



**THE EFFECTS OF AUDIO-VIDEO MEDIA ON STUDENTS’
MOTIVATION IN LISTENING COMPREHENSION
ACTIVITIES
(An Experimental Study of Eleventh Grade Students of
Multimedia at Perdana Vocational School in the Academic Year
of 2014/2015)**

a final project

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in English

by
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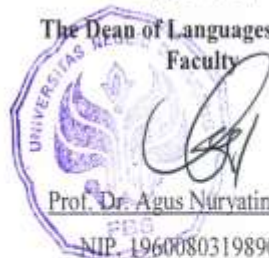
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DECLARATION OF ORIGINALITY

I am Lisa Ika Lestary hereby declare that this final project entitled **THE EFFECTS OF AUDIO-VIDEO MEDIA ON STUDENTS' MOTIVATION IN LISTENING COMPREHENSION ACTIVITIES (An Experimental Study of Eleventh Grade Students of Multimedia at Perdana Vocational School in the Academic Year of 2014/2015)** is my own work and has not been submitted in any form for another degree or diploma or any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given.

Semarang, August 4th 2015



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“If there is a will there is a way, so never give up and reach your dreams one by one slowly but surely.”

Lisa Ika Lestary

To:

- My beloved parents, Golo and Endah Susanti for their never ending support and pray for me
- My younger sister, Nanda Audila
- All of my friends
- My special man “D”

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ABSTRACT

Lestary, Lisa Ika. 2015. *The Effects of Audio-video Media on Students' Motivation in Listening Comprehension Activities (An Experimental Study of Eleventh Grade Students of Multimedia at Perdana Vocational School in the Academic Year of 2014/2015)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Rohani, S.Pd, M.A.

Keywords: Audio-video media, motivation, listening comprehension activities

The objective of this study was to find out whether the use of audio-video media gives better effects on students' motivation in listening comprehension activities compared to audio only media. The subject of this study was the eleventh grade students of multimedia at Perdana Vocational School in the academic year of 2014/2015. The number of the subject was 30 students. The design of this study was posttest only quasi-experimental research. The data were gained by administering the post-test of Instructional Material Motivational Survey (IMMS) questionnaire. By using cluster random sampling, the students of *XI-Multimedia Unggulan A* (XI-MUA) were taken as the sample of the control group. The sample of the experimental group was the students of *XI-Multimedia Unggulan B* (XI-MUB). In the experimental group, the highest score was 4.5 and the lowest score was 2.83; whereas in the control group, the highest score was 3.3 and the lowest score was 2.75. The mean score of the experimental group was 3.79, while the mean score of the control group was 3.15. There was a significant difference of motivation score of the students who were taught with audio-video and those who were taught with audio only. The t-test result was 5.92 (df 28, α 5%). This result was higher than the t-table (2.048). It could be concluded that audio-video was better than audio only to motivate the students in listening comprehension activities. Audio-video media can help the students to be motivated in listening comprehension activities. It is suggested that teachers use the audio-video media.

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CHAPTER I

INTRODUCTION

The introduction covers background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses of the study, significance of the study, limitation of the study, and outline of the study.

1.1 Background of the Study

Language is a very important tool of communication. It is used by people to express ideas, messages, and wishes in communicating. People usually use mother tongue to communicate with others. Mother tongue refers to the first language that is learned by people since they were born. Then, they need to learn other languages to communicate with people in different countries. One of the languages which is used to communicate with people in different countries is English. English becomes very important to be learned because it is an international language. According to Crystal in Freeman and Long (1991:1) “English is a second language for most people of the world which has increasingly become the international language for business and commerce, science, and technology, and international relations and diplomacy.” In this globalization era, learning English is the important thing for everyone. English facilitates us to make a relationship between two or more countries in business, education, commerce, etc. With English as the acceptable language in

international relationships, comprehending a good quality of English is a must for Indonesian.

