

AN UNDERGRADUATE THESIS

**IMPROVING THE STUDENT LISTENING SKILL THROUGH VIDEO
CLIP MEDIA AT THE TENTH GRADE OF MA NURUL ULUM
KOTAGAJAH LAMPUNG TENGAH IN ACADEMIC YEAR OF 2018/2019**

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**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H / 2019 M**

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CLIP MEDIA AT THE TENTH GRADE OF MA NURUL ULUM
KOTAGAJAH LAMPUNG TENGAH IN ACADEMIC YEAR OF 2018/2019**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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Title : IMPROVING THE STUDENTS LISTENING SKILL
THROUGH VIDEO CLIP MEDIA AT THE TENTH GRADE OF
MA NURUL ULUM KOTAGAJAH LAMPUNG TENGAH IN
ACADEMIC YEAR OF 2018/2019

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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VIDEO CLIP MEDIA AT THE TENTH GRADE OF MA NURUL
ULUM KOTAGAJAH LAMPUNG TENGAH IN ACADEMIC
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

No. B-0194/n-28-1/D/PP-00.9/01/2019

An Undergraduate thesis entitled: IMPROVING THE STUDENTS LISTENING SKILL THROUGH VIDEO CLIP MEDIA AT TENTH GRADE OF MA NURUL ULUM KOTAGAJAH LAMPUNG TENGAH IN THE ACADEMIC YEAR OF 2018/2019 , written by Alvian Nugroho, student number 14120927, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Monday, January 7th 2018 at 11.00 – 13.00 a.m.

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**IMPROVING THE STUDENT LISTENING SKILL
THROUGH VIDEO CLIP MEDIA
AT THE TENTH GRADE OF MA NURUL ULUM KOTAGAJAH
LAMPUNG TENGAH OF ACADEMIC YEAR 2018/2019**

ABSTRACT

By:

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The aim of this research was to improve students' listening skills of tenth grade students at MA Nurul Ulum Kotagajah in the academic year of 2018/2019 using the videos clips.

This research was classified as action research. It was conducted in two cycles with two meetings for each cycle. The main subjects of this research were 33 students of Tenth Grade at MA Nurul Ulum Kotagajah. The data obtained were qualitative and quantitative. The qualitative data were gained from the observations, interviews with both English teacher and the students, and discussions with the collaborator. The data were transformed into observations and field notes. Meanwhile, the quantitative data were gained from the listening tests that were conducted before the implementation and after the implementation in Cycle I and Cycle II.

In this research, the test results showed that there was an improve from the pre-test and post-test. In the first cycle the average pre-test score was 53.18 to 64.84 post-test. From the first cycle the target lesson has not been achieved because students who have scored more than 70 are only 10 students from 33 students. This means that the target of the lesson has not been achieved because students who score more than 70 are only 10 students from 33 students. This means that those who get the score according to the criteria are only 30.3% and the target reaches 70%. In the second cycle there was an improve from the results of the post-test I 64.84 to 80.90 in the post-test II. In this cycle the target of learning has been reached 100%, because students get a score of more than 70.

The conclusion of this study is that video clips become one of the media that can help students improve their listening skills in class X MA Nurul Ulum Kotagajah.

**MENINGKATKAN KEMAMPUAN MENDENGARKAN PESERTA DIDIK
MELALUI MEDIA KLIP VIDEO
DI KELAS X MA NURUL ULUM KOTAGAJAH LAMPUNG TENGAH
DI TAHUN AKADEMIK 2018/2019**

ABSTRAK

Oleh:

**ALVIAN NUGROHO
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Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan mendengarkan siswa siswi kelas sepuluh di MA Nurul Ulum Kotagajah pada tahun akademik 2018/2019 menggunakan klip video.

Penelitian ini diklasifikasikan sebagai penelitian tindakan. Itu dilakukan dalam dua siklus dengan dua pertemuan untuk setiap siklus. Subjek utama dalam penelitian ini adalah 33 siswa kelas X di MA Nurul Ulum Kotagajah. Data yang diperoleh bersifat kualitatif dan kuantitatif. Data kualitatif diperoleh dari observasi, wawancara dengan guru bahasa Inggris dan siswa, dan diskusi dengan kolaborator. Data diubah menjadi pengamatan dan catatan lapangan. Sementara itu, data kuantitatif diperoleh dari tes listening yang dilakukan sebelum implementasi dan setelah implementasi pada Siklus I dan Siklus II.

Dalam penelitian ini, hasil test menunjukkan bahwa terdapat peningkatan dari pre-test dan post-test. Dalam siklus pertama memperoleh nilai rata-rata pre-test adalah 53.18 menjadi 64.84 post-test. Dari siklus yang pertama target pelajaran belum dicapai karena siswa yang mendapatkan nilai lebih dari 70 hanya 10 siswa dari 33 siswa. Ini berarti bahwa target pelajaran belum tercapai karena siswa yang mendapatkan nilai lebih dari 70 hanya 10 siswa dari 33 siswa. Ini berarti yang berhasil mendapatkan nilai sesuai kriteria hanya 30.3% dan target mencapai 70%. Di siklus yang kedua terdapat peningkatan dari hasil post-test I 64.84 menjadi 80.90 di post-test II. Dalam siklus ini target pelajaran telah dicapai itu 100%, karena peserta didik mendapatkan nilai lebih dari 70.

Kesimpulan penelitian ini adalah video clip menjadi salah satu media yang dapat membantu siswa dalam meningkatkan kemampuan mendengarkan di kelas X MA Nurul Ulum Kotagajah.

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 21 November 2018



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MOTTO

يَرْفَعِ اللَّهُ الَّذِينَ ءَامَنُوا مِنكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ

Meaning: Allah SWT will exalt those who believe among you and those who are given knowledge a few degrees.

(Q.S. AL-MUJADALAH : 11)

DEDICATION PAGES

This undergraduate thesis would highly be dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved Dad Ali and Mom Sugiarti and My Beloved Brother Arief Setiawan and My Beloved Sister Aliyah Nurul Aini, thank you having nursed me with your endless love and taught me about this life. May Allah always bless you, amin ya Robb.
3. My beloved almamater IAIN Metro.

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In the name of Allah, the most gracious, the most merciful praise is to Allah, the lord of the world whom without his mercy and blessing, none of these would be possible. Let us thank to Allah SWT who always blesses us until now and keeps our healthy so that we can finish this thesis. May peace will not stop to be upon our idol, the one perfect human, Prophet Muhammad SAW, his family and his companions.

This under graduate thesis entitles “Improving The Student Listening Skill Through Video Clip Media At The Tenth Grade Of Ma Nurul Ulum Kotagajah Center Lampung”. In this research the researcher focused to improve the students’ Listening Skill of MA Nurul Ulum Kotagajah. Regarding to the thesis, the reseacher couldn’t work alone, there were many persons who contributed their meaningful hands in accomplishing this thesis. Thanks to Prof. Dr. Enizar, M.Ag as the principal of IAIN Metro, thanks to Mr. Ahmad Subhan Roza, M.Pd as the chief of English Education Study Program and as the co-sponsor and Dr. Widhiya Ninsiana, M.Hum as the sponsor who have guide me to write this thesis. Realize there is no perfect, the good suggestion and critics are waited to make the good change in the future.

The researcher do apologizes for all mistakes in writing this thesis and presentation items. All constructive comments and suggestions are extremely welcomed to lighten up the quality of this undergraduate thesis.

Hopefully, this thesis can be a meaningful benefit for the researchers especially and for our campus and all readers generally.

Metro, 21 December 2018
The writer,



ALVIAN NUGROHO
St.N 14120927

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of some international languages which is used by most people around the world. In a global era, people are expected to master English so that they can communicate with other people who live in other countries. As a tool of an international communication, it should be learned by people who live in a country which uses English as a foreign language, including Indonesia. To support Indonesian people in order to be able to communicate with other people around the globe, Indonesian government incorporates English into its educational curriculum as one of its compulsory subjects starting from junior high school. Hence, it is hoped that there will be a great chance for Indonesian learners to improve their English communication competence. This also happened in MA Nurul Ulum Kotagajah Kabupaten Lampung Tengah in carrying out it in learning English.

Learning language covers some aspects. One of the important aspects is linguistic aspect which covers grammar, vocabulary, pronunciation, structure, and so on. Beside those aspects, the learners also need to master the skills of the language such as listening, speaking, reading, and writing. However, it should be kept in mind that those skills cannot be learned discretely. Students who are learning English should master those skills integrated.

Listening is one of the important skill that student should have learned in learning a language such as learning English, but learning to be good in listening is not easy as it seems. This cannot be separated from the influences of listening in constructing students' vocabulary and enhancing language usage. Listening has the potential to develop students' pronunciation, words stress, and syntax acquisitions. It also contributes for language expertise and proficiency. Additionally, listening facilities students to obtain 45% of the total language competences.¹

In some school setting, the students get some English textbooks which are written in English. These textbooks contain a lot of information related to the subjects the learners learned. In order to access this information, therefore they need sufficient knowledge of English. Especially, they should have the skills of listening because the students were not able to listen the whole of sentences in the recording. The second problem is colloquial language. They were difficult to understand some slang sentences in the recording.

To overcome those problems, it is important for the teacher to find a new strategy in the listening teaching to help the students to be more active in the learning process. There are many kinds of strategies in teaching listening. One of them is using video clip. This video clip is a mix of media songs (audio) and media images (visual). The reason researchers chose the video clip media as a medium of learning to write because video clips can change the mental state of students and support the learning environment. In addition, most students really

¹ Ron Iwankovitsch, The Importance of Listening, *Language Arts Journal of Michigan*, 17, 2001, p.5.

like to watch video clips to create a fun and interesting learning. Thus, students will be more motivated in learning and away from boredom. Video learning media clips can be exploited to help improve listening skills.

The researcher hold the pre-survey on April 10th 2017 in MA Nurul Ulum Kotagajah Kabupaten Lampung Tengah it can be seen that is of the student have difficulties in comprehending the information of the listening text, and they have low motivation in the learning and to know the student in listening subject, below the data of student score is illustrated in the following table:

Table 1
The data of pre-survey at the tenth grade of MA Nurul Ulum
Kotagajah Lampung Tengah

No.	Score	Category	Number of student	Percentage
1	≥ 75	Pass	10	41%
2	≤ 75	Fail	20	59%
Total			30	100%

Based on the data above, the researcher found that score of students' at tenth grade especially class A of MA Nurul Ulum Kotagajah is categorized into low category. It can be seen in from score of the 30 students, only 10 students or 41% will be able to achieve standard competence. Observing the student learning results above, it can be considered that the students can't understand well and can't explain again and to apply from what student read. The other problems in English reading, there are, such as 1) The students had lack of vocabularies, so they did not understand what words they had heard from the

teacher, 2) Less motivation in listening. In line with the problem above, it is very important to improve listening ability through video clip media at MA Nurul Ulum Kotagajah Kabupaten Lampung Tengah. One of the ways to improve students' listening ability by video clip media.

The use of video clip media is expected to generate student motivation and overcome the problems of students in learning to listen. In addition, it can also provide a fun new experience for students. Based on that background, the researcher took the title "*Improving The Student Listening Skill Through Video Clip Media At The Tenth Grade of Ma Nurul Ulum Kotagajah Lampung Tengah In Academic Year 2018/2019*"

B. Identification of the Problem

This research will be done based on the problems that are identified by the writer. The problems that have been identified are as follows:

1. The students have difficulties in comprehending the English texts.
2. The students do not have sufficient motivation in English text.
3. The students have lack vocabularies.
4. Most of the students get low score in listening comprehending ability.
5. The students have low attention to study English because they think it is hard.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher only focus on the first point above, the students have difficulties in comprehending the English texts.

D. Formulation of the Problem

Based on the background of the problem, identification of the problem, and limitation of the problem, the problem of this research could thus be formulated as follows: “Can the use of video clip media improve the listening skills at tenth grade of MA Nurul Ulum Kotagajah in Academic Year of 2018/2019?”

E. Objective of the Study

The objective of this research is to improve the students’ listening skill learning through video clip media in Tenth Grade students of MA Nurul Ulum Kotagajah, Kabupaten Lampung Tengah.

F. Benefit of The Study

The results of this classroom action research are expected:

1. For the students

By using video clip as a media it is expected that students will be more motivated an enthusiast in English learning especially reading.

2. For the teacher

This study is expected to help the English teacher in finding some interesting medium to overcome their problem in the classroom.

3. For other researchers

To improve the students' reading skill through video clip as media

4. For the school

This research can be used an information to improve English learning in the future.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. The Concept of Listening

a. Definition of Listening

Listening is one of the subjects studied in the field of language study and in the discipline of conversation analysis. This skill can be improved by practice and there are many rewards to develop your listening skill. It is the active process of receiving and responding to spoken (and sometimes unspoken) messages.

Listening is an active, purposeful process of making sense of what we hear. More often we hear, more we can understand something. Regarding that citation, although listening is receptive, it is very active because listeners can think and understand things at higher levels than what they have heard.² As they listen, they process not only what they hear but also connect it with other information they have already known. Since listeners combine what they have listened to their existing knowledge and experiences, in a very real sense, they are figuring or creating some kinds of meaning in their own mind.

Listening as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding

² M. Helgesen, *Listening in Practical Language Teaching*. Edited by David Nunan. (McGraw-Hill. 2003). p.24

(collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation).³ Listening, then, is a complex, active processes of interpretation in which listeners match what they hear with what they have already known.

Listening is a creative skill. It means we comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we create significance. So, we can say that listening is like a cooking process, there is the recipe, and then we gather the ingredients, start to process to cook and finally we eat that. The process will be successful if we prepare the right dose, as well as listening, we can get the right words if we listen well and know all of the sentences.

From the definition above, it can be concluded that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We must pay attention first with the listening, and then we can easily study the other skills.

b. Listening Skill

Listening is one of the forms of communication that people to daily. Research had showed that adults spend 45%-55% of their daily life communicaton by listening which is more than any other form of

³ M. Rost, *Teaching and Researching Listening*. (London, UK: Longman, 2002). p.177

communication such as speaking.⁴ That research had been provided with evidence that listening has played an important role in life as a human, especially in communication, it is impossible for someone not to do this activity. In general, listening is a process where listener listen to speakers to receive, interpret, and understanding the information. This maybe looks easy and simple, but it is not easy as it look, since listening requires not only ears to receive the information but also requires thinking and prior knowledge in order to interpret and understand the spoken input correctly.

In Rost's book listening is defined as one of the process of communication which includes four types of orientation, which are receptive, constructive, collaborative, and transformative orientations. The term "receptive orientation" means receiving what the speaker actually says while the terms "constructive orienatation" means constructing and representing meaning. Meanwhile the term "constructive" means negotiating meaning with the speaker and responding while the term "transformative" orientation means creating meaning through involmment, imagination and empathy.⁵

c. Types of Listening

According to John A. Kline (1996) listening divided into 5 types:

- 1) *Informative listening* is the situation where the listener's primary concern is to understand the message. Listeners are successful insofar

⁴ Owen Hargie, *Skilled Interpersonal Interaction: Research, Theory, and Practice* (London: Routledge, 2011), p.177.

⁵ Michael Rost, *Teaching and Researching Listening*. (London: Pearson Education Limited, 2011), 2nd edition, pp. 2-4

as the meaning they assign to messages is as close as possible to that which the sender intended.

- 2) *Relationship listening* is either to help an individual or to improve the relationship between people.
- 3) *Appreciative listening* includes listening to music for enjoyment, to speakers because you like their style, to your choices in theatre, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.
- 4) *Critical listening* is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
- 5) *Discriminative listening* is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning.

John A. Kline also adds that effective listening, whether informative, relational, appreciative, critical, or discriminative, requires skills. In some cases, the skills are the same for the various types of listening; in some cases, they are quite different.

d. Teaching Listening

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.⁶ Listening has also been considered from a further perspective in recent years when it is examined in relation not only to comprehension, but also to language learning. Teaching listening requires a bit more on the part of the teacher than that of the learners. One of the main principle of teaching listening, should be “Language material intended to used for training listening comprehension should never be presented visually first.” Good listening lessons go beyond the main listening task itself with related activities before and after the listening. It means that the teaching of listening should beyond the understanding, then the action.

The importance of listening in language learning and teaching demand the language teachers to help their students become effective listeners for instance, the school establishes one day in a week to use English language, so the students will be familiar with listening process.

There are some principles of teaching listening skill that should be known by the teacher. First, listening should receive primary attention in the early stage of ESL instruction. It means that to learn English language, students should be familiar first with the listening process. Second, listening should maximize the use of material that is relevant to

⁶ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (San Francisco: San Francisco University, 2000), p. 7.

students' real life. It can make students know how important the material in the real life. Third, listening should maximize the use of authentic language, because students are difficult to understand if the teacher uses difficult word. Fourth, listening should vary the materials in terms of speakers' gender, age, dialect, accent, topic, speed, noise, level, and genre. The purpose of that principle is to make the students interested in the material given in every meeting. Fifth, the teacher should always ask the students to listen to the purposes of listening and ask them to show their comprehension in a task. It can drill their listening skill. Sixth, the language material intended to be used for training listening comprehension should never be presented visually first. The students have to be familiar with the audio first.

Furthermore, the teachers have to pay attention to the principles in teaching listening. As mentioned above, one of the principles in teaching listening is that the teacher always asks the students to listen to the purposes of listening. So, he / she can teach listening to the students more effectively if he / she has already known the purposes of listening. One way to do that is to use a simple dialogue in order to show how they might listen differently depending on its goals.

We can conclude that teaching listening means delivering some material by giving the understanding of language system. It also involves how we apply this knowledge of the language system to understand or convey meaning and how we apply particular skills to understand and

convey meaning. It must be practiced continuously so that we will be more familiar with listening and finally we can master it.

2. The Concept of Video Clip Media

a. Definition of Video Clip Media

Media is a tool used in teaching and learning process in the form of hardware and software serves to convey and clarify material to achieve goals. Learning media can enhance the learning process of student in teaching which in turn is expected to enhance the achievement of learning achievement.

