as a media in teaching listening.

2. An English teacher should be used a unique method to interest student in study Listening English, in order they do not be bored in learning process.

3. An English teacher in teaching English should given appropriate method to the students that can make them relax, enjoy and easy to understand the material in learning process.

4. The teacher and the students should be active in learning process. So the students can improve their skill in English.

Finally, the researcher realized that this thesis involved some weakness and it was far from being perfect. So, constructive critics and advice were really expected for the perfection of the thesis. The researcher hoped that the results of this research could be useful for the readers.

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IAIN PALOPO

Appendix I

Pre-test

Name   :

Class   :

a. *Listen to the news carefully and fill the blank using the correct answer!*

Grand Canyon

Millions of tourists are ……….(1) each year to the ………………..(2) to see its impressive rocks, which record nearly two billion years of ………(3) history. Running for almost 450km and to a depth of 1,800m, it is almost too vast to take in.

Its huge scale has also been problematic for ………..(4) who've spent years gathering data from different ………..(5) through the canyon to try to work out its true age.

Some of the most recent ………….(6) had indicated an ancient origin, while others thought it was much……… (7).

Now a new study in the ………..(8) Geosciences journal pulls it all together. It finds, yes, the Grand Canyon has very old segments, but the full ………..(9) was only cut into the form we know today by the ………….(10) just over five million years ago.

Pre-test

Name   :

Class   :

b. *Listen to the news carefully and fill the blank using the correct answer!*

Whales

Whales are …..(1) mammals. They therefore Breathe air but can't…..(2) on land. Some…..(3) are very large Indeed and the blue whale, which can exceed 30 meters in Length is the largest…..(4) to have lived on earth Superficially the whale looks rather like ……….(5)but there are important differences in its external structure; its tail consists of a…..(6) flat horizontal…..(7) (the tail of a fish is vertical) and it has a single nostril on top of its large, broad head.

The…..(8) is smooth and shiny and…..(9) it lies a layer of fat (blubber). It can be up to 30 meters in Thickness and serves heat and body…..(10).

Appendix III

Post-test

Name :

Class :

a. *Listen to the news carefully and fill the blank using the correct answer!*

Information Society

When you hear the term……………(1), you might guess that people are talking about the …………..(2) and the level of access people have to information. And that's quite close An 'information society' has information and ……………(3) at its heart, where once it might have had industrial development, or agriculture.

According to the United …………..(4) it's important to understand the 'information society' because it affects the way we live, how we learn and work and how we relate to each other.

The term is used in the news because the ability to get information, whether you get it from a computer, a telephone, or your radio, throws up a number of………….(5) issues.

When the internet or telecommunications are in the news, you'll hear …………..(6) about who controls access to…………(7), how they're being developed and how much they cost.

The 'information society' also has implications for countries where there are fewer ……….(8) freedoms. How is access to information controlled? And how does this affect economic and political………..(9)?

You might also hear of 'the digital divide'. What do you think is the best way to bridge the gap between those who have access to new ………..(10) and those who don't?

Appendix VI

Post-test

Name   :

Class   :

b. *Listen carefully and fill the blank using the correct answer!*

Snakes

Snakes are ………(1) (cold blooded creatures). They belong to the same groups' lizards (the scaled group, Squamanta) but from a sub group of their own (serpents).

Snakes have two ………..(2) but a long time ago they had claws to help them slither along. Snakes are not slimy. They are covered in scales which are just bumps on the skin. Their skin is ………(3) and glossy to reduce friction as the snake slithers along the ground. Snakes often sun bathe on rocks in the warm……..(4). This is because snakes are cold-blooded and they need the sun's warmth to heat their body up.

Most snakes live in the………(5). Some types of snakes live in a tree, some live in

water, but most live on the ground in deserted ……(6) burrows, in thick, long grass and in old logs.

A snake's ……(7) usually consists of frogs, lizards and mice and other snakes. The anaconda can eat small crocodiles and even wild boars.

Many snakes protect themselves with their fangs. Boa constrictors can give you a bear hug which is so…….(8), it can crash every single bone in your body.