In order to gain a full understanding of a language, every learner needs to master all of the language skills of the target language. English has four language skills, they are listening, speaking, reading, and writing. Speaking is an active language skill that is used to communicate in daily conversation. While listening, reading, and writing are passive language skills. We must master all of the skills, both active and passive skills to learn English, but the problem is Indonesian learners are difficult to find an ideal atmosphere and occasion to learn and practice English, because English is only placed as a foreign language in Indonesia.

Based on my experience during my PPL (*Praktek Pengalaman Lapangan*), students were difficult to explore their English comprehension, it was hard for them to speak in English. Even in writing and reading skills, the students did not have enough ability to express their ideas. Moreover in the listening skill, students could not able to get the idea in the listening class or even sometimes to get what their teacher said. In my observation, the teachers rarely gave material about listening.

In the school where this research takes place, the teachers rarely teach listening. Teachers tend to teach reading and writing because they find it difficult to teach listening. Whereas, listening is important because we cannot communicate well with other people if our listening ability is bad.

“Listening plays a vital role in daily lives. People listen for different purposes such as entertainment, academic purposes or obtaining necessary information” (Hien 2003). Without listening, no communication can be achieved. As a result, language learners, especially those who learn English as a foreign language in non-native setting, find it difficult to acquire a good listening skill. Students cannot receive the materials well if they don’t know what their teacher says because the lack of listening comprehension, they will confuse and start to feel that English is difficult for them. Students are low motivated to learn because they find that English is bored, moreover English is only placed in the third place after Javanese and Indonesian language. In this case, teachers have to be creative to select the appropriate media to motivate their students in learning English.

Media is one of the main factors that can influence the effectiveness of teaching and learning activities. It is no doubt that some conventional media for teaching are left behind in this globalization era. Students are now provided with interactive media since there are many benefits and improvements they can get from technology in teaching and learning process. Chapelle in Priajana (2011) review some theories and studies about the use of technology on instructing second language learning, he states that “technology has implications and might most effectively be used in language teaching.” Generally, the use of technology as a teaching aid is mainly aimed at increasing teaching process to be more motivating and appealing for students. It is relevant to Bharvad (2009) who says that “technology might offer a lot of options which can be used not only to make

teaching interesting but also to make teaching more effective and productive in terms of students' improvement.”

Students need something different in learning English, they will be motivated if they find that English is fun. Teachers can use an interesting media such as game, video, movie, etc to gain students' attention. In teaching listening, most of teachers only use audio media, whereas audio-video media is rarely to be used. Here, I try to use both of audio and audio-video media in teaching listening. I want to find out which media that gives better effects on students' motivation in listening comprehension activities.

1.2 Reasons for Choosing the Topic

There are four reasons for choosing the topic of this study:

- (1) Teaching listening is not an easy task to do by the teachers of English. They find it difficult to teach listening. As a result, the teachers have to find an interesting way to teach listening to make the students feel more comfortable in teaching and learning process.
- (2) Students are low motivated in learning English especially in listening because their teacher rarely give this material for them. They also feel that listening is bored and make them sleepy because they only hear the sound that they don't know the meaning.
- (3) It is important to find out which media that is better to motivate students in listening comprehension activities. A good media can give influence to the students' motivation and achievement in listening class.

(4) This study can suggest the teachers a good medium to teach listening.

1.3 Statement of the Problem

In this study, I would like to answer the following question:

Does the use of audio-video media give better effects on students' motivation in listening comprehension activities compared to audio only media?

1.4 Objective of the Study

Based on the problem above, the objective of the study can be stated:

To find out whether the use of audio-video media gives better effects on students' motivation in listening comprehension activities compared to audio only media.

1.5 Hypotheses of the Study

The hypothesis (H_1) of this study is:

Audio-video media gives better effects on students' motivation in listening comprehension activities compared to audio only media.

For the purpose of this study, thus the hypothesis is changed into null hypothesis (H_0), that is:

Audio-video media does not give better effects on students' motivation in listening comprehension activities compared to audio only media.