The use of media has several benefits in the learning process, such benefits include:

1. Teaching will attract students' attention so they can foster motivation to learn.
2. The teaching materials will be clearer meaning so that they can be better understood by the student, and enable the students to master the better teaching objectives.
3. Teaching methods will be more varied, not merely verbal communication through the words of the teacher so that students are not bored and the teacher does not run out of energy.
4. Students do more learning activities, because not only listen to the teacher's description, but also other activities.

Media can be grouped into several types, one which is the audio visual media. Audio visual media is a media that consist of component of

images (visual) and sound (audio). The purpose of the use of audio visual here is the use of media that can be heard at once seen or presented and the tool used is a picture and voiced disc as we know the VCD. One type of audio visual media is a video clip.

The video clip comes from two words, a video that means a device that functions as a picture and sound recipient and a clip that means clip, clipping or hooking. Thus, a video clip can be interpreted as a snipped of images and sounds combined into a dish, in this case music or song.

Video clips are short clips of video, usually part of a longer recording. The term is also more loosely used to mean any short video less than the length of a traditional television program. The widespread popularity of video clips, with the aid of new distribution channels, has evolved into 'clip culture'.

Video clip is a short film or video that accompanies the music, a song, modern video clips. The description of the video clip is a collection of snippets with or without the effects of certain visual intersection composed and tuned according to the rhythm of song, tones, lyrics, instrumental and band performances, musical groups to introduce and auction the product (song) to the public can get to know the next ones buy tapes, CDs, DVDs.⁷

Video clips are made primarily for displaying and marketing music with the aim of increasing the sales of record albums. Video clips is a

⁷ Daniel Moller. 2011. *Redefining Music Video*. CMNS6040-Major Written Assesment. (Online), (<http://danmoller.com/87/>). p.34

type of short film with a solid storyline or just consisting of one piece cut.⁸

b. Types of Video Clip

The meanings presented by the video clip, formed from the mix and interaction of the following elements;

1. Music Videos

Video clips with music a principle. The concept of this video clip is built by adding pictures to music. Images are displayed does not have to be related to a message or a story. Aspects music that binds images, visual effects, and his movements are streamlined with a beat or other musical element, such as rhythm, harmony, melody, and so forth.

2. Lyrics Videos

Video clips with lyrics as a principle. Video clips with concept where lyrics and images interact to build meaning. So the content or the lyrics songs enriched or reinforced meaning with pictures, usually with metaphor language (figurative). If successful lyrics and cooperation the image will enrich the meaning so that the video clip is incarnated into a kind of “visual audio”. But in metaphor, the farther the distance between the meaning of the word and the picture, the more weight it is the audience interprets it. Conversely, if the lyrics and images too related,

⁸ Brian Dyzak.. *What I Really Want To Do On Set in Hollywood: A Guide To Real Jobs in the Film Industry*. (LA: Random House LLC, 2010). p.11

then on the visual display does not happen enrichment of meaning, so the visual appearance is just a decoration.

3. Images Videos

Video clips with image as a principle. Video with the concept of where the visual display more in priority role to reveal stories, messages, and meanings. Because of the visual appearance has spoken, and then music is only present behind as a supporter impressions and stories depicted.

c. The Advantages and Disadvantages of Video Clip Media

1. The Advantages of Video Clip Media

- a) Overcoming distance and time
- b) Be able to describe past events realistically in a short time
- c) Can bring students adventures from one country to another, and from another one to another
- d) Can be repeated when necessary to and clarity
- e) The message he delivered was quick and memorable
- f) Developing students' thoughts and opinions
- g) Developing imagination
- h) Clarify the abstract and give the explanation more realistic
- i) Able to play the main media for documenting social reality that will be dissected in the classroom
- j) Able to act as a storyteller that can provoke creativity learners in expressing their ideas

2. Disadvantage of Video Clip Media

1. As with other audio-visual media, videos too emphasizing the importance of matter rather than process development of the material
2. As with other audio-visual media, the video also overuse of this media also impressed cost no cheap. Emphasizing the importance of the material rather than the process of developing the material and the broadcast also related to other equipment such as video player, screen for the big class and LCD, and others.

B. Action Hypothesis

Based on the literature review above, the following hypotheses are formulated:

“The use of video clip media can improve the students listening skill at the tenth grade of MA Nurul Ulum Kotagajah Kabupaten Lampung Tengah”.

CHAPTER III

RESEARCH METHODOLOGY

A. Type of the Research

The type of the research is Classroom Action Research (CAR). Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice, that focus on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and developing capabilities to detected and solve the problem.⁹

B. Setting of the Research

This research uses classroom action research. Then, it will conduct at the tenth grade of MA Nurul Ulum Kotagajah in Academic Year 2018/2019. It is located at Bangun Rejo village, subdistrict of Kotagajah, regency of Central Lampung and Province of Lampung. This school is chosen by the writer because the school has good accreditation and the school is where I practice teaching for the first time. So it will be easy for writer to do the research where it is able to be applied.

C. Subject of the Research

In this research, the writer selects MA Nurul Ulum Kotagajah in Academic Year 2018/2019 as the subject of the study. MA Nurul Ulum Kotagajah has three grades of classes, namely first grade, second grade, and

⁹ M. Djunaidi Ghory, *Penelitian Tindakan Kelas*, (Malang: UIN Malang Press, 2008), p. 8.

third grade. First grade is class X, second grade is class XI, and third grade is class XII. Class X is divided into two classes, class XI is divided into two classes, which is named with XI IPS 1 and XI IPS 2 and class XII is divided into 2 classes. The parties involved in this research are as follows:

1. Tenth Grade teacher of MA Nurul Ulum Kotagajah.
2. Tenth Grade students of MA Nurul Ulum Kotagajah are 33 students, consisting of 12 male's students and 21 female's students in the academic year 2018/2019.

D. Procedures of the Research

This research design of the study is classroom action research. This classroom action research conducts with teaching writing by using two kinds of tests, those are pre-test and post-test. Action research is compatible for educators as a practical process since it commonly does not gain elaborate statistical analysis. Action research is more concerned with improvement in the context of study.¹⁰ Norton describes that the purpose of action research is to investigate systematically the teaching or learning facilitation practice with the dual aim modifying practice and contributing to theoretical knowledge.¹¹

¹⁰ Jean McNiff & Jack Whitehead, *All You Need to Know about: Action Research. An Introduction*, (London: Sage Publications, 2006), p. 7.

¹¹ Lin S. Norton, *Action Research in Teaching & Learning*, (New York: Routledge, 2009) p. 4.

1. Cycle I

a) Planning

The first step in every activity is planning. Planning is the first step of this teaching context and must be prepared by the researcher before doing action. Planning is a step to make arrangement for action project which explains about what, why, when, who, and how the action will be done.¹² The planning stage consists of the activities below:

- 1) The researcher identified the problems and found the problem solving.
- 2) The researcher made a lesson plan to teach listening.
- 3) The researcher prepared the material, technique, and media of teaching listening.
- 4) The researcher prepared observation and evaluation sheet.

b) Action

The second step from classroom action research is action. This step is the realization from the planning that has made by researcher. The planning is just imagination without action. The writer will do the steps in some action:

- 1) The teacher is practicing the lesson plan.
- 2) The teacher makes plan the benefit of using video clip as media.
- 3) The teacher tells the strategies of learning listening.
- 4) The teacher guided and helped the students in the learning process.

¹² Jack C. Richards, *Reflective Teaching in Second Language Classroom*, (New York, Cambridge University Press, 2007), p.28

c) Observing

The third step is observing. In observing the teacher must be able to analyze the learning process, the student's activities, the teacher performance, the material and the result of simulation.

Observations controlling the result or effect from the action which done for the students. The observation is done teaching learning process. The necessary things in teaching learning process are noted by observer.

d) Reflecting

The last activity is reflecting. Suharsimi Arikunto states that in this step, researcher tries to learn, to see, and to consider the results or effect of the action from some criteria. Reflection is the activities that have purposes to analyze, understand, get conclusion based on observation of part that need correction or perfection part have filled the target.

The researcher will know the strength and weakness from action by reflecting. The researcher applies the date for evaluation of making improvement the next cycle. It means that classroom action research is actually helped from process of learning in the class that utilized a systematic planning.

2. Cycle II

A. Planning

This planning, the researcher and the teacher gives the material namely:

- 1) The researcher identifies the problem and finds the problem from the first cycle.
- 2) The researcher is preparing the lesson plan.
- 3) The researcher prepares the material, method and strategy of teaching.
- 4) The researcher prepares the sources of learning.
- 5) The researcher prepares format to observe.

B. Acting

This step designed on the result of planning of cycle 2.

C. Observing

In this stage the researcher is observing format and note to submit the data on cycle 2.

D. Reflecting

The researcher reflected the acting which had been conducted and identified the results of observation in the learning process.

E. The Technique of Data Collection

Technique of collecting data in this study consists of four techniques that will be conducted by the researcher to collect data. They completely explain as follows;

1. Test

According to Brown, test means, in simple terms, “a method of measuring a person’s ability, knowledge, or performance in a given domain”.¹³

a) Pre-Test

The researcher gives the learners the pre-test. The test have the purposes to know how far comparison the student’s listening skill of video clip media before given treatment.

b) Post-Test

Post-test is examined to the students after implementing the video clip media in teaching listening skill as a treatment in order to know the improvement of student’s achievements before and after giving the treatment. The writer analyzed the differences between mean of pre-test and two evaluations of test scores.

2. Observation

Observation is, cited Brown, planned procedure for real-time, almost secretly recording of student verbal and nonverbal behavior. One of the objectives of such observation is to measure the students without their consciousness of the observation in order to naturalness of their linguistic performance is maximized.

In this case, the researcher will use observation to get the data about students’ activity and teacher performance during teaching learning process which is observed by observer.

¹³ H. Douglas Brown, *Language Assessment Principle and Classroom Practices*, (New York: Longman, 2004), p. 3.

In addition, the researcher uses observation as data collecting approach to know how teaching listening through video clip media works in the classroom, how the students respond to the media and they are be able to improve their reading skill, and how the media is able to help the students in learning English reading.¹⁴

3. Documentation

Documentation is a readily easy to use source of data in action research as many already exist in the institutional system. Documents collected during the course of an enquiry can illuminate numerous aspects of practice. It includes portofolios of written work, student records and profiles, lesson plans, classroom materials, letters, class memos and newsletter, and previous test or examination papers.¹⁵ The writer will use documentation to acquire the data about the school profile such as history of the school, the number of teacher and staff officer and students at MA Nurul Ulum Kotagajah and also the documentation is used to describe the classroom activity in the form of photograph.

4. Field Notes

The most ordinary method of recording the data collected during observation is field notes. Then, notes may improve information from other sources, belonging to documents and interviews, or main research data.

¹⁴ Michael J. Wallace, *Action Research For Language Teacher*, Cambridge University Press, 2002, p. 208

¹⁵ Anne Burns, *Collaborative Action Research for English Language Teachers*, (United Kingdom: Cambridge University Press, 1999), p. 140.

Otherwise, it may include photographs, audio and video recordings.¹⁶ In this research, the observer uses field note to record the students activity during the learning process in report form.

F. Technique of Data Analysis

Analyzing the data will be organized step of the pre-test and post-test. This step is to know comparison between pre-test and post-test by conducting the test.

The formula to get the average of pre-test and post-test as follow:

$$M = \frac{\sum X}{N}$$

Note:

M = Mean or Average Score

$\sum x$ = Total Product of Score

N = Number of Score¹⁷

The formula to figure out the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follow:

$$P = \frac{F}{N} \times 100$$

P = Percentage

F = Frequency

N = Total Number of Students

¹⁶ Donald Ary et.al, *Introduction to Research in Education. Eighth Edition*, (USA: Nelson Education, 2010), p. 435.

¹⁷ Kumar Yogesh Singh, *Fundamental of Research Methodology and Statistic*. (New Delhi, New Age International, 2006), p. 286

G. Indicator of Success

To know the gain of data, the researcher will analyze the result of test by taking the average score of pre-test and post-test. Furthermore, the result must reach the minimum standard of listening ability in this class at least 75. If the mean of post-test has fulfilled at least 75, and 70% of the students has been passed, the researcher will not continue to the next cycle. There will be two minimum cycles in this classroom action research.

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Data

1. Profil of MA Nurul Ulum Kotagajah

Name	: MA Nurul Ulum Kotagajah
Address	: Jl. Jendral Sudirman, Kotagajah Lampung Tengah
Postal Code	: 34153
Phone Number/Fax	: +62 857 6901 8558
NPSN/NSS	: 10802315 / 312180204173
Wide	: 5.030 M
Status	: Accreditation B

2. Short Story about The Estabilshment of MA Nurul Ulum Kotagajah.

MA Nurul Ulum Kotagajah stands on the idea of the board of teachers of MTs Nurul Ulum Kotagajah and community leaders to improve education levels, especially for the community. It is necessary for the teacher council to look at accelerating the establishment of the Aliyah School because only Diniyah and Tsanawiyah are available. And because Kotagajah only has two Aliyah Schools that are not sufficient to accommodate all graduates of the Tasnawiyah School.

MA Nurul Ulum was opened for the first time in the 1988/1989 academic year and there were 178 students, both from the Kotagajah region and from outside Kotagajah.

In the first school year he still stayed at the Diniyah Nurul Ulum School for three years. And after a very long process, in 1991 we were able to build three study rooms and one for offices, finally in 1995 they were able to add more space to become:

- 7 Study Rooms
- 1 Building Unit for Office
- 1 Place of Worship
- 2 Toilet Rooms
- 1 Warehouse Room

During that year the first year of establishment of MA Nurul Ulum until now has undergone a change of head of Madrasah once, namely first opened in 1988 to 1991 led by Mr. Encco Sunaryo BA and because he got a new assignment then the head of MA Nurul Ulum Kotagajah was Drs. H. Ngaliman Marzuqi, continued Mr. Wasim, S.Pd.I and in 2017 the head of MA Nurul Ulum Kotagajah was Mr. Hermanto, S.Pd.I and in 2018 the head of MA Nurul Ulum Kotagajah was Bapak Mujiono, S.Pd.I until now.

3. The Condition of Teachers and Official Employers in MA Nurul Ulum Kotagajah.

The numbers of teachers and official employers in MA Nurul Ulum in academic year 2018/2019 are 24 teacher and employers that can be identified as follows:

Table 6
The Condition of Teachers and Official Employers in MA Nurul Ulum
Kotagajah

No	Name	Sex	Occupation
1	Mujiono, S.Pd.I.	Male	Headmaster
2	Wasim, S.Pd.I.	Male	Vice of Curriculum
3	Siti Nurlia, S.Pd.I.	Female	Counselor
4	Dra. Sri Hartuti, M.Pd.I.	Female	Islamic
5	Suwito, S.Pd.	Male	Mathematics
6	Subakir, S.Ag.	Male	Arabic
7	Hermanto, S.Pd.I.	Male	Art
8	Munadji	Male	Art
9	Bibit, S.Pd.	Female	History
10	Subandi, S.E	Male	Economics
11	Drs. Suwandi	Male	Sport
12	Mahfud Effendi, S.Pd.I.	Male	Arabic
13	Luluk Luthfiana, S.Pd.	Female	English
14	Sri Hartati, S.Pd.	Female	Indonesian
15	Bejan, S.Pd.I.	Male	History
16	Santi Destaria, S.Pd.	Female	Mathematics
17	Mega Mustika Sari, S.Pd.	Female	Geographist
18	Warsin, S.Pd.I.	Male	Socials
19	Rina Wulandari, S.Pd.	Female	Nationality
20	Winarni, S.Pd.I.	Female	Mulok
21	Tri Ariyani, S.Pd.	Female	Economics
22	Marsum, S.Pd.	Male	Mathematics
23	Sulhan Fatoni Al Hafidz	Male	Tahfidz
24	Siti Aisyah, S.Pd.I.	Female	Arabic
25	Siti Mualimah, S.Pd.	Female	Indonesians
26	A. Hasan Suhendrik, S.Kom.	Male	Operator
27	Fahmi Eka Ariyanto	Male	Head of Administration
28	Ella Tamala	Female	Administration
29	Ana Mukti Wulandari	Female	Librarian
30	Ririn Ayu Saputri	Female	Head of Flag Hoisting Troop

4. The Quantity of MA Nurul Ulum Kotagajah Students

The Quantity of MA Nurul Ulum Kotagajah students in the academic year of 2018/2019 are 107 which can be identifying as follow:

Table 7

The quantity of MA Nurul Ulum Kotagajah, Center Lampung in Academic Year 2018/2019

No	Class	Sex		Total
		Male	Female	
I	X A	7	9	16
	X B	5	12	17
	Total	12	21	33
II	XI A	5	18	23
	XI B	4	16	20
	Total	9	34	43
III	XII A	5	11	16
	XII B	4	11	15
	Total	9	22	31
Total				107

5. The Building of MA Nurul Ulum Kotagajah

The condition of facilities and buildings in MA Nurul Ulum Kotagajah was good. The description of building in MA Nurul Ulum is as follows:

Table 8

The Building of MA Nurul Ulum Kotagajah, Center Lampung

No	Names of Building	Total
1	Classroom	6
2	Library	1
3	Headmaster Room	1
4	Vise Principal Curriculum	1

5	Teacher Room	1
6	Staff Room	1
7	Counselor Room	1
8	IPA Laboratory	-
9	Computer Laboratory	1
10	Toilet Teacher	1
11	Toilet Student	2
12	UKS Room	1
13	OSIS Room	1
14	Storage Room	1
15	Mosque	1
16	Kitchen	1
17	Canteen	2
18	Parking Area	2

6. The List of Students Named Class X A & B

No	Name	Sex
1	Achmad Rizki Agung R	L
2	A. Herdi Dollyo Changi	L
3	Adelia Sepriani	P
4	Afifatur Rohmah	P
5	Ahmad Nurudin	L
6	Ahwi Suci Kurnia	P
7	Ajeng Alna Puspita	P
8	Andri Romadhon	L
9	Anis Marzuqoh	P
10	Anisatul Mukaromah	P
11	David Noviko	L
12	Dewi Syifa Utaskia	P
13	Durotun Nafisah	P
14	Erik Sanjaya	L
15	Eva Aulia	P
16	Fajar Sidik	L
17	Fitri Luklu'a Alia	P
18	Fitri Setianingsih	P
19	Futhon Faqih Ghoni A	L

20	Irvan Fikriansyah	L
21	Khoirun Nisa	P
22	Laila Rahmadewi	P
23	M. Ilham Mustofa	L
24	M. Rizky Hamdan. N. A.	L
25	Mita Asriyani	P
26	Nuki Mona Puspita	P
27	Nurul Fitrianiingsih	P
28	Rahmat Muhlisin	L
29	Ratna Aufa Nissa	P
30	Rizka Inayatul Barokah	P
31	Sindi Fatikasari	P
32	Soimatul Fadilah	P
33	Yoga Kurniawan	L

B. The Description of Research Result

This chapter presents the process of the research conducted in the Cycle I and Cycle II as well as the result of the research. There are three sections in this chapter. The first presents the identification of field problems. The second reports the discussion of the Research. Each cycle consisted of four steps that were planning, acting, observing, and reflecting which accomplished in two meeting. The students listening skills through video clip media during the teaching and learning process was gained through test which consisted of pretest and post test that was given to the students in the beginning research and in the end of each cycle, while the students' activity were gained from the observation of students' learning activities.