Some snakes are protected by scaring their enemies away like the cobra. The flying snake glides away from…….(9). Their ribs spread apart and the skin stretches out. Its technique is just like the sugar ……….(10).

Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah   :   SMAN 4 Palopo

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   XI/Ganjil

Waktu   :   2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

1.1. Memahami makna dengan benar dalam video clip news tentang Radiation in North America.

B. KOMPETENSI DASAR

1.2. Merespon makna dalam vidoe clip news transaksional (*to get thing done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat,lancar,dan berterima menggunakan ragam bahasa lisan yang yang baik dan benar.

C. INDIKATOR

1.3. Siswa mengidentifikasi makna dalam video clip news tentang Radiation in North America.

D. TUJUAN PEMBELAJARAN

1.4. Siswa dapat memahami makna informasi dengan benar dalam video clip news tentang Radiation in North America.

E. MATERI PEMBELAJARAN

ENGLISH VIDEO CLIP

Topic   : Radiation in North America

Type   : News

F. METODE PEMBELAJARAN

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

G. KEGIATAN PEMBELAJARAN

Langkah-Langkah :

Pertemuan 1.

- Kegiatan Awal
    - Guru memberi salam
    - Peserta didik menjawab salam.
- Kegiatan Inti
    - Siswa menonton dan mendengarkan video clip news tentang Radiation in North America.
- Kegiatan penutup.
    - Siswa menjawab pertanyaan berdasarkan video clip tersebut.

H. SUMBER BELAJAR

- Contextual Learning XI
- Video Clip from YouTube
- LCD

- Laptop
- Speaker

I. PENILAIAN

- Teknik : Performance Assesment (responding)
- Bentuk : menjawab Pertanyaan

Palopo,   November 2013

Mengetahui,

Guru Pamong Bahasa Inggris   Mahasiswa PPL

HARIANI, S.Pd   **M. ALI AKBAR**
Nip: Nim: 09.16.3.0188

Kepala Sekolah SMA Negeri 4 Palopo

Drs. MUHAMMAD YUSUF, M.Pd
Pangkat : Pembina,
NIP. 19590908 198503 1 017

Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah   : SMAN 4 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Ganjil

Waktu   : 2 x 45 menit (1 pertemuan)
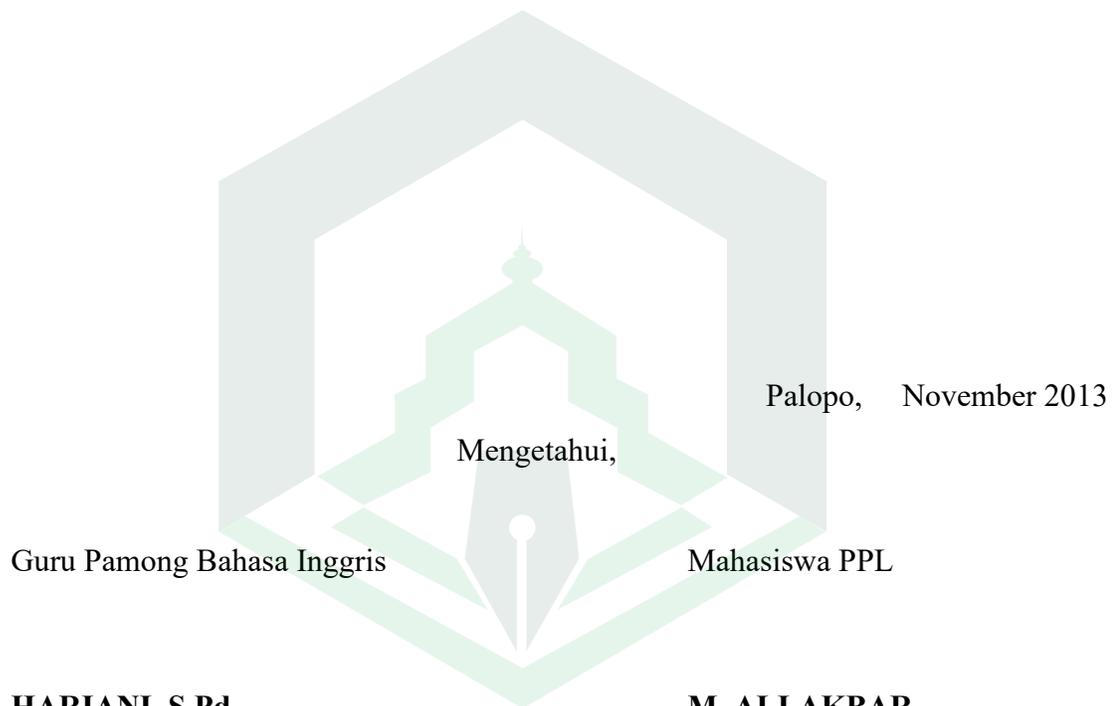
A. STANDAR KOMPETENSI