1.6 Significance of the Study

The result of this study is supposed to be a reference for the teacher of English in using the appropriate media in teaching listening. The result of this study will also be useful for the readers to improve their knowledge about how to teach listening by **using** an interesting media.

1.7 Limitation of the Study

This study is limited on students' motivation in listening comprehension activities, and the use of audio and audio-video media in teaching listening. This study will be conducted in the eleventh grade students of multimedia at Perdana Vocational School in academic year of 2014/2015.

1.8 Definition of Terms

The key terms in this study are listening comprehension, audio media, audio-video media, and motivation.

According to Ma Lihua (2002), "listening comprehension is a complex psychological process of listeners' understanding language by sense of hearing."

The second term is audio media. The meaning of audio media here is media that useful because of its sound. The examples are radio which are turning on and then producing sound, magnetic tape recording, tape recorder, language laboratory.

The third term is audio-video media. The definition of audio-video is “a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television” (Cambridge Advanced Learner’s Dictionary).

The fourth term is motivation. According to Keller (2010:3) “Motivation refers broadly to what people desire, what they choose to do, and what they **commit** to do.”

1.9 Outline of the Study

Chapter I contains background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses of the study, significance of the study, limitation of the study, outline of the study.

Chapter II is review of related literature. It discusses previous studies, theoretical background, and framework of the present study.

Chapter III is methods of the study that contains research method, research design, research variables, setting, scope of the study, subjects of the study, instrument of the study, procedures of collecting data, and procedures of analyzing data.

Chapter IV are findings and Discussion that contains observation, treatment, and analysis of the posttest.

Chapter V are conclusion and Suggestions that contains conclusion and some suggestions for the teachers of English and the readers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter describes some theories and opinions discussed in the study based on the review of related literature. This chapter consists of review of the previous studies, theoretical background, and also framework of the present study.

2.1 Review of the Previous Studies

There are some researches that study about audio-video or motivation in learning. Related to this study, I choose two previous studies which are close to my study.

The first is a final project by Riningsih (2009) that examine the effectiveness of video + audio and audio only of the “Ganges” (a documentary published by BBC Natural History Unit) for improving listening skill of senior high school students. The mean of the post-test of experimental group (57.42) is higher than the mean of the pre-test of experimental group (43.3). The t-test result (2.91) is higher than t-table (1.99). It means that there is a significant difference in achievement between students who were taught listening comprehension using video and audio of the “Ganges” compared to those who were taught listening comprehension by using audio only of “Ganges”.

The second is a final project by Susanto (2011) that examine whether the students of SMA Negeri 2 Temanggung have motivation to improve their English vocabulary mastery through listening to English songs. The result of questionnaire items test is that the students mostly have strong internal motivation to improve

their English vocabulary mastery. Twelve students are included into the criteria of highly motivated, 7 students are in the criteria of motivated, 1 student is in the criteria of less motivated, and no one is on the criteria of unmotivated.

Those studies above show that media play a vital role in teaching listening. In this study, I will try to compare the use of audio-video and audio only media to teach listening. I want to know which media that gives better effects on the students' motivation in listening comprehension activities.

2.2 Theoretical Background

This part will give some references and theories that support this study. Thus, this review is divided mainly into ten parts; listening, process of listening, comprehension, listening comprehension, teaching listening, media, audio-video as one of audio-visual media in teaching, characteristics of senior high school students, motivation, motivation in learning.

2.2.1 Listening

Listening is one of English skills, there are so many definitions of listening based on the experts. Helgesen in Helgesen and Brown (2007:3) states that "listening is an active, purposeful processing of making sense of what we hear." Therefore, it is clear that listening is not merely hear sound.

Listening and hearing is different, Barker (1987:14) argue about the definition of listening and hearing as below:

Hearing, which is only one part of listening process, refers to the physical act of receiving sound. It is a passive process that occurs even when we're sleep. Listening on the other hand is a work. In other words, when we are listening we need to pay attention and processing

what we listen to. Whereas when we hear, our ear will automatically perceive it. We do not need to pay attention because we do not need to understand it.