1. Action and Learning at Pre-Test

a. Pre-test activity

Pre-test was presented to student which was aimed to find out students' ability before the treatment was implemented. It was conducted on Wednesday, November 14th, 2018 at 10.35 P.M until 11.55 P.M. In this meeting the researcher was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, checked the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about listening skill for 40 minutes by using explanatory media. Afterwards, to measure their ability before giving the treatment, the researcher gave them pre-test. The

researcher used objective test in the form of essay which consisted of two themes which had to be completed for 40 minutes.

b. The students' pre-test result

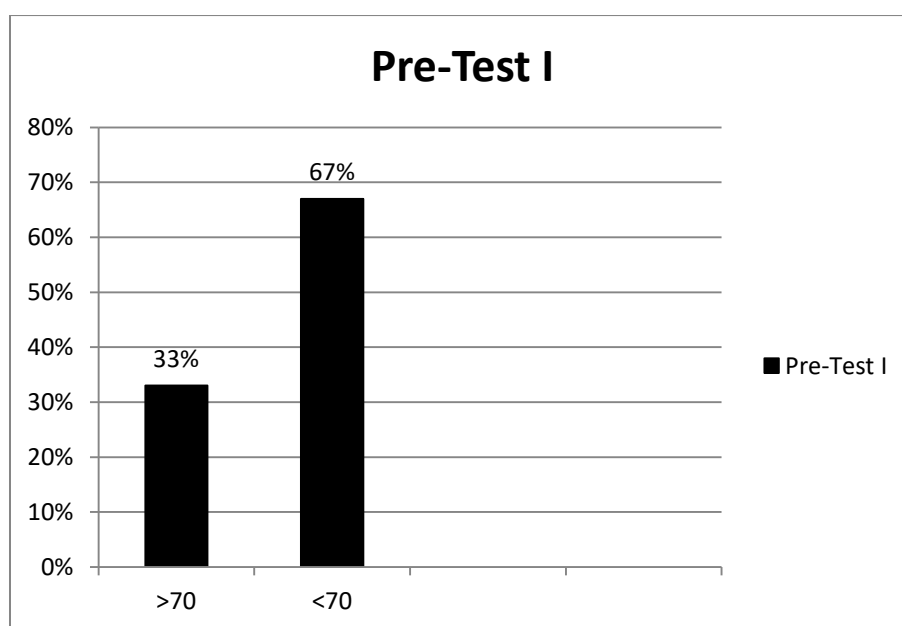
Table 3 : Student's Score at Pre-Test Cycle I

No	Name	Score Pre-Test	Explanation
1	ARAR	65	Uncomplete
2	AHDC	70	Complete
3	AS	30	Uncomplete
4	AR	50	Uncomplete
5	AN	30	Uncomplete
6	ASK	45	Uncomplete
7	AAP	70	Complete
8	AR	90	Complete
9	AM	40	Uncomplete
10	AM	35	Uncomplete
11	DN	65	Uncomplete
12	DSU	80	Complete
13	DN	30	Uncomplete
14	ES	55	Uncomplete
15	EA	80	Complete
16	FS	40	Uncomplete
17	FLA	40	Uncomplete
18	FS	80	Complete
19	FFGA	50	Uncomplete
20	IF	85	Complete
21	KN	35	Uncomplete
22	LR	30	Uncomplete
23	MIM	50	Uncomplete
24	MRHNA	85	Complete

25	MA	30	Uncomplete
26	NMP	30	Uncomplete
27	NF	50	Uncomplete
28	RM	75	Complete
29	RAN	40	Uncomplete
30	RIB	35	Uncomplete
31	SF	55	Uncomplete
32	SF	30	Uncomplete
33	YK	80	Complete
Highest Score			90
Lowest Score			30
Average			53,48

Table 10: Frequency of students' score in Pre-test

	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	10	33%
2.	< 70	Uncompleted	23	67%
Total			33	100%



The highest in pre-test result is 90 and lowest is 3. The average score is 53.48 and just 10 students (30.3%) who success gets score more than 70. It shows that the result of students' listening skill in the pre test cycle I is unsatisfactory. Because the criteria of students are succesful in mastering material is students who get minimum score of 70 and the class can be said success in achieving the material if 67% of the students in the class get score at least 70.

2. Cycle I

a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

Based on the results of the discussion with the collaborator in a democratic atmosphere on November 15th 2018. Some efforts were planned to solve the problems identified above. The efforts focused on improving the students' listening skills through media video clip.

b. Acting

The action of Cycle I consisted of two meetings. The first meeting was the explanation of video clips media. The researcher explained and thought the students about the purpose, generic structure, and language features of the lyric songs and how to comprehend the spoken text by using video clips. The second meeting, the researcher asked students to answer the questions and practice using video clips individually, then revise their work. The detail of the actions in each meeting was discussed as follows.

1) First Meeting

The first meeting was held on Wednesday, November 14th 2018 at 10.35 a.m. until 11.55 a.m. The researcher started the class by greeting the students. Initially, the students were not really enthusiastic. There were some of the students felt sleepy and talked with their friends. However the students were interested when the researcher performed media to show the lyric text which was video clips media. The video clips media supported with the high quality of video and interesting topic was able to attract the students to pay attention to the teacher explanation.

Before the researcher explained about the lyrics, brainstorming was given to check the knowledge of students about some videos in the form of pictures on the projector by asking the students“ experience when they watched those videos. By giving illustrations

about the topic being discussed and introduce the video clips used, an example of video clips entitled “Linkin Park – Shadow of the Day” were given to the students.

The researcher performed the use of video clips in listening teaching and learning process. Explanation of the steps of viewing technique of video clips, how to use them, and the benefit of the techniques were clearly given to the students. After all students understood how to use the viewing technique of video clips, the students were asked to listen and watch some video clips. Then, the researcher asked the students to identify the generic structure of the lyric text and answer the questions there based on the video clips by practicing the techniques and guiding by the researcher. After they had finished the assignment, the researcher asked some of the students to answer the question before the researcher and the students discussed the answers together. All of the students were active to answer the questions.

2) Second Meeting

The second meeting was held on Friday, November 16th, 2018 at 10.15 a.m until 11.00 am. The students looked happy when the researcher came to the class. The researcher started the teaching learning process by greeting and checking the attendance. After all students were ready to start the lesson, the researcher asked the students to flash back first to the last material that they had learned in

the last meeting and review it. It aimed at reminding their memory and be confidence in joining the English listening class.

Then, the researcher asked the students to sit based on their group work. There were 9 groups. The new video clips were played by the researcher and the students had to identify some information by answering the questions on the students' worksheets. The students worked in their group. The researcher monitored the students' activities. He also helped the groups to enrich students' vocabularies by offering some synonyms and write the meanings on the whiteboard.

After they had finished doing the assignment, they discussed their work with their groups; many students asked some help to the researcher when they got difficulties. However, some of them still made noise and talked with their friend during the listening teaching and learning process held.

Although some of the students still did not pay attention to the teachers explanation, overall listening teaching and learning process ran well. The researcher asked the students to pay attention to their discussion. The researcher always moved around and paid attention to all students in the class.

In the second meeting the students began active and intrested in teaching learning process. In the pre-test and post-test of cycle I only 10 students of 33 students who got 70.

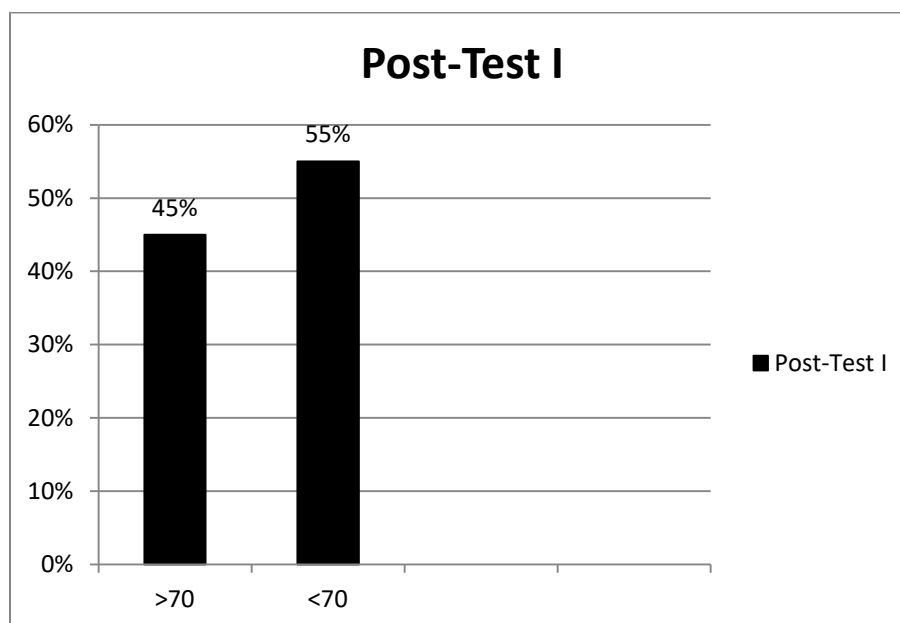
Table 3 : Student's Score at Post-Test Cycle I

No	Name	Score Post-Test I	Explanation
1	ARAR	70	Completed
2	AHDC	75	Completed
3	AS	50	Uncompleted
4	AR	60	Uncompleted
5	AN	40	Uncompleted
6	ASK	55	Uncompleted
7	AAP	75	Completed
8	AR	90	Completed
9	AM	50	Uncompleted
10	AM	50	Uncompleted
11	DN	75	Completed
12	DSU	80	Completed
13	DN	70	Completed
14	ES	65	Uncompleted
15	EA	80	Completed
16	FS	40	Uncompleted
17	FLA	50	Uncompleted
18	FS	80	Completed
19	FFGA	65	Uncompleted
20	IF	85	Completed
21	KN	70	Completed
22	LR	40	Uncompleted
23	MIM	65	Uncompleted
24	MRHNA	85	Completed
25	MA	50	Uncompleted
26	NMP	50	Uncompleted
27	NF	60	Uncompleted
28	RM	85	Completed

29	RAN	60	Uncompleted
30	RIB	60	Uncompleted
31	SF	80	Completed
32	SF	50	Uncompleted
33	YK	80	Completed
Highest Score			90
Lowest Score			40
Average			64,48

Table 10: Frequency of students' score in Post-Test I

	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	15	45%
2.	< 70	Uncompleted	18	55%
Total			33	100%



The highest in post-test cycle I is 90 and lowest is 40. The average score is 60.45 and just 15 students (45%) who success gets score more than 70. It shows that the result of students' listening skill in the post test

cycle I is unsatisfactory. Because the criteria of students are successful in mastering material if a great deal of students who get score of 70 and the class can be said success in achieving the material if 60% of the students in the class get score at least 70.

c. Observing

In observation of the observer's action, the action the researcher presented two meetings in cycle I of learning to know and understand the meaning of song lyrics in video clips to improve listening skills. The researchers had explained know characteristic, and what to be used to do the exercise but the students still confused and get difficulty to know the meaning of song lyrics in the video clip.

In the second meeting, the researcher explained listening skill at video clip media before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 10 of 33 students got good score. Although only 10 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

The indicators of student activities as follows:

- 1) Paying attention by explanation and asking question.
- 2) Listening to music through the media video clip.
- 3) Make conclusions by rewriting the contents of the song in the video clip.

4) Doing task to the related material.

The observation result of students' learning activities on first meeting and second meeting of the first cycle could be seen on the table below:

Table 13: Student's Learning Activities at First Meeting in Cycle I

No.	Name	Indicators				Total
		a	b	c	d	
1	ARAR	√	√			2
2	AHDC	√				1
3	AS	√	√	√		3
4	AR	√	√	√	√	4
5	AN	√				1
6	ASK	√	√			2
7	AAP	√	√	√	√	4
8	AR	√	√	√		3
9	AM	√	√	√	√	4
10	AM	√		√		2
11	DN	√	√	√		3
12	DSU	√				1
13	DN	√				1
14	ES	√				1
15	EA	√	√			2
16	FS	√	√	√	√	4
17	FLA	√		√		2
18	FS	√	√	√		3
19	FFGA	√	√			2
20	IF	√	√	√		3
21	KN	√	√		√	3
22	LR	√		√		2

23	MIM	√	√		√	3
24	MRHNA	√	√	√	√	4
25	MA	√				1
26	NMP	√	√	√		3
27	NF	√	√		√	3
28	RM	√	√	√		3
29	RAN	√	√		√	3
30	RIB	√		√		2
31	SF	√	√		√	3
32	SF	√		√		2
33	YK	√		√	√	3
Total		33	21	18	11	83
Percentage		100%	64%	54%	33%	

Table 13: Student's Learning Activities at Second Meeting in Cycle I

No.	Name	Indicators				Total
		a	b	c	d	
1	ARAR		√			1
2	AHDC	√	√	√		3
3	AS	√	√	√		3
4	AR	√	√	√	√	4
5	AN	√		√		2
6	ASK	√	√			2
7	AAP	√	√	√	√	4
8	AR		√	√		2
9	AM	√	√	√	√	4
10	AM	√		√		2
11	DN	√	√	√		3
12	DSU	√			√	2

13	DN	√				1
14	ES	√			√	2
15	EA	√	√		√	3
16	FS	√	√	√	√	4
17	FLA			√		1
18	FS	√	√	√	√	4
19	FFGA		√		√	2
20	IF	√	√	√		3
21	KN			√	√	2
22	LR	√	√		√	3
23	MIM	√	√	√		3
24	MRHNA	√	√	√	√	4
25	MA			√		1
26	NMP	√	√		√	3
27	NF		√	√	√	3
28	RM	√		√		2
29	RAN	√	√	√	√	4
30	RIB	√		√		2
31	SF		√		√	2
32	SF	√	√	√		3
33	YK	√	√	√	√	4
Total		25	23	22	17	88
Percentage		75%	70%	66%	51%	

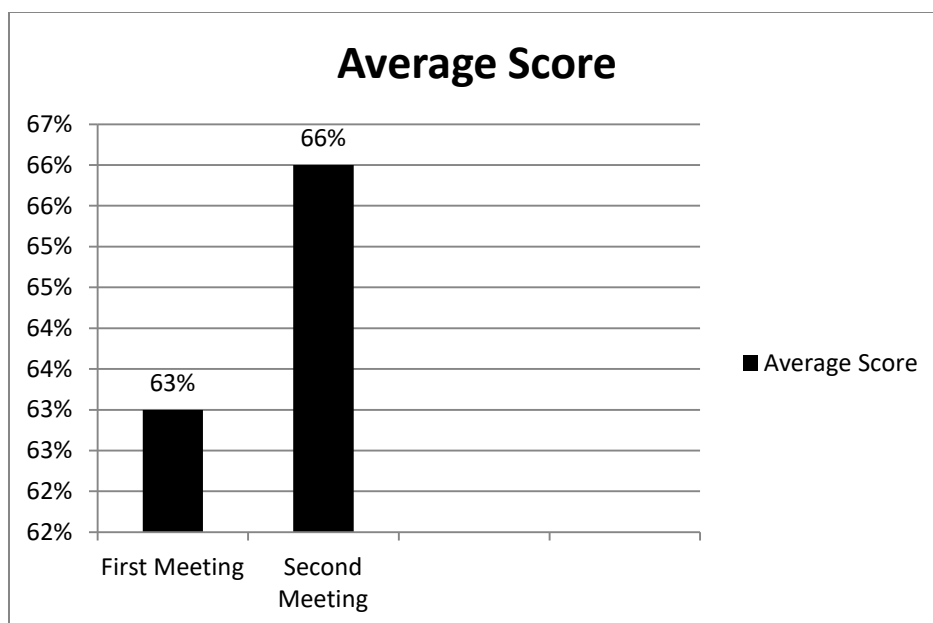
Table 15 : The Percentage of Student's Learning Activities at Cycle I

No	Students Activities	Cycle I		Poin (%)
		First Meeting	Second Meeting	
1	Paying attention by explanation and asking question.	100%	75%	25%
2	Listening to music through the	64%	70%	6%

	media video clip.			
3	Make conclusions by rewriting the contents of the song in the video clip.	54%	66%	12%
4	Doing task to the related material.	33%	51%	18%
Total		251%	262%	61%
Average		63%	66%	

Graph 3.