2.1. Memahami makna dengan benar dalam video clip news tentang Flooded Areas in Queensland.

B. KOMPETENSI DASAR

2.2. Merespon makna dalam vidoe clip transaksional (*to get thing done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat,lancar,dan berterima menggunakan ragam bahasa lisan yang yang baik dan benar.

C. INDIKATOR

2.3. Siswa Mengidentifikasi makna dalam video clip news tentang Flooded Areas in Queensland.

D. TUJUAN PEMBELAJARAN

2.4. Siswa dapat memahami makna informasi dengan benar dalam video clip news tentang Flooded Areas in Queensland.

E. MATERI PEMBELAJARAN

ENGLISH VIDEO CLIP

Topic　　　　: Flooded Areas in Queensland.

Type　　　　: News

F. METODE PEMBELAJARAN

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

G. KEGIATAN PEMBELAJARAN

Langkah-Langkah :

Pertemuan 2.

- Kegiatan Awal
    - Guru memberi salam
    - Peserta didik menjawab salam.
- Kegiatan Inti
    - Siswa menonton dan mendengarkan video clip news tentang Flooded Areas in Queensland..
- Kegiatan penutup.
    - Siswa menjawab pertanyaan berdasarkan video clip tersebut.

H. SUMBER BELAJAR

- Contextual Learning XI
- Video Clip from YouTube
- LCD

- Laptop
- Speaker

I. PENILAIAN

- Teknik : Performance Assesment (responding)
- Bentuk : menjawab Pertanyaan

Palopo,   November 2013

Mengetahui,

Guru Pamong Bahasa Inggris   Mahasiswa PPL

HARIANI, S.Pd   **M. ALI AKBAR**
Nip: Nim: 09.16.3.0188

Kepala Sekolah SMA Negeri 4 Palopo

Drs. MUHAMMAD YUSUF, M.Pd
Pangkat : Pembina,
NIP. 19590908 198503 1 017

Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah   :   SMAN 4 Palopo

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   XI/Ganjil

Waktu   :   2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

3.1 Memahami makna dengan benar dalam video clip animal discovery tentang The Live of Penguin.

B. KOMPETENSI DASAR

3.2. Merespon makna dalam vidoe clip transaksional (*to get thing done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat,lancar,dan berterima menggunakan ragam bahasa lisan yang yang baik dan benar.

C. INDIKATOR

3.3. Siswa mengidentifikasi makna dalam video clip animal discovery tentang The Live of Penguin.

D. TUJUAN PEMBELAJARAN

3.2 Siswa dapat memahami makna informasi dengan benar dalam video clip animal discovery tentang The Live of Penguin.

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E. MATERI PEMBELAJARAN

ENGLISH VIDEO CLIP

Topic   : The Live of Penguin.

Type   : Animal Discovery

F. METODE PEMBELAJARAN

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

G. KEGIATAN PEMBELAJARAN

Langkah-Langkah :

Pertemuan 3.

- Kegiatan Awal
  - Guru memberi salam
  - Peserta didik menjawab salam.
- Kegiatan Inti
  - Siswa menonton dan mendengarkan video clip animal discovery tentang The Live of Penguin.
- Kegiatan penutup.
  - Siswa menjawab pertanyaan berdasarkan video clip tersebut.