Another definition of listening is from another expert. Howat and Dakin (1974) states that “listening is an active process because we have to identify and understand what other people saying. This process also includes understanding a speaker’s accent or pronunciation, his grammar and vocabulary and grasping his meaning.” Byrnes (1984) characterized listening comprehension as a “highly complex problem-solving activity” that can be broken down into a set of distinct subskills. Two of these skills are the understanding of component parts of the language (words, verb groups, simple phrases) and memory for these elements once they have been understood. This means that the student’s degree of comprehension will depend on their ability to discriminate phonemes, to recognize stress and intonation pattern and to retain what they have heard.

“Listening is a process involving a continuum of active processes, which are under the control of the listener, and passive processes, which are not” (Rost 2002:7). He pointed out that personal definition of listening typically draw upon one of four orientations or perspectives:

a. Orientation 1: Receptive

Listening is receiving what the speaker actually says.

b. Orientation 2: Constructive

Listening is constructing and representing meaning.

c. Orientation 3: Collaborative

Listening is negotiating meaning with the speaker and responding.

d. Orientation 4: Transformative

Listening is creating meaning through involvement, imagination and empathy.

From the theories above, I conclude that listening is the process of hearing sounds, processing words, and creating the meaning of the sounds. Hearing is the passive activity, whereas listening is the active process to retain and understand what the speaker's says.

2.2.2 *Process of Listening*

According to Helgesen and Brown (2007:6), to understand listening, we have to know how people process the input. This is what is called bottom-up and top-down processing.

a. Bottom-up processing

Bottom-up processing is trying to make sense of what we hear by focusing on different parts; the vocabulary, grammar, sounds, etc. However, it is difficult to get good overall parts. And when you try to understand what the speaker say by only looking at the grammar or vocabulary that you do not understand since you are learning a new foreign language then you can not focus on what you are listen to.

b. Top-down processing

Top-down processing starts with background of knowledge called schema. Schema is classified into two. First, content schema that is general knowledge based on life experience and previous learning. Second, textual schema that is the knowledge of language and content used in a particular situation: the

language you need at the school is different with what you need when socializing with friends.

In listening activity, listeners can use bottom-up or top-down process. When use bottom up process, they focus on the vocabulary, grammar, and sound. So, they try to process the sound into the words. By using bottom-up process, the listeners focus on the detail. Whereas, in top-down process, they may miss the detail, but they know the general meaning of the sound.

2.2.3 Comprehension

The word comprehension means understanding. Comprehension is the important part in learning, because our understanding is the first measurement tool for our success in learning.

According to Rost (2002:59), comprehension is often considered to be the first goal of listening, the highest priority of the listener, and sometimes the sole purpose of listening. Comprehension is the process of relating language to concepts in one's memory and to references in real world. Comprehension is the sense of understanding the language which refers to one's experience or the real world. 'Complete comprehension' refers to the listener ability to have a clear concept in memory for every referent used by the speaker.

2.2.4 Listening Comprehension

Listening comprehension involves several processes in understanding and interpreting spoken language. This includes recognizing speech sounds, understanding the meaning of words, and understanding the syntax of the sentence in which they are presented. According to Lihua (2002), "Listening

comprehension is a complex psychological process of listeners' understanding language by sense of hearing.”

The study of listening comprehension in second language learning is focused on the role of individual linguistics unit (phonemes, words, grammatical structure) as well as the role of the listener's expectation, the situation and context, background knowledge and topic.

Adapted from Clark & Clark and Richard in Brown (2001:249), there are eight processes which involved in listening comprehension activities.