The Comparison between First Meeting and Second Meeting of Student's Learning Activities in Cycle 1



The table and graph above showed that not all of the students were active in learning process. The average percentage of the student's learning activity in first meeting was only 63 and second meeting was 66. Based on the result above, it could be concluded that the learning process was not successful related with the indicator of success at least 80 % passed the criteria.

d. Reflecting

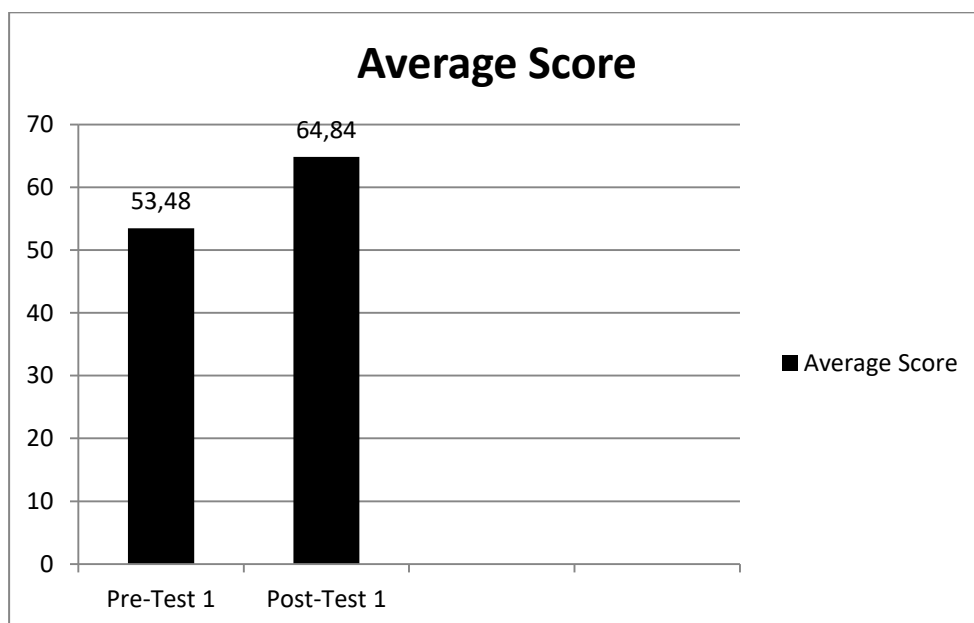
From the result observation in learning process in cycle 1, it can be concluded that in the learning process has not achieved Criteria Minimum of Score of the research yet. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

Table 16: The Comparison between Pre-Test I and Post-Test I Score

No	Name	Score Pre-Test	Score Post-Test	Improving	Explanation
1	ARAR	65	70	5	Improve
2	AHDC	70	75	5	Improve
3	AS	30	50	10	Improve
4	AR	50	60	10	Improve
5	AN	30	40	7	Improve
6	ASK	45	55	6	Improve
7	AAP	70	75	3	Improve
8	AR	90	90	0	Constant
9	AM	40	50	10	Improve
10	AM	35	50	3	Improve
11	DN	65	75	10	Improve
12	DSU	80	80	0	Constant
13	DN	30	70	40	Improve
14	ES	55	65	10	Improve
15	EA	80	80	0	Constant
16	FS	40	40	0	Constant
17	FLA	40	50	0	Constant

18	FS	80	80	0	Constant
19	FFGA	50	65	10	Improve
20	IF	85	85	0	Constant
21	KN	35	70	35	Improve
22	LR	30	40	10	Improve
23	MIM	50	65	10	Improve
24	MRHNA	85	85	0	Constant
25	MA	30	50	20	Improve
26	NMP	30	50	20	Improve
27	NF	50	60	10	Improve
28	RM	75	85	10	Improve
29	RAN	40	60	20	Improve
30	RIB	35	60	25	Constant
31	SF	55	80	25	Improve
32	SF	30	50	20	Improve
33	YK	80	80	0	Constant
	TOTAL	1765	2140	334	
	AVERAGE	53.48	64.84		

Graph 4.
Average Score of Pre-Test and Post-Test 1



The table and the graphic above showed that the mean score of pre-test score was 53,48 and average score of post-test I was 64,84 and the mean improvement score was 11,36 point. There was improvement between pre-test and post-test 1 but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 80% of the total students must be passed the criteria.

Regarding to the result of student's post-test score and the observation of student's activities in cycle I, it caused of giving a subject material was not run well, so some students could not clear to understand the material. Some students were not satisfied because most of the students did not pay attention towards the

teacher's explanation and they did not get difficulties to answer the question and some students got failure in test of cycle I. So, the researcher and collaborator have to continue in cycle II which consisted of planning, acting and observing and reflecting.

3. Cycle II

a. Planning

After I discussed with the collaborator, the implementation in Cycle II would be still focused on the same problems found in Cycle I. To make the teaching and learning process more enjoyable, I would like to improve the videos and doing some new actions. New materials and topic would also be implemented.

However, some problems in Cycle I would be considered at the implementation in Cycle II. The same way of teaching in Cycle I would be used in Cycle but with some improvements. It was hoped that Cycle II would be more interesting for the students in learning listening.

b. Acting

The action of Cycle II consisted of two meetings. There was a break of time between Cycle I and Cycle II. This time was used by the researcher to evaluate the result of Cycle I and to make lesson plans, materials and the tasks for the students.

In the first meeting, there was an activity when the researcher reviewed and reminded the materials about song lyrics. The students

were asked to respond about the song lyrics. The second meeting, the researcher asked students to answer the questions and practice using video clips individually, and then revised their own work. The detail of the actions in each meeting was discussed as follows.

1) First Meeting

The first meeting was held on Wednesday, November 21Th, 2018 at 10.35 a.m. until 11.55 a.m. The students were happy that researcher taught them again. The researcher published the media to attract the students to listen to the teacher explanation. The researcher gave a quiz to recall the materials about song lyrics. After doing to the task, the researcher did warming up. The researcher explained again and gave other example of the lyric text.

Before the researcher explained about the lyric text, brainstorming was given to check the knowledge of students about some movies in the form of pictures on the projector by asking the students' experience when they watched those videos. By giving illustrations about the topic being discussed and introduce the video clips used, an example of video clips entitled "One Ok Rock – Last Dance" were given to the students.

Then, the researcher asked the students to identify the generic structure of the video clips and answer the questions there based on the video clips by practicing the technique of video clips and guiding by the researcher. After they had finished the assignment, the

researcher asked some of the students to answer the question. It became a pleasurable activity because many students actively involved in the listening activities. Easily, they were able to identify the generic structure and answer the questions based on the video clips. However some of the students still got confused about the video clips. The researcher explained again until the students understood. Because it was just an exercise before production, the researcher did not give the score on it.

2) Second Meeting

The second meeting was held on Friday, November 23Th, 2018 at 10.15 a.m. until 11.00 a.m.. In this meeting, the students did the task in groups. To make it more clear, the researcher asked the students to make groups of 4 only. The researcher played the video clips and gave the comprehension questions to each group. After they have finished, He asked students to answer the all questions by inviting some students to come to front of the class and discuss it together. The other groups were able to respond the answer based on their groups' opinion. To help the students in memorizing the new vocabulary items, the researcher asked students to write them in their book.

All students wrote the new vocabularies on their book, they looked so enthusiastic in learning English. Overall listening teaching and learning process could run well. The researcher noticed the

students to focus on their discussion. The researcher always moved around and paid attention to all students in the class.

In the second meeting the students began active and interested in teaching learning process. In post-test only 19 students who got score more than 70 but in the post-test all students got score more than 70.

Table 6 : Student's Score at Pre-Test and Post-Test Cycle II

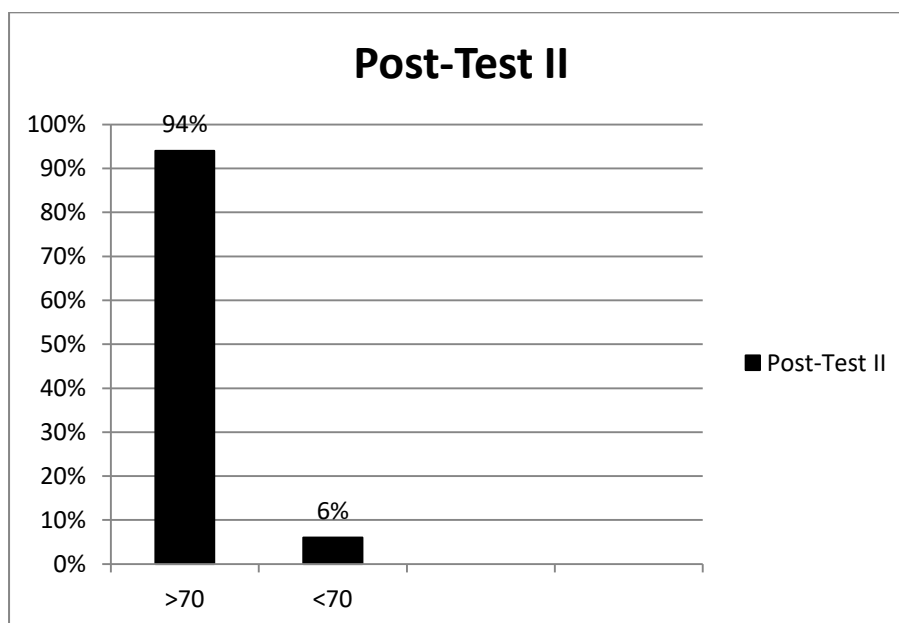
No	Name	Score Post-Test II	Explanation
1	ARAR	75	Complete
2	AHDC	85	Complete
3	AS	70	Complete
4	AR	80	Complete
5	AN	65	Uncomplete
6	ASK	70	Complete
7	AAP	90	Complete
8	AR	100	Complete
9	AM	75	Complete
10	AM	75	Complete
11	DN	85	Complete
12	DSU	85	Complete
13	DN	75	Complete
14	ES	75	Complete
15	EA	85	Complete
16	FS	80	Complete
17	FLA	75	Complete
18	FS	100	Complete
19	FFGA	75	Complete
20	IF	95	Complete

21	KN	75	Complete
22	LR	65	Uncomplete
23	MIM	70	Complete
24	MRHNA	95	Complete
25	MA	70	Complete
26	NMP	80	Complete
27	NF	80	Complete
28	RM	100	Complete
29	RAN	80	Complete
30	RIB	75	Complete
31	SF	90	Complete
32	SF	75	Complete
33	YK	100	Complete
	TOTAL	2670	
	AVERAGE	80.90	

Table 10: Frequency of students' score in Post-Test II

	Grade	Category	Frequency	Percentage
1.	≥ 70	Completed	31	94%
2.	< 70	Uncompleted	2	6%
Total			33	100%

Graphic 5.
The Result of the Students' Score of the Post-test 2



The post-test is given to see the students' listening skill in cycle II. The researcher gives the post-test at the end of cycle II. It is done to know whether any significant improvements of students score in this cycle. The table above shows that the result of post-test fulfill the criteria of The Completeness Standard if 100% of 33 students get score ≥ 70 . The result of post-test shows that the highest score is 100 and the lowest is 70. The average score is 81.27. It shows that they are succesful in teaching learning process because 94% students get score more than 70.

c. Observing

In observation of the teacher's action, the researcher presented 2 meetings in cycle II. In this phase has similar step with the previous cycle. While the treatment was being presented by the researcher, the

student activities during the learning process were also being observed by the observer. The students who were active in discussion would get reward to make the learning more fun and to stimulate the students most enthusiastic.

For the observation sheet in detail could be seen in Appendix 14 and 15 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 13: Student's Learning Activities at First Meeting in Cycle II

No.	Name	Indicators				Total
		a	b	c	d	
1	ARAR	√	√	√		3
2	AHDC	√	√			2
3	AS	√	√	√	√	4
4	AR	√	√	√	√	4
5	AN	√		√		2
6	ASK	√	√	√		3
7	AAP	√	√	√	√	4
8	AR	√	√	√		3
9	AM	√	√	√	√	4
10	AM	√		√		2
11	DN	√	√	√		3
12	DSU	√				1
13	DN	√	√			2
14	ES	√				1
15	EA	√	√	√		3
16	FS	√	√	√	√	4

17	FLA	√		√		2
18	FS	√	√	√		3
19	FFGA	√	√			2
20	IF	√	√	√	√	4
21	KN	√		√		2
22	LR	√	√			2
23	MIM	√		√	√	3
24	MRHNA	√	√	√	√	4
25	MA	√	√	√		3
26	NMP	√			√	2
27	NF	√	√		√	3
28	RM	√				1
29	RAN	√		√		2
30	RIB	√	√			2
31	SF	√				1
32	SF	√	√			2
33	YK	√				1
Total		33	21	20	10	84
Percentage		100%	64%	60%	30%	

Note :

≤50% : Not Active

≥50% : Active

Table 13: Student's Learning Activities at Second Meeting in Cycle II

No.	Name	Indicators				Total
		a	b	c	d	
1	ARAR	√	√	√		3
2	AHDC	√	√			2
3	AS	√	√	√	√	4
4	AR	√	√	√	√	4
5	AN	√	√	√	√	4

6	ASK	√	√	√	√	4
7	AAP	√	√	√	√	4
8	AR	√	√	√	√	4
9	AM	√	√	√	√	4
10	AM	√		√	√	3
11	DN	√	√	√	√	4
12	DSU	√	√		√	3
13	DN	√	√	√	√	4
14	ES	√	√			2
15	EA	√		√	√	3
16	FS	√	√	√	√	4
17	FLA	√	√	√		3
18	FS	√	√	√	√	4
19	FFGA	√	√			2
20	IF	√	√	√	√	4
21	KN	√				1
22	LR	√	√	√		3
23	MIM	√			√	2
24	MRHNA	√	√	√		3
25	MA	√			√	2
26	NMP	√	√			2
27	NF	√		√	√	3
28	RM	√	√			2
29	RAN	√				1
30	RIB	√		√	√	3
31	SF	√	√			2
32	SF	√		√	√	3
33	YK	√	√			2
Total		33	24	21	20	98
Percentage		100%	73%	64%	61%	

Note :

$\leq 50\%$: **Not Active**

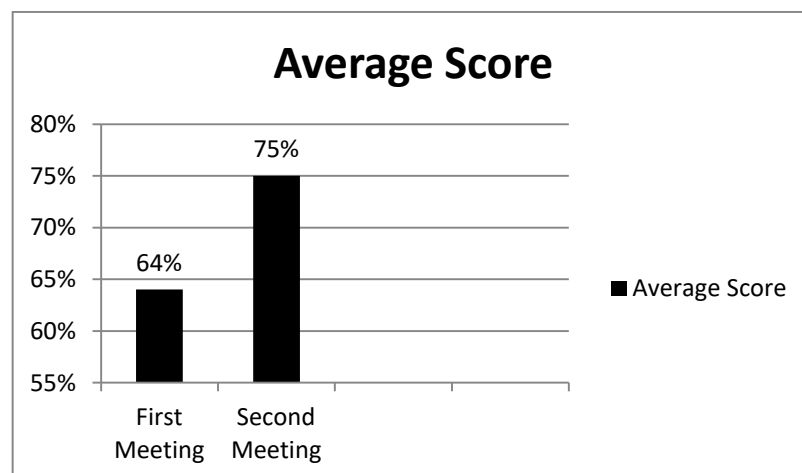
$\geq 50\%$: **Active**

Table above showed achieved the score of students' activity in teaching learning process at cycle II. Then the percentage of students' activity at meeting one and meeting two of cycle II could be seen as follow:

No	Students Activities	Cycle II		Poin (%)
		First Meeting	Second Meeting	
1	Paying attention by explanation and asking question.	100%	100%	0%
2	Listening to music through the media video clip.	64%	73%	9%
3	Make conclusions by rewriting the contents of the song in the video clip.	60%	64%	4%
4	Doing task to the related material.	30%	61%	31%
Total		254%	298%	44%
Average		64%	75%	

Graph 6.

The Comparison between First Meeting and Second Meeting of Students Learning Activity at Cycle II



The table and the graph above showed that the students' activity in cycle II improved significantly from the previous cycle. It could be showed, in first meeting the mean percentage of the entire indicators of student's activities was 64, in second meeting the mean percentage was 75 and the mean score both meeting was 44 with the improvement percentage was 11. It could be conclude that the learning process of cycle II was successful because the entire indicator of success from first meeting up to second meeting of students' activity had been fulfilled at least 70.

d. Reflection

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post-test I score and post-test II score could be compared on the following table:

Table 16: The Comparison between Post-Test I and Post-Test II Score

No	Name	Score Post-Test I	Score Post Test II	Improving	Explanation
1	ARAR	70	75	5	Improve
2	AHDC	75	85	10	Improve
3	AS	50	70	20	Improve
4	AR	60	80	20	Improve
5	AN	40	65	25	Improve
6	ASK	55	70	15	Improve
7	AAP	75	90	15	Improve

8	AR	90	100	10	Improve
9	AM	50	75	25	Improve
10	AM	50	75	25	Improve
11	DN	75	85	10	Improve
12	DSU	80	85	5	Improve
13	DN	70	75	5	Improve
14	ES	65	75	10	Improve
15	EA	80	85	5	Improve
16	FS	40	80	20	Improve
17	FLA	50	75	25	Improve
18	FS	80	100	20	Improve
19	FFGA	65	75	10	Improve
20	IF	85	95	10	Improve
21	KN	70	75	5	Improve
22	LR	40	65	25	Improve
23	MIM	65	70	15	Improve
24	MRHNA	85	95	10	Improve
25	MA	50	70	20	Improve
26	NMP	50	80	30	Improve
27	NF	60	80	20	Improve
28	RM	85	100	25	Improve
29	RAN	60	80	20	Improve
30	RIB	60	75	15	Improve
31	SF	80	90	10	Improve
32	SF	50	75	25	Improve
33	YK	80	100	20	Improve
	Total	2140	2670	530	
	Average	64.84	80.90	Mean (16,06)	
	Lowest Score	40	70		
	Highest Score	90	100		

From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 70. The average score of post-test II was 80.90. Besides, the percentage of students' successfulness of post-test II score was 80% or 16 students of the total students completed the criteria minimum of score and 20% or 4 students did uncompleted the criteria minimum of score (CMoS) at least 70. It means that the indicator of success of this research had been achieved that was $\geq 80\%$ students was gotten score 70. It indicated that the students' writing descriptive text was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success and it means that Video Clip Media could improve students' listening skills.

C. Discussion of The Research

The use of the video clips with applying some actions was successful in improving the students' listening skill in two cycles. That finding could be inferred from the observations of the teaching and learning process, and the interviews with the students and the collaborator. Besides, it was also supported by the result of the pre-test and post-test of the students' listening skill. The researcher conducted the pre-test on Wednesday, November 14th, 2018. In this listening test, the students were asked to do some assignments.