H. SUMBER BELAJAR

- Contextual Learning XI
- Video Clip from YouTube

- LCD
- Laptop
- Speaker

I. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : menjawab Pertanyaan

Palopo,   November 2013

Mengetahui,

Guru Pamong Bahasa Inggris   Mahasiswa PPL

HARIANI, S.Pd   **M. ALI AKBAR**
Nip: Nim: 09.16.3.0188

Kepala Sekolah SMA Negeri 4 Palopo

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Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah   :   SMAN 4 Palopo

Mata Pelajaran   :   Bahasa Inggris

Kelas/Semester   :   XI/Ganjil

Waktu   :   2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

4.1. Memahami makna dengan benar dalam video clip news tentang Wild Fire in Huntington Park.

B. KOMPETENSI DASAR

4.2. Merespon makna dalam vidoe clip transaksional (*to get thing done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat,lancar,dan berterima menggunakan ragam bahasa lisan yang yang baik dan benar.

C. INDIKATOR

4.3. Siswa mengidentifikasi makna dalam video clip news tentang Wild Fire in Huntington Park.

D. TUJUAN PEMBELAJARAN

4.2. Siswa dapat memahami makna informasi dengan benar dalam video clip news tentang Wild Fire in Huntington Park.

E. MATERI PEMBELAJARAN

ENGLISH VIDEO CLIP

Topic   : Wild Fire in Huntington Park.

Type   : News

F. METODE PEMBELAJARAN

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

G. KEGIATAN PEMBELAJARAN

Langkah-Langkah :

Pertemuan 4.

- Kegiatan Awal
  - Guru memberi salam
  - Peserta didik menjawab salam.
- Kegiatan Inti
  - Siswa menonton dan mendengarkan video clip news tentang Wild Fire in Huntington Park.
- Kegiatan penutup.
  - Siswa menjawab pertanyaan berdasarkan video clip tersebut.

H. SUMBER BELAJAR

- Contextual Learning XI
- Video Clip from YouTube
- LCD

- Laptop
- Speaker

I. PENILAIAN

- Teknik : Tes tertulis
- Bentuk : menjawab Pertanyaan

Palopo,   November 2013

Mengetahui,

Guru Pamong Bahasa Inggris   Mahasiswa PPL

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Rencana Pelaksanaan Pembelajaran
(RPP)

Nama Sekolah   : SMAN 4 Palopo

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : XI/Ganjil

Waktu   : 2 x 45 menit (1 pertemuan)

A. STANDAR KOMPETENSI

5.1. Memahami makna dengan benar dalam video clip animal discovery about The Live of Bears.

B. KOMPETENSI DASAR

5.2. Merespon makna dalam vidoe clip transaksional (*to get thing done*) dan interpersonal (*bersosialisasi*) resmi dan tak resmi secara akurat,lancar,dan berterima menggunakan ragam bahasa lisan yang yang baik dan benar.

C. INDIKATOR

5.3. Siswa mengidentifikasi makna dalam video clip animal discovery about The Live of Bears.

D. TUJUAN PEMBELAJARAN

5.4. Siswa dapat memahami makna informasi dengan benar dalam video clip animal discovery about The Live of Bears.

.

E. MATERI PEMBELAJARAN

ENGLISH VIDEO CLIP

Topic   : The Live of Bears.

Type   : Animal Discovery

F. METODE PEMBELAJARAN

- Contextual Learning and Teaching (CTL)
- Cooperative Learning
- Three-phase technique.

G. KEGIATAN PEMBELAJARAN

Langkah-Langkah :

Pertemuan 5.

- Kegiatan Awal
  - Guru memberi salam
  - Peserta didik menjawab salam.
- Kegiatan Inti
  - Siswa menonton dan mendengarkan video clip animal discovery about The Live of Bears.
- Kegiatan penutup.
  - Siswa menjawab pertanyaan berdasarkan video clip tersebut.

H. SUMBER BELAJAR

- Contextual Learning XI
- Video Clip from YouTube
- LCD

- Laptop
- Speaker

I.   PENILAIAN
- Teknik : Tes tertulis
- Bentuk : menjawab Pertanyaan

Palopo,   November 2013

Mengetahui,

Guru Pamong Bahasa Inggris   Mahasiswa PPL

HARIANI, S.Pd   **M. ALI AKBAR**
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