The researcher assumes that teaching by using Video Clip Media can improve students' skill in listening skills. By using video clip, the students make listening skill easier because the students could ask and enjoy with the situation in classroom. So, it had proved that video clip media could be one the interesting media to teaching listening skill.

Meanwhile, the post-test was conducted on Friday, November 16th, 2018. The topic of the post test was lyric song on music at video clip media. The students were asked to answer the assignments the same as in the pre-test. There were two assignments in the test. The assignments consisted of checking multiple choices and make of conclusions. To assess the students' listening skill in the post-test, the researcher also made a score table. The researcher had different column for each type of assignments. The students' listening scores in the pre-test can be seen in the Appendix.

In this phase, the data interpretation of this research was divided into two kinds of data. They were obtained from the result of pre-test, post-test I and post test II (the product of students learning) and observation result of student's learning activities (the process of students learning). For further description will explain as follow:

1. Result of Students Learning

a. Result of Students Pre-Test Score

In this phase, the researcher presented the pre-test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for

40 minutes. It was done on Wednesday, November 14th, 2018. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 23 the students' average were 53.18, it showed that most of the students have not passed yet in achieving the Criteria Minimum of Score (CMoS) at least 70. In this phase, only 10 students out of 33 students completed of the criteria minimum of score.

b. Result of Students Post-Test I Score

In this research, to know the students' listening skill mastery after implementing the treatment the researcher conducted the post-test I. It was done Friday, November 16th, 2018. Based on the table the students' average was 64.84. It shown that most of the students have not passed yet in achieved the Criteria Minimum of Score (CMoS) at least 70. In this stage there are 13 students out of 33 students passed of the criteria minimum of score. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Post-Test II Score

In this phase, the researcher continued to cycle II because the score of post test I in cycle I did not fulfilled the minimum mastery criteria yet that was only 45% completed the Criteria Minimum of Score. The researcher presented the post-test II to measure the student's ability after implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 80 minutes. It was done on on Friday, November 23th, 2018. Based on the table 28 the students'

average were 80.90, it showed that most of the students have achieving the Criteria Minimum of Score (CMoS) at least 70. In this phase, 31 students out of 33 or 94% students completed of the criteria minimum of score and the research was successful.

d. Comparison of Score Pre-Test, Post-Test I and Post-Test II

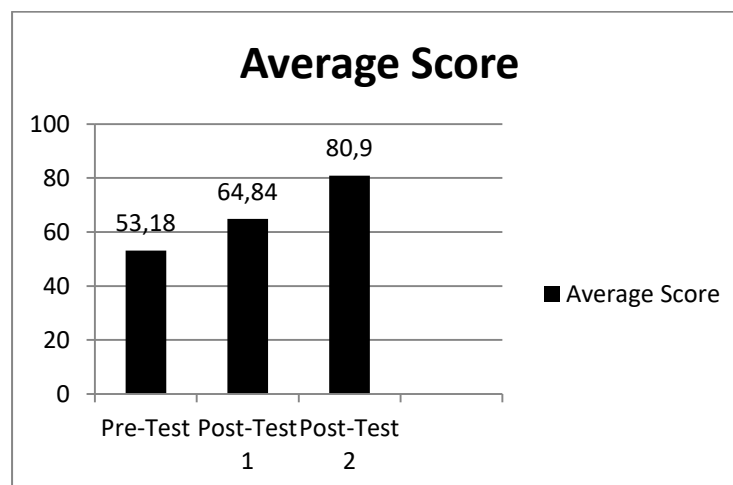
The score from the implementation of the cycle I and II can be seen in the table result of students' learning below.

No	Subject	Pre-test Score	Post-test I Score	Post-test II Score
1	ARAR	65	70	75
2	AHDC	70	75	85
3	AS	30	50	70
4	AR	50	60	80
5	AN	30	40	65
6	ASK	45	55	70
7	AAP	70	75	90
8	AR	90	90	100
9	AM	40	50	75
10	AM	35	50	75
11	DN	65	75	85
12	DSU	80	80	85
13	DN	30	70	75
14	ES	55	65	75
15	EA	80	80	85
16	FS	40	40	80
17	FLA	40	50	75
18	FS	80	80	100

19	FFGA	50	65	75
20	IF	85	85	95
21	KN	35	70	75
22	LR	30	40	65
23	MIM	50	65	70
24	MRHNA	85	85	95
25	MA	30	50	70
26	NMP	30	50	80
27	NF	50	60	80
28	RM	75	85	100
29	RAN	40	60	80
30	RIB	35	60	75
31	SF	55	80	90
32	SF	30	50	75
33	YK	80	80	100
	Total	1755	2140	2670
	Average	53.18	64.84	80.90

Graph 7.

The Average Score of Listening Skill in Pre-Test, Post-Test 1, and Post-Test 2



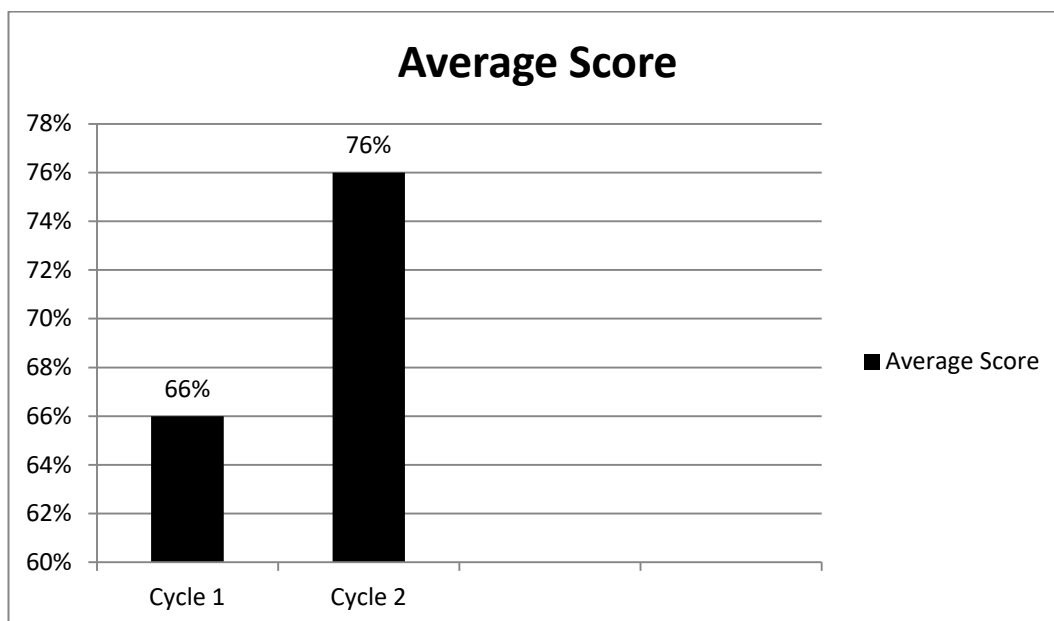
Based on the table and the graph above, in the cycle I from the pre-test to the post-test have progress average score from 53.18 to 64.84. There is improving about 4 points. Then from the cycle II have progress average score from 64,84 to 80,9, there is increasing about 27,3 point.

2. Observation Result of Students' Activities

This observation result was gotten when the learning process happened by collaborator. The result of the observation result of students' learning activity can be seen in the table below:

No	Students' Activity	Cycle I	Cycle II	Improvement
1	Paying attention by explanation and asking question.	75%	100%	25%
2	Listening to music through the media video clip.	70%	73%	3%
3	Make conclusions by rewriting the contents of the song in the video clip.	66%	68%	2%
4	Doing task to the related material.	51%	61%	10%
Total		262%	302%	40%
Average		66%	76%	10%

Graph 8.
Percentage of Students Activities at Cycle I and Cycle II



From the table above each cycle, it can be seen that the uses of media video clips can improve the students' listening skill. The students understood the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' listening skill have improved, it can be seen from their average 53.18 in pre-test became 64.84 in post-test I, and it improve in post-test II become 80.90. It means that the students can achieve the target, the target 70% students gain score 70 or more and based on the table observation sheet above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 76% become 86% at cycle II. The students' activity to pay attention and ask some questions from cycle I to cycle II improved by the percentage at least 76

% in cycle I become 86% in cycle II and the improvement percentage was 10%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the implementing of video clips as media in listening skill, it can be concluded that there is significant improving of the students' listening skill through media video clip at the tenth grade of MA Nurul Ulum Kotagajah. Therefore, video clips can be used as interesting media in teaching learning process since the course material closed to their life. It makes them easier to understand the course material. It is supported by the improving of students' score pre-test is 53.18 become 64.84 in post-test from 33 students, 10 students (30.3%) get score more than 70 at cycle I. Then there is significant improving of students' score of post-test I 64.84 become 80.90 in post-test and all of students (94%) at cycle II get score more than 70. It means that the result of cycle II has already reached the indicator that is 6% students get score 70 or more. Video Clip can help teacher develop aspect that is needed in teaching learning. It is clear that Video Clip can be used to improve the students' listening skill.

B. Suggestion

Referring to the data in the previous chapter and the conclusion, some suggestion are recommended:

1. It is suggestion that English teacher to use Video Clip as media because this media is effective to improve the students' listening skill.
2. The English teacher should ask the students to bring the dictionary when learning process. In order that, the students can search a difficult word when they will translate the lyric. So, the students can understand about the meaning and the aim of the lyric in a song.
3. The last, teacher is expected to give motivated to the students in order to be exited in English learning since many students regard that English is difficult subject to learn. They are students who feel that they could not do the work which is given by teacher. The students' opinion that learning English is difficult. Therefore teacher should motivate them in order to be exited in English learning.

APPENDIX

SILABUS PEMBELAJARAN

Bahasa Inggris Umum

Satuan Pendidikan : SMA/MA (MA Nurul Ulum Kotagajah)

Kelas : X (Sepuluh)

Kompetensi Inti :

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan pro-aktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional”.
- **KI 3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- **KI4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang

<p>tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<p>luar dugaan)</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. 	<p>dipaparkan figur-figur terkenal.</p> <ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati</p>	<ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang 	

<p>diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>termuat di KI</p>	
<p>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapiya, sesuai dengan</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru, teman dan orang lain. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapiya - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, dan mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar

konteks penggunaannya	ejaan, tanda baca, dan tulisan tangan	
4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI 	
4.3		

<p>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>going to, would like to</i>)</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menyatakan rencana, menyarankan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan atau di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan pernyataan niat yang sesuai, dengan modal <i>be going to, would like to</i> - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video tersebut, dilihat dari isi dan cara pengungkapannya - Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan - Bermain game terkait dengan niat mengatasi masalah - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.3 Menyusun teks interaksi transaksional</p>	<p>perilaku yang termuat di KI</p>	

<p>lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegi atan, dengan memperhatika n fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>		
<p>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis</p>	<ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup 	<ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk

<p>dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> 	<p>menganalisis beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat. - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.4 Teks deskriptif 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat</p>	<ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang 	

<p>wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>dapat menumbuhkan perilaku yang termuat di KI</p>	
<p>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam</p>	<p>• Fungsi Sosial Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</p>	<p>- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (<i>announcement</i>) dengan intonasi, ucapan, dan tekanan kata yang benar.</p> <p>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</p> <p>- Mencermati dan bertanya jawab</p>

<p>bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<p>tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</p> <ul style="list-style-type: none"> - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.5 Teks pemberitahuan (announcement)</p> <p>4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan</p>	<ul style="list-style-type: none"> • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia <i>Layout</i> dan dekorasi yang membuat tampilan teks 	

<p>n (announcement) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan n (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>pemberitahuan lebih menarik.</p>	
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang

<p>yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</p>	<p>luar dugaan)</p> <ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interrogative dalam <i>simple past tense, present perfect tense</i>. - Adverbial dengan <i>since, ago, now</i>; klausa dan adverbial penunjuk waktu - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI 	<p>menggunakan kedua tense tersebut</p> <ul style="list-style-type: none"> - Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait. - Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung - Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut - Melakukan refleksi tentang proses dan hasil belajar
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<p>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar</p>		
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dan sesuai konteks		
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - orientasi - urutan kejadian/kegiatan - orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan 	<ul style="list-style-type: none"> - Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks - Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks - Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.
4.7 Teks recount – peristiwa bersejarah		
4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks,	<ul style="list-style-type: none"> - Adverbia penghubung waktu: <i>first, then, after that, before, when, at last, finally</i>, dsb. - Adverbia dan frasa preposisional penunjuk waktu - Nomina singular dan plural dengan atau tanpa <i>a, the, this</i>, 	

<p>dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</p> <p>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p><i>those, my, their,</i> dsb.</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks</p>	<ul style="list-style-type: none"> • Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil 	<ul style="list-style-type: none"> - Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya - Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur

<p>naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<p>teladan</p> <ul style="list-style-type: none"> • Struktur Teks Dapat mencakup: <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosakata: terkait karakter, watak, dan setting dalam legenda - Adverbia 	<p>kebahasaan yang ada</p> <ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat</p>	<p>penghubung dan penunjuk waktu</p> <ul style="list-style-type: none"> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	
<p>3.9 Menafsirkan fungsi sosial</p>	<ul style="list-style-type: none"> • Fungsi sosial Mengembangkan 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan

<p>dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SM K/MAK</p>	<p>nilai-nilai kehidupan dan karakter yang positif</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan 	<ul style="list-style-type: none"> - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SM K/MAK</p>	<ul style="list-style-type: none"> • Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI 	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MA NURUL ULUM KOTAGAJAH
Kelas/Semester : X/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : What is Your Plan? (Stating and Asking a Plan)
Alokasi Waktu : 4 X 40 menit (2 x pertemuan)

A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Ki	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	a. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	a. Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.
2.	a. Menunjukkan perilaku jujur,	a. Berkata jujur dalam memaparkan

	<p>displin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p>	<p>jati diri.</p> <p>b. Berperilaku disiplin dalam mengikuti kegiatan pembelajaran kerja kelompok dan kerja mandiri.</p> <p>c. Percaya diri dalam berbahasa Inggris untuk memaparkan diri dan berkenalan.</p> <p>d. Bertanggung jawab atas tugas yang dikerjakan secara mandiri atau kelompok.</p>
3.	<p>a. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan sesuai dengan konteks penggunaannya.</p>	<p>a. Menjelaskan fungsi sosial teks menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan..</p> <p>b. Menyebutkan struktur teks menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.</p> <p>c. Mengidentifikasi unsure kebahasaan yang diperlukan pada teks menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan.</p>
4.	<p>a. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsure</p>	<p>a. Menyajikan persentasi di depan kelas tentang menyatakan rencana.</p> <p>b. Menyajikan dialog dengan teman tentang menanyakan dan menyatakan rencana.</p> <p>c. Menulis esai tentang rencana masa depan dengan struktur yang tepat.</p>

	kebahasaan yang benar dan sesuai konteks.	d. Mengungkapkan rencana dengan menggunakan <i>I'd like to</i> , <i>I will</i> dan <i>I'm going to</i> .
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C. Tujuan Pembelajaran

Siswa terampil menggunakan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab melalui metode role play.

D. Materi Pembelajaran

“Teks lisan dan tulis pernyataan dan pertanyaan tentang niat melakukan sesuatu”

❖ Pengertian

A plan is arrangement for doing something considered in advance. Expressing intention/plan adalah ungkapan menyatakan dan menanyakan tentang niat seseorang melakukan sesuatu.

Fungsi Sosial : Menyatakan Rencana

❖ Struktur Teks

- ✓ *I'd like to tell my name,*
- ✓ *I will tell him about my job,*
- ✓ *I'm going to introduce my friend.*
- ✓ *I plan to go aceh tomorrow.*
- ✓ *I intend to build a school.*

❖ Unsur Kebahasaan

Kata kerja (Verb) di dalam ungkapan:

- ✓ *I'd like to + VI + C*
- ✓ *I will + VI + C*
- ✓ *I'm going to + VI + C*
- ✓ *I want to + VI + C*
- ✓ *I plan to + VI + C*
- ✓ *I intend to + VI + C*

Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan/cetak yang rapi dari kosa kata yang ada dalam video, seperti:

- ✓ *Nothing, think*
- ✓ *Hat, rabbit, tonight, right, white, soft, magic*
- ✓ *Look, jump, good*
- ✓ *First, trick, take, friend, stage, watch, concert*
- ✓ *Poor, see, disappear, etc*

Contoh Materi:

“EXPRESSION INTENTIONS”

Task 1: Work in pairs, make a dialogue about the expressing intentions! Look at the example below!

Dialogue

- Hedo : Excuse me sir! I’m Hedo. I’m a salesman from PT. Nikkei
- Head Master : So, What are you going to do?
- Hedo : I would like to introduce our products.
- Head Master : What kinds of product?
- Hedo : Kitchen utensil sir, such as stove, blender, mixer, juicer and microwave.
- Head Master : So, what will you do now?
- Hedo : I’m going to demonstrate our products to the teachers in your school.
- Head Master : Okay, if you want to do that, you should wait until the rest time.
- Hedo : What time is it sir?
- Head Master : At 10.30 am.
- Hedo : Where can I do it sir?
- Head Master : In the teachers’ room over there.
- Hedo : Okay, Thank you very much sir!

Task 2: Act out the dialogue in front of the class!

Task 3: (Assignment at Home). Find such dialogue using the expressing intentions from internet or another resource! Rewrite in your notebook!

E. Metode Pembelajaran

- Pendekatan : Scientific Approach
- Model : Discovery Learning

Teknik : Role Play

F. Sumber Belajar

1. Buku paket Bahasa Inggris Kelas X SMA
2. Buku (*The Easy Method For Learning English*)
3. Buku-buku pelajaran Bahasa Inggris yang Relevan

G. Media Pembelajaran

1. Media
 - ✓ Power Point Presentation
 - ✓ Video Clip Berbahasa Inggris
2. Alat dan Bahan
 - ✓ Laptop
 - ✓ LCD
 - ✓ Pengeras Suara

H. Langkah-Langkah Kegiatan Pembelajaran

a. Pertemuan Pertama (2 x 40 Menit)

1. Kegiatan Pendahuluan (15 Menit)

- Berdoa sebelum kegiatan belajar mengajar.
 - Guru memberikan salam (*Greeting*)
 - Guru memeriksa daftar absensi.
 - Memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
 - *What are you going to do in the rest time today?*
 - *Suppose you have graduated from this school now. What are you going to do?*
- a. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
 - *Based on my question previously, Now, please guess! What topic are we going to discuss today?*
 - b. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (60 Menit)

a. Mengamati

- Siswa mendengarkan dan membaca banyak kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu yang terdapat dalam berbagai konteks..
- Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru.
- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu (*E.g. I'm going to play a magic tricks, I'm going to make Toni disappear*)
- Siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan dan arahan guru. (*E.g. I'm going to + VI + C.*)

b. Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

c. Mengeksplorasi

- Siswa diberikan script berupa dialogue dan mempraktekan ungkapan-ungkapan yang ada didalamnya secara berpasangan di bangku masing-masing.
- Siswa membuat percakapan menurut contoh yang sudah ada dalam video juga yang ada dalam dialogue dengan bahasa mereka sendiri.
- Siswa memerankan percakapan yang mereka buat tersebut (*role-play*) ke depan kelas secara berpasangan.

d. Mengasosiasi

- Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.

- Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia.

e. Mengomunikasikan

- Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas.
- Siswa menuliskan permasalahan dalam jurnal belajar. (*learning journal*).

3. Kegiatan Penutup

- a. Guru bersama dengan peserta didik membuat rangkuman/kesimpulan pelajaran.
- b. Siswa diberi tugas untuk mencari dari sumber lainnya seperti *teksbook* dan *internet* yang berisi ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu.
- c. Guru menyimpulkan seluruh materi dari awal sampai akhir.
- d. Guru mengucapkan salam penutup.

b. Pertemuan Kedua (2 x 40 Menit)

1. Kegiatan Pendahuluan (15 Menit)

- Berdoa sebelum kegiatan belajar mengajar.
- Guru memberikan salam (*Greeting*)
- Guru memeriksa daftar absensi.
- Memberikan brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti:
 - *What are you going to do in the rest time today?*
 - *Suppose you have graduated from this school now. What are you going to do?*
- c. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.
 - *Based on my question previously, Now, please guess! What topic are we going to discuss today?*
- d. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

2. Kegiatan Inti (60 Menit)

a. Mengamati

- Siswa mendengarkan dan membaca banyak kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu yang terdapat dalam berbagai konteks..
- Siswa mengikuti interaksi tentang pernyataan dan pertanyaan tentang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan guru.
- Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu (*E.g. I'm going to play a magic tricks, I'm going to make Toni disappear*)
- Siswa mengidentifikasi ciri kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu dengan bimbingan dan arahan guru. (*E.g. I'm going to + VI + C.*)

b. Menanya

Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.

c. Mengeksplorasi

- Siswa diberikan script berupa dialogue dan mempraktekan ungkapan-ungkapan yang ada didalamnya secara berpasangan di bangku masing-masing.
- Siswa membuat percakapan menurut contoh yang sudah ada dalam video juga yang ada dalam dialogue dengan bahasa mereka sendiri.
- Siswa memerankan percakapan yang mereka buat tersebut (*role-play*) ke depan kelas secara berpasangan.

d. Mengasosiasi

- Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.

- Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia.

e. Mengomunikasikan

- Setiap menyatakan dan menanyakan ungkapan tentang niat melakukan sesuatu dalam bahasa Inggris di dalam dan di luar kelas.
- Siswa menuliskan permasalahan dalam jurnal belajar. (*learning journal*).

3. Kegiatan Penutup

- Guru bersama dengan peserta didik membuat rangkuman/kesimpulan pelajaran.
- Siswa diberi tugas untuk mencari dari sumber lainnya seperti *teksbook* dan *internet* yang berisi ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu.
- Guru menyimpulkan seluruh materi dari awal sampai akhir.
Guru mengucapkan salam penutup.

I. Penilaian

1. Sikap Spritual

- Teknik penilaian : observasi
- Bentuk penilaian : lembar observasi
- Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Berdoa sebelum dan sesudah pelajaran	1
2.	Berpakaian rapi dan santun	2
3.	Bersyukur kepada Tuhan	3 dan 4

2. Sikap Sosial

- Teknik penilaian : observasi
- Bentuk penilaian : lembar observasi guru
- Kisi-kisi

No.	Sikap/Nilai	Butir Instrumen
1.	Jujur	3
2.	Displin	2 dan 3
3.	Percaya Diri	4
4.	Tanggung Jawab	5

3. Pengetahuan

- a. Teknik penilaian : tes tertulis
- b. Bentuk penilaian : soal pilihan ganda dan uraian
- c. Kisi-kisi

No.	Indikator	Butir Instrumen
1.	Fungsi sosial untuk menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan	1
2.	Struktur teks menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan	2
3.	Unsur kebahasaan pada teks menyatakan dan menanyakan tentang niat melakukan suatu tindakan/kegiatan	4

4. Keterampilan

- a. Teknik penilaian : tes praktik
- b. Bentuk instrument : unjuk kerja
- c. Kisi-kisi

No.	Ketrampilan	Butir Instrumen
1.	Mendengarkan monolog dan dialog	1
2.	Berbicara (berdialog dan presentasi)	2
3.	Membaca teks menyatakan niat melakukan suatu tindakan	3
4.	Menulis teks menanyakan dan menyatakan niat melakukan suatu tindakan	4

Senin / 22 – November - 2018

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : MA NURUL ULUM KOTAGAJAH
Kelas/Semester : X/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Expressions of Congratulating and Complimenting Others
Alokasi Waktu : 4 X 40 menit (2 x pertemuan)

J. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.
2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif, dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

K. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Ki	Kompetensi Dasar	Indikator Pencapaian Kompetensi
5.	b. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	b. Memiliki rasa syukur dengan adanya kesempatan mempelajari bahasa Inggris.

6.	b. Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai dalam melaksanakan komunikasi fungsional.	<p>e. Bertanggung jawab dalam menyelesaikan tugas secara berkelompok.</p> <p>f. Menunjukkan rasa peduli terhadap orang lain dengan mengucapkan selamat.</p> <p>g. Berkerja sama dalam berdiskusi kelompok.</p> <p>h. Menunjukkan rasa cinta damai dengan mengucapkan selamat kepada orang lain.</p>
7.	b. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan ucapan selamat bersayap, serta responnya, sesuai dengan konteks penggunaannya.	<p>d. Menjelaskan fungsi sosial teks ucapan selamat.</p> <p>e. Menjelaskan struktur teks ucapan selamat.</p> <p>f. Mengidentifikasi unsur kebahasaan yang diperlukan dalam teks ucapan selamat.</p> <p>g. Menerapkan ucapan selamat dalam kehidupan sehari-hari..</p>
8.	b. Menyusun teks lisan dan tulis sederhana, untuk mengucapkan dan merespons ucapan selamat bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	<p>e. Menyajikan kartu ucapan selamat.</p> <p>f. Menyajikan dialog dengan teman berterimakasih ucapan selamat.</p> <p>g. Membuat teks ucapan selamat dalam bentuk pesan dan surat.</p> <p>h. Merespons ucapan selamat secara lisan.</p>

L. Tujuan Pembelajaran

1. Menuliskan komponen informasi dalam teks ungkapan ucapan selamat bersayap
2. Melengkapi teks yang rumpang dalam teks ucapan selamat bersayap
3. Merespon tentang ekspresi ungkapan ucapan selamat bersayap
4. Menuliskan teks ungkapan selamat bersayap
5. Mengungkapkan teks ungkapan selamat bersayap

M. Materi Pembelajaran

- *Fungsi Sosial*
Menjaga hubungan interpersonal dengan guru, teman dan orang lain.
- *Unsur Kebahasaan*
 - ✓ Ejaan dan penulisan kata yang benar dan tepat
 - ✓ Ucapan, tekanan kata, intonasi

Expressions of compliment are an expression that we say to express or give praise to someone else.

- ✓ Asking for Compliment
 - ❖ What do you think of my new...? (Then)?
 - ❖ I think Suits me. Don't you?
 - ❖ Do you like...?
- ✓ Expressing Compliment
 - ❖ Well done!
 - ❖ Fantastic!
 - ❖ That's great!
 - ❖ I like....
 - ❖ That/Those... is/are nice
 - ❖ You have beautiful hair
 - ❖ What a beautiful flower
- ✓ Responding to a Compliment
 - ❖ Thank you/Thanks
 - ❖ It's nice of you to say so
 - ❖ You've my day

Contoh dialog tentang Compliment

Alvian : What a great motorcycle you have Kevin?

Kevin : Thank you, Alvian. I just finished modifying it.

- Alvian : You mean this is the old motorcycle that you used to drive to school?
- Kevin : Yes, it is.
- Alvian : It looks a lot different. What did you do to it?
- Kevin : Not much. I had it paint with a brighter color and add some new accessories.
- Alvian : Great job!
- Kevin : Thanks.

N. Metode Pembelajaran

Pendekatan : Scientific Learning

Metode : Diskusi dan Presentasi

O. Media Pembelajaran

3. Media

- ✓ Power Point Presentation
- ✓ Video Clip Berbahasa Inggris

4. Alat dan Bahan

- ✓ Laptop
- ✓ LCD
- ✓ Pengeras Suara
- ✓

P. Sumber Pembelajaran

1. Buku paket Bahasa Inggris Kelas X SMA
2. Buku *Speaking (The Easy Method For Learning English)*
3. Buku-buku pelajaran Bahasa Inggris yang Relevan

Q. Kegiatan Pembelajaran

a. Pertemuan Pertama (2 x 40 Menit)

1. Pendahuluan (10 Menit)

- Guru memberikan salam (*Greeting*)
- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang ungkapan apa yang dipakai jika mengucapkan selamat kepada seseorang.

- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang cara mengucapkan selamat dan menjelaskan sekilas tentang cara mengucapkan selamat.
- Siswa menerima informasi manfaat mempelajari ungkapan ucapan selamat bersayap dalam kehidupan sehari-hari.
- Guru menjelaskan acuan materi, yaitu tentang ungkapan ucapan selamat bersayap.

2. Kegiatan Inti

Observasi :

- Siswa mengamati guru yang memberikan contoh cara interaksi ungkapan ucapan selamat bersayap.
- Siswa mengikuti interaksi ungkapan ucapan selamat bersayap.
- Siswa menirukan model interaksi ungkapan ucapan selamat bersayap.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi ungkapan ucapan selamat bersayap. (fungsi sosial, struktur teks, dan unsur kebahasaan).
- Siswa merespon tentang informasi yang diberikan oleh guru.
- Siswa berupaya menemukan informasi terkait contoh yang diberikan guru dan teks yang diberikan guru tentang ungkapan selamat bersayap.

Questioning :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antara berbagai ungkapan ucapan selamat bersayap dalam bahasa Inggris
- Siswa mempertanyakan perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa.

Eksplorasi :

- Guru membagikan contoh teks ungkapan selamat bersayap.
- Siswa berlatih percakapan menggunakan teks ungkapan selamat bersayap yang dibagikan guru secara berpasangan.
- Siswa berlatih percakapan menggunakan ungkapan selamat bersayap dibagikan guru dalam kelompok.

- Guru memberi contoh cara mengucapkan ungkapan-ungkapan sulit dalam percakapan yang diikuti oleh siswa.
- Siswa berlatih kembali percakapan dalam kelompok.

Mengasosiasi :

- Guru membagikan teks rumpang tentang teks ungkapan ucapan selamat bersayap.
- Secara individu siswa menentukan komponen informasi yang terdapat dalam teks rumpang ungkapan ucapan selamat bersayap.
- Siswa menyampaikan jawaban informasi dari teks tulis ungkapan ucapan selamat bersayap.
- Siswa lain menanggapi jawaban
- Guru menanggapi dan memberikan penjelasan
- Secara berpasangan, siswa menuliskan ungkapan ucapan selamat bersayap yang rumpang
- Guru menunjuk beberapa siswa dengan sebuah game untuk menyampaikan jawaban
- Siswa lain menanggapi jawaban
- Guru menanggapi dan memberikan penjelasan

Mengkomunikasikan :

- Secara individu siswa menuliskan teks tulis tentang ungkapan ucapan selamat bersayap
- Secara berpasangan siswa saling mengoreksi teks tulis yang dibuat
- Siswa menyampaikan jawaban
- Guru memberikan tanggapan dan penjelasan
- Beberapa siswa mengungkapkan teks ungkapan ucapan selamat bersayap secara lisan didepan kelas dengan santun dan peduli
- Siswa lain memberi tanggapan dengan santun dan peduli
- Guru memberi contoh ungkapan ucapan selamat bersayap dengan pronunciation, intonation, dan stress dengan benar
- Siswa berlatih kembali mengungkapkan ungkapan ucapan selamat bersayap dengan memperhatikan pronunciation, intonation, dan stress dengan benar

3. Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang ungkapan ucapan selamat bersayap
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

a. Pertemuan Pertama (2 x 40 Menit)

1. Pendahuluan (10 Menit)

- Guru memberikan salam (*Greeting*)
- Memusatkan perhatian peserta didik dengan mengajukan pertanyaan tentang ungkapan apa yang dipakai jika mengucapkan selamat kepada seseorang.
- Siswa menerima informasi tentang keterkaitan pembelajaran sebelumnya : guru bertanya tentang cara mengucapkan selamat dan menjelaskan sekilas tentang cara mengucapkan selamat.
- Siswa menerima informasi manfaat mempelajari ungkapan ucapan selamat bersayap dalam kehidupan sehari-hari.
- Guru menjelaskan acuan materi, yaitu tentang ungkapan ucapan selamat bersayap.

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- Siswa mengikuti interaksi ungkapan ucapan selamat bersayap.
- Siswa menirukan model interaksi ungkapan ucapan selamat bersayap.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi ungkapan ucapan selamat bersayap. (fungsi sosial, struktur teks, dan unsur kebahasaan).
- Siswa merespon tentang informasi yang diberikan oleh guru.
- Siswa berupaya menemukan informasi terkait contoh yang diberikan guru dan teks yang diberikan guru tentang ungkapan selamat bersayap.

Questioning :

- Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antara berbagai ungkapan ucapan selamat bersayap dalam bahasa Inggris

- Siswa mempertanyakan perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.
- Guru bertanya tentang pertanyaan yang sudah dipikirkan atau dibuat siswa.

Eksplorasi :

- Guru membagikan contoh teks ungkapan selamat bersayap.
- Siswa berlatih percakapan menggunakan teks ungkapan selamat bersayap yang dibagikan guru secara berpasangan.
- Siswa berlatih percakapan menggunakan ungkapan selamat bersayap dibagikan guru dalam kelompok.
- Guru memberi contoh cara mengucapkan ungkapan-ungkapan sulit dalam percakapan yang diikuti oleh siswa.
- Siswa berlatih kembali percakapan dalam kelompok.

Mengasosiasi :

- Guru membagikan teks rumpang tentang teks ungkapan ucapan selamat bersayap.
- Secara individu siswa menentukan komponen informasi yang terdapat dalam teks rumpang ungkapan ucapan selamat bersayap.
- Siswa menyampaikan jawaban informasi dari teks tulis ungkapan ucapan selamat bersayap.
- Siswa lain menanggapi jawaban
- Guru menanggapi dan memberikan penjelasan
- Secara berpasangan, siswa menuliskan ungkapan ucapan selamat bersayap yang rumpang
- Siswa lain menanggapi jawaban
- Guru menanggapi dan memberikan penjelasan

Mengkomunikasikan :

- Secara individu siswa menuliskan teks tulis tentang ungkapan ucapan selamat bersayap
- Secara berpasangan siswa saling mengoreksi teks tulis yang dibuat
- Siswa menyampaikan jawaban
- Guru memberikan tanggapan dan penjelasan

- Beberapa siswa mengungkapkan teks ungkapan ucapan selamat bersayap secara lisan didepan kelas dengan santun dan peduli
- Siswa lain memberi tanggapan dengan santun dan peduli
- Guru memberi contoh ungkapan ucapan selamat bersayap dengan pronunciation, intonation, dan stress dengan benar
- Siswa berlatih kembali mengungkapkan ungkapan ucapan selamat bersayap dengan memperhatikan pronunciation, intonation, dan stress dengan benar

3. Penutup

- Siswa bersama guru menyampaikan manfaat, menyimpulkan hasil pembelajaran tentang ungkapan ucapan selamat bersayap
- Siswa menyimak informasi mengenai rencana tindak lanjut pembelajaran

R. Penilaian

1. Penilaian Proses atau Sikap

No	Aspek yang dinilai	Teknik penilaian	Waktu penilaian	Instrument penilaian	Ket.
1	Semangat	Pengamatan	Proses	Rubrik dan Lembar Pengamatan	
2	Santun				
3	Peduli				

Rabu / 08 – November – 2018

The Collaborator

The Researcher




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INSTRUMENT TEST FOR PRE-TEST

Task

1. Listen and watch the video clips.
2. Fill in the vocabulary of the song lyrics below that match the contents of the song in the video clip.

Last Dance – One Ok Rock

It started out as any other story
then the (...1...) begin to fade
away

Oh, your (...2...) used to make
me smile
but lately I don't (...3...) that
way.

Try to remember what brought
us together
and to forget what's driven us
apart.

You know we can't (...4...)
here forever
just making (...5...) and going
nowhere.

Reff:

Is this our last dance?
Can we take another (...6...)
to be alone together still?
Are we wasting time
chasing dreams not yours or
(...7...)?
Care for you, I always will.
We can (...8...) to keep the love
(...9...) fading.
cause all we have are reasons to

be gone.

Remember (...10...) you used to
make me smile?

But lately I don't feel the same.

Look up and I see your

(...11...).

I can (...12...) you looking back
at me.

Every time I think it's getting
(...13...).

Just making time and going
nowhere.

Back to Reff:

But there's no looking back.

And no more need to cry.

No more need to cry.

No more need to cry.

Is this (...14...) we have?

Should we (...15...) away at last
to be alone together still?

Are we wasting time
chasing dreams not yours or
mine?

Care for you, I always will.

You know I always will

A. Choose the answer that matches lyrics above.

- 1. a. Words c. Worlds
 b. Woods d. Wholes
- 2. a. Smell c. Mile
 c. Smile d. Mild
- 3. a. Feel c. Feal
 b. Pill d. Fill
- 4. a. Wait c. Weight
 b. White d. With
- 5. a. Time c. Theme
 c. Tame d. Team
- 6. a. Chance c. Change
 b. Charge d. Cage
- 7. a. Mean c. Mind
 b. Mine d. Min
- 8. a. Try c. Cry
 b. Tray d. Pray
- 9. a. Form c. Room
 b. From d. Forum
- 10. a. Wind c. When
 b. Went d. Wine
- 11. a. Phase c. Face
 c. Vase d. Fash
- 12. a. Shy c. She
 b. See d. Say
- 13. a. Bettor c. Better
 b. Batter d. Butter

- 14. a. All c. Shall
 b. Old d. Should
- 15. a. Walk c. Wake
 b. Wall d. Whole

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

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.....

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Skor A	Skor B
Total ... x 5 =	

INSTRUMENT TEST FOR/ POST-TEST I

Task

1. Listen and watch the video clips.
2. Fill in the vocabulary of the song lyrics below that match the contents of the song in the video clip.

Heavy – Linkin Park

I don't (...1...) my mind (...2...) now
Stacking up problems that are so unnecessary
Wish that I (...3...) slow things (...4...)
I wanna (...5...) go but there's comfort in the panic

And I drive myself crazy
Thinking everything's about me
Yeah, I drive myself crazy
'Cause I can't escape the gravity

Reff:
I'm holding on
Why is everything so heavy?
Holding on
So much more (...6...) I can carry
I (...7...) dragging around what's bringing me down
If I just let go, I'd be set (...8...)
Holding on
Why is everything so heavy?

You (...9...) that I'm paranoid
(...10...) I'm pretty sure the
(...11...) is out to (...12..) me

It's (...13...) like I make the choice
(...14...) let my (...15...) stay so fucking messy
I know I'm not the center of the universe
But you keep spinning 'round me just the same
I know I'm not the center of the universe
But you keep spinning 'round me just the same

Back to Reff
I know I'm not the center of the universe
But you keep spinning 'round me just the same
I know I'm not the center of the universe
But you keep spinning 'round me just the same
And I drive myself crazy
Thinking everything's about me

Back to Reff

A. Choose the answer that matches lyrics above.

- 1. a. Like c. Leak
- b. Lake d. Lack
- 2. a. Reed c. Red
- b. Right d. Ret
- 3. a. Could c. Cold
- b. Cool d. Cod
- 4. a. Dawn c. Done
- b. Down d. Dun
- 5. a. Led c. Let
- b. Light d. Leg
- 6. a. Then c. Than
- b. Dend d. Tent
- 7. a. Kite c. Keep
- b. Kip d. Kid
- 8. a. Fry c. Fri
- b. Free d. Freight
- 9. a. Say c. See
- b. Sea d. Sick
- 10. a. Bat c. Bed
- b. But d. Bad
- 11. a. Word c. World
- b. Wood d. Whole
- 12. a. Get c. Gate
- b. Glad d. Blade
- 13. a. Note c. Not
- b. Nut d. Nat
- 14. a. To c. Two
- b. Too d. Tough

- 15. a. Mine c. Mind
- b. Mean d. Mint

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

.....

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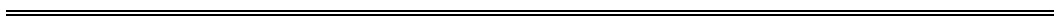
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.....

Skor A	Skor B
Total ... x 5 =	



INSTRUMENT FOR POST-TEST II

Task

1. Listen and watch the video clips.
2. Fill in the vocabulary of the song lyrics below that match the contents of the song in the video clip.

So Far Away – Avenged Sevenfold

Never feared for anything
 Never chained but never free
 A (..1..) that healed the broken
 (..2..)
 With all that it could

A place in my (..10..)
 Where you can stay
 You can stay awake forever

Back to Reff

Lived a life so endlessly
 Saw beyond what others (..3..)
 I tried to (..4..) your broken heart
 With all that I could
 Will you stay?
 Will you stay away forever?

Sleep tight I'm (..11..) afraid
 The ones that we (..12..) are here
 with me
 Lay away a place for me
 'Cause as soon as I'm (..13..) I'll be
 on my way
 To live eternally

Reff

How do I live without the ones I
 love?
 Time (..5..) turns the pages of the
 book it's burned
 Place and (..6..) always on my
 mind
 I have so much to say but you're
 so far away

Back to Reff

I love you, you were ready, the
 (..14..) is strong and urges (..15..)
 But I'll see you when He let's me
 Your pain is gone, your hands
 untied

So far away

Plans of what our futures (..7..)
 Foolish lies of growing old
 It seems we're so invincible
 The truth is so cold

And I need you to know
 So far away
 And I need you to, need you to
 know

A final song, a last request
 A perfect chapter (..8..) at rest
 Now and then I try to (..9..)

A. Choose the answer that matches lyrics above.

- 1. a. Light c. Late
- b. Lite d. Let
- 2. a. Hard c. Heart
- b. Heat d. Hurt
- 3. a. Sea c. See
- b. Say d. Sight
- 4. a. Heal c. Hill
- d. Heel d. Hail
- 5. a. Steel c. Steal
- b. Stealth d. Still
- 6. a. Team c. Time
- b. Tame d. Theme
- 7. a. Hold c. Hole
- b. Ghoul d. Hawl
- 8. a. Laid c. Light
- b. Let d. Lite
- 9. a. Fine c. Faint
- b. Find d. Fean
- 10. a. Mine c. Mind
- d. Mean d. Min
- 11. a. Nut c. Note
- c. Not d. Nod
- 12. a. Laugh c. Love
- c. Loop d. Loof
- 13. a. Down c. Dawn
- b. Done d. Dont
- 14. a. Paint c. Pen
- b. Pain d. Tent
- 15. a. Raise c. Rise

- b. Rice d. Rest

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

.....

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Skor A	Skor B
Total ... x 5 =	



PRE-TEST

Name: Ratna aupa nissa

Class : X

Last Dance – One Ok Rock

It started out as any other story
then the (...1...) begin to fade
away
Oh, your (...2...) used to make
me smile
but lately I don't (...3...) that
way.

Try to remember what brought
us together
and to forget what's driven us
apart.
You know we can't (...4...)
here forever
just making (...5...) and going
nowhere.

Reff:

Is this our last dance?
Can we take another (...6...)
to be alone together still?
Are we wasting time
chasing dreams not yours or
(...7...)?

Care for you, I always will.

We can (...8...) to keep the love
(...9...) fading.
cause all we have are reasons to

be gone.

Remember (...10...) you used to
make me smile?

But lately I don't feel the same.

Look up and I see your
(...11...).

I can (...12...) you looking back
at me.

Every time I think it's getting
(...13...).

Just making time and going
nowhere.

Back to Reff:

But there's no looking back.

And no more need to cry.

No more need to cry.

No more need to cry.

Is this (...14...) we have?

Should we (...15...) away at last
to be alone together still?

Are we wasting time
chasing dreams not yours or
mine?

Care for you, I always will.

You know I always will

A. Choose the answer that matches lyrics above.

1. ~~X~~ a. Words c. Worlds
 b. Woods d. Wholes
- ~~X~~ a. Smell c. Mile
 B Smile ~~X~~ Mild
- ~~X~~ a. Feel c. Feal
 b. Pill ~~X~~ Fill
- ~~X~~ a. Wait c. Weight
 b. White ~~X~~ With
- ~~X~~ a. Time ~~X~~ Theme
 B Tame d. Team
- ~~X~~ a. Chance ~~X~~ Change
 b. Charge d. Cage
- ~~X~~ a. Mean ~~X~~ Mind
 b. Mine d. Min
- ~~X~~ a. Try c. Cry
 ~~X~~ Tray d. Pray
9. a. Form c. Room
 ~~X~~ From d. Forum
- ~~X~~ a. Wind c. When
 ~~X~~ Went d. Wine
- ~~X~~ a. Phase c. Face
 ~~X~~ Vase d. Fash
- ~~X~~ a. Shy c. She
 b. See ~~X~~ Say

- ~~X~~ a. Bettor c. Better
 ~~X~~ Batter d. Butter
14. a. All ~~X~~ Shall
 b. Old d. Should
- ~~X~~ ~~X~~ Walk c. Wake
 b. Wall d. Whole

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

This Song is about.....
 Memories that will.....
 Go away.....

Skor A	Skor B
3	5
Total $\frac{3}{5} \times 5 =$	
	40

POST-TEST I

Name: Ratna aupa nissa

Class : X

Heavy – Linkin Park

I don't (...1...) my mind (...2...) now

Stacking up problems that are so unnecessary

Wish that I (...3...) slow things (...4...)

I wanna (...5...) go but there's comfort in the panic

And I drive myself crazy

Thinking everything's about me

Yeah, I drive myself crazy

'Cause I can't escape the gravity

Reff:

I'm holding on

Why is everything so heavy?

Holding on

So much more (...6...) I can carry

I (...7...) dragging around what's bringing me down

If I just let go, I'd be set (...8...)

Holding on

Why is everything so heavy?

You (...9...) that I'm paranoid

(...10...) I'm pretty sure the

(...11...) is out to (...12...) me

It's (...13...) like I make the choice

(...14...) let my (...15...) stay so fucking messy

I know I'm not the center of the universe

But you keep spinning 'round me just the same

I know I'm not the center of the universe

But you keep spinning 'round me just the same

Back to Reff

I know I'm not the center of the universe

But you keep spinning 'round me just the same

I know I'm not the center of the universe

But you keep spinning 'round me just the same

And I drive myself crazy

Thinking everything's about me

Back to Reff

A. Choose the answer that matches lyrics above.

1. ~~X~~ Like c. Leak
 b. Lake d. Lack
2. a. Reed c. Red
~~X~~ Right d. Ret
3. ~~X~~ Could c. Cold
 b. Cool d. Cod
4. a. Dawn c. Done
~~X~~ Down d. Dun
- ~~X~~ a. Led c. Let
~~X~~ Light d. Leg
- ~~X~~ a. Then ~~X~~ Than
 b. Dend d. Tent
7. a. Kite ~~X~~ Keep
 b. Kip d. Kid
8. a. Fry c. Fri
~~X~~ Free d. Freight
9. a. Say ~~X~~ See
 b. Sea d. Sick
- ~~X~~ a. Bat c. Bed
 b. But ~~X~~ Bad
- ~~X~~ ~~X~~ Word c. World
 b. Wood d. Whole
- ~~X~~ a. Get ~~X~~ Gate
 b. Glad d. Blade

- ~~X~~ ~~X~~ Note c. Not
 b. Nut d. Nat
- ~~X~~ a. To c. Two
~~X~~ Too d. Tough
- ~~X~~ ~~X~~ Mine c. Mind
 b. Mean d. Mint

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

Sometimes life is hard
 But we have to live it.

.....

Skor A	Skor B
7	5
Total 12 x 5 =	
	60

POST-TEST I

Name: Achmad Rizki Agung

Class : X

Heavy – Linkin Park

I don't (...1...) my mind (...2...)
now

Stacking up problems that are
so unnecessary

Wish that I (...3...) slow things
(...4...)

I wanna (...5...) go but there's
comfort in the panic

And I drive myself crazy
Thinking everything's about me
Yeah, I drive myself crazy
'Cause I can't escape the gravity

Reff:

I'm holding on

Why is everything so heavy?

Holding on

So much more (...6...) I can
carry

I (...7...) dragging around what's
bringing me down

If I just let go, I'd be set (...8...)

Holding on

Why is everything so heavy?

You (...9...) that I'm paranoid
(...10...) I'm pretty sure the

(...11...) is out to (...12..) me

It's (...13...) like I make the
choice

(...14...) let my (...15...) stay so
fucking messy

I know I'm not the center of the
universe

But you keep spinning 'round
me just the same

I know I'm not the center of the
universe

But you keep spinning 'round
me just the same

Back to Reff

I know I'm not the center of the
universe

But you keep spinning 'round
me just the same

I know I'm not the center of the
universe

But you keep spinning 'round
me just the same

And I drive myself crazy

Thinking everything's about me

Back to Reff

A. Choose the answer that matches lyrics above.

1. ~~X~~ Like c. Leak
 b. Lake d. Lack
- ~~X~~ a. Reed c. Red
 b. Right ~~X~~ Ret
- ~~X~~ a. Could ~~X~~ Cold
 b. Cool d. Cod
4. a. Dawn c. Done
 ~~X~~ Down d. Dun
5. a. Led ~~X~~ Let
 b. Light d. Leg
6. ~~X~~ Then c. Than
 b. Dend d. Tent
- ~~X~~ a. Kite c. Keep
 ~~X~~ Kip d. Kid
8. a. Fry c. Fri
 ~~X~~ Free d. Freight
9. a. Say ~~X~~ See
 b. Sea d. Sick
10. a. Bat c. Bed
 ~~X~~ But d. Bad
11. a. Word ~~X~~ World
 b. Wood d. Whole
12. ~~X~~ Get c. Gate
 b. Glad d. Blade

- ~~X~~ a. Note c. Not
 ~~X~~ Nut d. Nat
- ~~X~~ a. To c. Two
 ~~X~~ Too d. Tough
- ~~X~~ ~~X~~ Mine c. Mind
 b. Mean d. Mint

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

Life is definitely a problem
 and we must find a way to
 solve the problem

Skor A	Skor B
9	5
Total !^m x 5 =	
	70

POST-TEST II

Name: Ratrio aulfa nissa

Class : X

So Far Away – Avenged Sevenfold

Never feared for anything
Never chained but never free
A (..1..) that healed the broken
(..2..)
With all that it could

Lived a life so endlessly
Saw beyond what others (..3..)
I tried to (..4..) your broken heart
With all that I could
Will you stay?
Will you stay away forever?

Reff
How do I live without the ones I
love?
Time (..5..) turns the pages of the
book it's burned
Place and (..6..) always on my
mind
I have so much to say but you're
so far away

Plans of what our futures (..7..)
Foolish lies of growing old
It seems we're so invincible
The truth is so cold

A final song, a last request
A perfect chapter (..8..) at rest

Now and then I try to (..9..)
A place in my (..10..)
Where you can stay
You can stay awake forever

Back to Reff

Sleep tight I'm (..11..) afraid
The ones that we (..12..) are here
with me
Lay away a place for me
'Cause as soon as I'm (..13..) I'll be
on my way
To live eternally

Back to Reff

I love you, you were ready, the
(..14..) is strong and urges (..15..)
But I'll see you when He let's me
Your pain is gone, your hands
untied

So far away
And I need you to know
So far away
And I need you to, need you to
know

A. Choose the answer that matches lyrics above.

1. Light c. Late
 b. Lite d. Let
2. a. Hard Heart
 b. Heat d. Hurt
3. a. Sea See
 b. Say d. Sight
- a. Heal Hill
 d. Heel d. Hail
5. a. Steel c. Steal
 b. Stealth Still
6. a. Team Time
 b. Tame d. Theme
7. Hold c. Hole
 b. Ghoul d. Hawl
- a. Laid c. Light
 Let d. Lite
- Fine c. Faint
 b. Find d. Fean
10. Mine c. Mind
 d. Mean d. Min
11. a. Nut Note
 Not d. Nod
12. a. Laugh Love
 Loop d. Loof
13. a. Down c. Dawn
 Done d. Dont
14. a. Paint c. Pen
 Pain d. Tent
- a. Raise Rise
 b. Rice d. Rest

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

This Song is about
 Memories of friendship
 That has long gone

Skor A	Skor B
11	5
Total 11 x 5 =	
	80

POST-TEST II

Name: Achmad Rizki Agung

Class : X

So Far Away – Avenged Sevenfold

Never feared for anything
Never chained but never free
A (..1..) that healed the broken
(..2..)
With all that it could

Lived a life so endlessly
Saw beyond what others (..3..)
I tried to (..4..) your broken heart
With all that I could
Will you stay?
Will you stay away forever?

Reff
How do I live without the ones I
love?
Time (..5..) turns the pages of the
book it's burned
Place and (..6..) always on my
mind
I have so much to say but you're
so far away

Plans of what our futures (..7..)
Foolish lies of growing old
It seems we're so invincible
The truth is so cold

A final song, a last request
A perfect chapter (..8..) at rest

Now and then I try to (..9..)
A place in my (..10..)
Where you can stay
You can stay awake forever

Back to Reff

Sleep tight I'm (..11..) afraid
The ones that we (..12..) are here
with me
Lay away a place for me
'Cause as soon as I'm (..13..) I'll be
on my way
To live eternally

Back to Reff

I love you, you were ready, the
(..14..) is strong and urges (..15..)
But I'll see you when He let's me
Your pain is gone, your hands
untied

So far away
And I need you to know
So far away
And I need you to, need you to
know

A. Choose the answer that matches lyrics above.

- a. Light c. Late
- b. Lite Let
- 2. a. Hard Heart
- b. Heat d. Hurt
- 3. a. Sea See
- b. Say d. Sight
- a. Heal Hill
- d. Heel d. Hail
- 5. a. Steel c. Steal
- b. Stealth Still
- 6. a. Team Time
- b. Tame d. Theme
- 7. Hold c. Hole
- b. Ghoul d. Hawl
- a. Laid Light
- b. Let d. Lite
- 9. a. Fine c. Faint
- Find d. Fean
- 10. Mine c. Mind
- d. Mean d. Min
- a. Nut c. Note
- Not d. Nod

- 12. a. Laugh Love
- c. Loop d. Loof
- 13. a. Down c. Dawn
- Done d. Dont
- 14. a. Paint c. Pen
- Pain d. Tent
- a. Raise c. Rise
- Rice d. Rest

B. Make conclusions of the meaning of each song lyrics in the video clip that has been played.

*This song about farewell.
About memories of friendship*

.....

.....

.....

.....

Skor A	Skor B
10	5
Total 10 x 5 =	
75	

KEY ANSWER

PRE – TEST

1. A
2. C
3. C
4. A
5. A
6. A
7. B
8. A
9. B
10. C
11. C
12. B
13. C
14. C
15. C

POST-TEST I

1. A
2. B
3. A
4. B
5. C
6. A
7. C
8. B
9. C
10. B
11. C
12. A
13. C
14. A
15. C

POST-TEST II

1. A
2. C
3. C
4. A
5. D
6. C
7. A
8. A
9. B
10. A
11. C
12. C
13. B
14. B
15. B

PRE-TEST I AND POST-TEST I SCORE

No	Name	Score Pre-Test	Score Post-Test	Improving	Explanation
1	ARAR	65	70	5	Improve
2	AHDC	70	75	5	Improve
3	AS	30	50	10	Improve
4	AR	50	60	10	Improve
5	AN	30	40	7	Improve
6	ASK	45	55	6	Improve
7	AAP	70	75	3	Improve
8	AR	90	90	0	Constant
9	AM	40	50	10	Improve
10	AM	35	50	3	Improve
11	DN	65	75	10	Improve
12	DSU	80	80	0	Constant
13	DN	30	70	40	Improve
14	ES	55	65	10	Improve
15	EA	80	80	0	Constant
16	FS	40	40	0	Constant
17	FLA	40	50	0	Constant
18	FS	80	80	0	Constant
19	FFGA	50	65	10	Improve
20	IF	85	85	0	Constant
21	KN	35	70	35	Improve
22	LR	30	40	10	Improve
23	MIM	50	65	10	Improve
24	MRHNA	85	85	0	Constant
25	MA	30	50	20	Improve
26	NMP	30	50	20	Improve
27	NF	50	60	10	Improve
28	RM	75	85	10	Improve
29	RAN	40	60	20	Improve
30	RIB	35	60	25	Constant
31	SF	55	80	25	Improve
32	SF	30	50	20	Improve
33	YK	80	80	0	Constant
	TOTAL	1765	2140	334	
	AVERAGE	53.48	64.84		

POST-TEST I AND POST-TEST II SCORE

No	Name	Score Post-Test I	Score Post Test II	Improving	Explanation
1	ARAR	70	75	5	Improve
2	AHDC	75	85	10	Improve
3	AS	50	70	20	Improve
4	AR	60	80	20	Improve
5	AN	40	65	25	Improve
6	ASK	55	70	15	Improve
7	AAP	75	90	15	Improve
8	AR	90	100	10	Improve
9	AM	50	75	25	Improve
10	AM	50	75	25	Improve
11	DN	75	85	10	Improve
12	DSU	80	85	5	Improve
13	DN	70	75	5	Improve
14	ES	65	75	10	Improve
15	EA	80	85	5	Improve
16	FS	40	80	20	Improve
17	FLA	50	75	25	Improve
18	FS	80	100	20	Improve
19	FFGA	65	75	10	Improve
20	IF	85	95	10	Improve
21	KN	70	75	5	Improve
22	LR	40	65	25	Improve
23	MIM	65	70	15	Improve
24	MRHNA	85	95	10	Improve
25	MA	50	70	20	Improve
26	NMP	50	80	30	Improve
27	NF	60	80	20	Improve
28	RM	85	100	25	Improve
29	RAN	60	80	20	Improve
30	RIB	60	75	15	Improve
31	SF	80	90	10	Improve
32	SF	50	75	25	Improve
33	YK	80	100	20	Improve
	Total	2140	2670	530	

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 1

School : MA Nurul Ulum Kotagajah

Class : X

Subject : English

No.	Name	Indicators				Total
		a	b	c	d	
1	ARAR	√	√			2
2	AHDC	√				1
3	AS	√	√	√		3
4	AR	√	√	√	√	4
5	AN	√				1
6	ASK	√	√			2
7	AAP	√	√	√	√	4
8	AR	√	√	√		3
9	AM	√	√	√	√	4
10	AM	√		√		2
11	DN	√	√	√		3
12	DSU	√				1
13	DN	√				1
14	ES	√				1
15	EA	√	√			2
16	FS	√	√	√	√	4
17	FLA	√		√		2
18	FS	√	√	√		3
19	FFGA	√	√			2
20	IF	√	√	√		3
21	KN	√	√		√	3
22	LR	√		√		2
23	MIM	√	√		√	3
24	MRHNA	√	√	√	√	4
25	MA	√				1
26	NMP	√	√	√		3
27	NF	√	√		√	3
28	RM	√	√	√		3
29	RAN	√	√		√	3
30	RIB	√		√		2
31	SF	√	√		√	3
32	SF	√		√		2
33	YK	√		√	√	3

Notes:

Indicators of the students' activities that observed are:

- a. Paying attention by explanation and asking question.
- b. Listening to music through the media video clip.
- c. Make conclusions by rewriting the contents of the song in the video clip.
- d. Doing task to the related material.

The Researcher



Alvian Nugroho
St. ID. 14120927

OBSERVATION SHEET OF STUDENTS' ACTIVITIES CYCLE 2

School : MA Nurul Ulum Kotagajah

Class : X

Subject : English

No.	Name	Indicators				Total
		a	b	c	d	
1	ARAR	√	√	√		3
2	AHDC	√	√			2
3	AS	√	√	√	√	4
4	AR	√	√	√	√	4
5	AN	√		√		2
6	ASK	√	√	√		3
7	AAP	√	√	√	√	4
8	AR	√	√	√		3
9	AM	√	√	√	√	4
10	AM	√		√		2
11	DN	√	√	√		3
12	DSU	√				1
13	DN	√	√			2
14	ES	√				1
15	EA	√	√	√		3
16	FS	√	√	√	√	4
17	FLA	√		√		2
18	FS	√	√	√		3
19	FFGA	√	√			2
20	IF	√	√	√	√	4
21	KN	√		√		2
22	LR	√	√			2
23	MIM	√		√	√	3
24	MRHNA	√	√	√	√	4
25	MA	√	√	√		3
26	NMP	√			√	2
27	NF	√	√		√	3
28	RM	√				1
29	RAN	√		√		2
30	RIB	√	√			2
31	SF	√				1
32	SF	√	√			2
33	YK	√				1

Notes:

Indicators of the students' activities that observed are:

- a. Paying attention by explanation and asking question.
- b. Listening to songs through the media video clip.
- c. Make conclusions by rewriting the contents of the song in the video clip.
- d. Doing task to the related material.

The Researcher



Alvian Nugroho
St. ID. 14120927

ATTENDANCE LIST

School : MA Nurul Ulum Kotagajah

Class : X

Subject : English

No	Name	Sex	Meeting			
			1 st	2 nd	3 rd	4 rd
1	Achmad Rizki Agung R	L	<i>Ar</i>	<i>Ar</i>	<i>Ar</i>	<i>Ar</i>
2	A. Herdi Dollyo Changi	L	<i>Herdi</i>	<i>Herdi</i>	<i>Herdi</i>	<i>Herdi</i>
3	Adelia Sepriani	P	<i>Adelia</i>	<i>Adelia</i>	<i>Adelia</i>	<i>Adelia</i>
4	Afifatur Rohmah	P	<i>Afifatur</i>	<i>Afifatur</i>	<i>Afifatur</i>	<i>Afifatur</i>
5	Ahmad Nurudin	L	<i>Ahmad</i>	<i>Ahmad</i>	<i>Ahmad</i>	<i>Ahmad</i>
6	Ahwi Suci Kurnia	P	<i>Ahwi</i>	<i>Ahwi</i>	<i>Ahwi</i>	<i>Ahwi</i>
7	Ajeng Alna Puspita	P	<i>Ajeng</i>	<i>Ajeng</i>	<i>Ajeng</i>	<i>Ajeng</i>
8	Andri Romadhon	L	<i>Andri</i>	<i>Andri</i>	<i>Andri</i>	<i>Andri</i>
9	Anis Marzuqoh	P	<i>Anis</i>	<i>Anis</i>	<i>Anis</i>	<i>Anis</i>
10	Anisatul Mukaromah	P	<i>Anisatul</i>	<i>Anisatul</i>	<i>Anisatul</i>	<i>Anisatul</i>
11	David Noviko	L	<i>David</i>	<i>David</i>	<i>David</i>	<i>David</i>
12	Dewi Syifa Utaskia	P	<i>Dewi</i>	<i>Dewi</i>	<i>Dewi</i>	<i>Dewi</i>
13	Durotun Nafisah	P	<i>Durotun</i>	<i>Durotun</i>	<i>Durotun</i>	<i>Durotun</i>
14	Erik Sanjaya	L	<i>Erik</i>	<i>Erik</i>	<i>Erik</i>	<i>Erik</i>
15	Eva Aulia	P	<i>Eva</i>	<i>Eva</i>	<i>Eva</i>	<i>Eva</i>
16	Fajar Sidik	L	<i>Fajar</i>	<i>Fajar</i>	<i>Fajar</i>	<i>Fajar</i>
17	Fitri Luklu'a Alia	P	<i>Fitri</i>	<i>Fitri</i>	<i>Fitri</i>	<i>Fitri</i>

18	Fitri Setianingsih	P				
19	Futhon Faqih Ghoni A	L				
20	Irvan Fikriansyah	L				
21	Khoirun Nisa	P				
22	Laila Rahmadewi	P				
23	M. Ilham Mustofa	L				
24	M. Rizky Hamdan. N. A.	L				
25	Mita Asriyani	P				
26	Nuki Mona Puspita	P				
27	Nurul Fitriyaningsih	P				
28	Rahmat Muhlisin	L				
29	Ratna Aufa Nissa	P				
30	Rizka Inayatul Barokah	P				
31	Sindi Fatikasari	P				
32	Soimatul Fadilah	P				
33	Yoga Kurniawan	L				

The Researcher

ALVIAN NUGROHO
NPM. 14120927

PHOTO DOCUMENTATION



Picture I : The researcher began the research by explaining the material in the class



Picture II : The research showed the video clip media as a means of retrieving data.



Picture III : Students are writing down incomprehensible vocabulary on the board



Picture IV : The researcher explains the meaning of the contents of the song in the video clip.

FIELD NOTE

Cycle		Student's Attitude
Cycle I	First Meeting	<ul style="list-style-type: none"> • Most of students were still confused in following the lesson • There were some students are not ready with the new strategies • Most of students got difficulty in doing the work
	Second Meeting	<ul style="list-style-type: none"> • The students began interest in following the lesson • Some students enjoyed with the new strategies • Some students could do the task easily • Some students active in asking and answering the question during teaching
Cycle II	First Meeting	<ul style="list-style-type: none"> • Most of students were interested in following the lesson • The students enjoyed with new strategies • Some students could do the task easily • Most of students active in asking and answering question during teaching
	Second Meeting	<ul style="list-style-type: none"> • Most of students were interested in following the lesson • The students enjoyed with new strategies • Some students could do the task easily • The students were not shocked with the post-test

FIELD NOTE

Cycle : 1

First Meeting : 10:50 AM – 12:00 PM

The researcher, the collaborator and the teacher went to the class. The students were still noisy since they were just back from dance class. All the students were in the class, and the researcher prepared the LCD. When it was ready, he asked the leader of the class to have a prayer but the leader forgot how to do it. So he taught the leader of the class how to lead a prayer. He said "Attention please. Let's have a prayer shall we".

When the practice was done, the researcher and the students discussed the answer of the task. A number of the students were be able to answer the questions when were asked by the researcher. There was a student who asked about the meaning of excursion. The researcher was asking her to find it in her dictionary first rather than telling her the meaning.

After a prayer, he greeted the students, "*assalamualaikum wr. wb., how are you today? Hari ini kita akan melanjutkan materi yang kemarin kita pelajari. Sebelumnya, does anybody still remember about what we have learned yesterday?*" all students answered in random. So he guided the students to answer the correct questions. He said "yesterday we have learned three expressions, what are they?". Then the students began to answer it.

(November 14, 2018)

So he made a table in the board and pointed out students one by one. There was a boy pointed out by the researcher to answer the question number 3, but he insisted. The researcher tried to motivate him by saying "*gapapa maju aja, jawab sebisanya*". The boy then agreed to answer it. The answer was not perfectly correct. Despite that, he was giving applause and saying thank you to the boy. The researcher then continued the lesson by asking the students which part was incorrect.."

(November 14, 2018)

FIELD NOTE

Cycle : 2

First Meeting : 10:50 AM – 12:00 PM

Before he played the second video, he asked the students to prepare the dictionary. Some of the students did not bring it. The researcher then asked the students to lend the dictionary to the others so at least one table one dictionary. After finished, he played another video about song entitled “Last Dance from One Ok Rock”. The researcher then distributed a worksheet for each student. He said that the worksheet would be used as a note as well. He played the video twice. The first was played normally, and the second he played the video part by part. Every parts, the researcher asked the students whether there were some difficult words that they did not understand or not. Some of the students said some difficult words that they did not understand. The researcher then asked the students to write and check the words in the dictionary.

(November 21, 2018)

When the LCD had been set up, the researcher continued, “hari ini kita kan melanjutkan materi, just like yesterday, we will learn expressions and followed by an example of a song. Before we move on, what have we learnt yesterday?” The students answered randomly. The researcher then began to guide them. A student said that they learnt about expressions of agreement, the other students added another expression. Then the researcher asked about the vocabularies that they learnt yesterday.

(November 21, 2018)

The researcher distributed a worksheet for each student. “*oke, kita lihat video lagi ya*”. He played a video of Avenged Sevenfold – So Far Away. The students paid attention. They were silent during the video playing. The researcher and the students discussed the questions based on the video together. He promised to the students who answer the questions would be given a reward. The rewards were chocolate snacks. The students were very active during the discussion. Some students even wanted to answer it first despite the researcher had not been pointing out any students..

(November 21, 2018)

The Condition of Teachers and Official Employers in MA Nurul Ulum

Kotagajah

No	Name	Sex	Occupation
1	Mujiono, S.Pd.I.	Male	Headmaster
2	Wasim, S.Pd.I.	Male	Vice of Curriculum
3	Siti Nurlia, S.Pd.I.	Female	Counselor
4	Dra. Sri Hartuti, M.Pd.I.	Female	Islamic
5	Suwito, S.Pd.	Male	Mathematics
6	Subakir, S.Ag.	Male	Arabic
7	Hermanto, S.Pd.I.	Male	Art
8	Munadji	Male	Art
9	Bibit, S.Pd.	Female	History
10	Subandi, S.E	Male	Economics
11	Drs. Suwandi	Male	Sport
12	Mahfud Effendi, S.Pd.I.	Male	Arabic
13	Luluk Luthfiana, S.Pd.	Female	English
14	Sri Hartati, S.Pd.	Female	Indonesian
15	Bejan, S.Pd.I.	Male	History
16	Santi Destaria, S.Pd.	Female	Mathematics
17	Mega Mustika Sari, S.Pd.	Female	Geographist
18	Warsin, S.Pd.I.	Male	Socials
19	Rina Wulandari, S.Pd.	Female	Nationality
20	Winarni, S.Pd.I.	Female	Mulok
21	Tri Ariyani, S.Pd.	Female	Economics
22	Marsum, S.Pd.	Male	Mathematics
23	Sulhan Fatoni Al Hafidz	Male	Tahfidz
24	Siti Aisyah, S.Pd.I.	Female	Arabic
25	Siti Mualimah, S.Pd.	Female	Indonesians
26	A. Hasan Suhendrik, S.Kom.	Male	Operator
27	Fahmi Eka Ariyanto	Male	Head of Administration
28	Ella Tamala	Female	Administration
29	Ana Mukti Wulandari	Female	Librarian
30	Ririn Ayu Saputri	Female	Head of Flag Hoisting Troop



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : 3341 /In.28.1/J/PP.00.9/10/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

25 Oktober 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Alvian Nugroho
NPM : 14120927
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : Improving The Students Listening Skill Through Video Clip Media At Tenth Of MA Nurul Ulum Kotagajah Lampung tengah In Academic Year Of 2018/2019

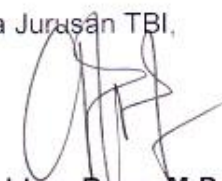
Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,


A. Subhan Roza, M.Pd
NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3521/In.28/D.1/TL.01/11/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,
menugaskan kepada saudara:

Nama : **ALVIAN NUGROHO**
NPM : 14120927
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA NURUL ULUM KOTAGAJAH LAMPUNG TENGAH, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS LISTENING SKILL THROUGH VIDEO CLIP MEDIA AT TENTH OF MA NURUL ULUM KOTAGAJAH LAMPUNG TENGAH IN ACADEMIC YEAR OF 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 05 November 2018

Mengetahui,
Pejabat Setempat

Hi. MUJIONO, S.Pd. I
NIP. 19720328 2005011003



Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003



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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alvian Nugroho
NPM : 14120927

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1)	Friday (7/12/2018)	✓		- Revise Abstract - Revise Chapter IV → Research Data → Research Table → Implementation	
2)	wednesday (13/12/2018)	✓		→ Revise Abstract → Revisi Acknowledgment → Revisi Table	
3)	wednesday (19/12/2018)	u		→ Revise Abstract → Revise chapter IV → Add to observation sheet.	
4.	Thursday 27/12/2018	✓		→ Revise Conclusion Acc to Munzir	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Alvian Nugroho

Jurusan : TBI

NPM : 14120927

Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
			✓	berita ke. sk kum	
			✓	berita ke. abroa de apedra	
			✓	Alvian Nugroho	

Mengetahui
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

CURRICULUM VITAE



The writer was born at Bandar Jaya, March 10, 1994. He is the first child of Mr. Ali and Mrs. Sugiarti. Being a operator computer was the last thing he ever dreams of. Indeed, six years had been a long journey to pass in SDIT Bustanul Ulum Terbanggi Besar Lampung Tengah since 2000-2006 while he had so many friends to leave. In line with him focus of the study, he decided to extend his study in SMPIT Bustanul Ulum Terbanggi Besar Lampung Tengah since 2006-2009. After graduating from SMPIT Bustanul Ulum Terbanggi Besar Lampung Tengah, he continoued him study in MAN 1 Poncowati Terbanggi Besar Lampung Tengah since 2009-2012. It was long journey for him study to find out him dream. Finally IAIN Metro has become him next direction to go on him study in the academic year of 2014/2015. Because he wanted to become an English teacher he decided to choose English Study Department.