1. The hearer processes what we will call “raw speech” and holds an “image” of it in short-term memory.
2. The hearer determines the type of speech event being processed and then appropriately “colors” the interpretation of the perceived message.
3. The hearer infers the objectives of the speaker through consideration of the type of speech event, the context, and the content.
4. The hearer recalls background information relevant to the particular context and subject matter.
5. The hearer assigns a literal meaning to the utterance.
6. The hearer assigns an intended meaning to the utterance.
7. The hearer determines whether information should be retained in short-term or long-term memory.
8. The hearer deletes the form in which the message was originally received.

2.2.5 Teaching Listening

“In teaching listening there are three main stages that we should construct, they are; pre-listening, listening tasks, and post-listening.” (Helgesen and Brown 2007:10).

a. Pre-listening

Pre-listening is warming up activity before the students have the real listening tasks. Pre-listening task deals with setting the context, activating current knowledge, and activating vocabulary or language.

b. Listening tasks

There are three types of listening task; they are listening for gist or global listening, listening for specific information, and inferencing.

c. Post-listening

Post-listening is activities after listening task, it is like a discussion session about students' answer in listening task. Helgesen and Brown (2007:17) explained post-listening may be as simple as checking the answers to comprehension questions, either by teacher telling the students what the correct answers are, by eliciting answer from the students themselves, or by having students compare their answers in pairs or in small groups.

Brown (2001:255-258) states that there are six types of classroom listening performance: reactive, intensive, responsive, selective, extensive, and interactive.

a. Reactive

This kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of interactive, communicative classroom.

b. Intensive

The only purpose of the techniques is to focus on components (phonemes, words, intonation, discourse markers, etc.) of discourse may be considered to be intensive in their requirement that students single out certain elements of spoken language.

c. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses.

d. Selective

The task of the student is not to process everything that was said, but rather to *scan* the material selectively for certain information. The purpose of such performance is not to look for global or general meanings, necessarily, but to be able to find important information in a field of potentially distracting information.

e. Extensive

This sort of performance aims to develop a top-down, global understanding of spoken language. Extensive performance could range from listening to lengthy lectures, to listening to a conversation and deriving a comprehensive message

or purpose. This type of performance requires the student to invoke other interactive skills for full comprehension.

f. Interactive

This listening performance includes all five of the above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking (and perhaps other) skills in the authentic give and take of communicative interchange.

2.2.6 Media

According to Oxford Advanced Learner's Dictionary, 'media' is the main means of mass communication such as television, radio, and newspapers. Wilkison in Saputri (2011:14) states that "Media are every tools and materials that can be used in transferring information in a teaching and learning process."

From the explanations above, I conclude that media are every tools that are very useful in teaching and learning process, as Murcia stated that "There are many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context." (Murcia 2001:461).

Selecting the appropriate media will give an influence for students' motivation and achievement in learning English. An interesting media will help teachers to get their students' attention during the lesson.

Media for teaching and learning process can be classified into four categories.

They are:

- a. Actions and stimulation, for example: words, puzzle, and roles playing.
- b. Visual media. That media can be seen and the function of this media is distributing the message from the sources to the receiver. Some of the examples are pictures/photo, sketch, diagram, chart, graphs, cartoon, poster, map, globe, and flannel board.
- c. Audio media. It is different with visual media, audio media connected with one of the five senses that is ears that can hear something produced by sounds. The meaning of audio media here is media that useful because of its sound. The examples are radio which are turning on and then producing sound, magnetic tape recording, tape recorder, language laboratory.
- d. Audio-visual media. Audio-visual media is a media that useful because of their sound and pictures. The examples are TV, movie, and audio-video, which are turned on then producing sound and pictures well.

2.2.7 Audio-video as one of Audio-visual Media in Teaching

According to Sadiman et al (2003:74) “Audio-visual aid shows visualization of an information.” The information can be fact (incident, news) or fiction. Then, characteristics of the information can be informative, educative, or instructional. Audio-visual aid can explain the information clearer. As a media in teaching and learning process, audio-visual aid can be a good solution for teacher and the students.

Audio-video is one of Audio-visual media. The definition of audio-video in Cambridge Advanced Learner's Dictionary is "a recording of moving pictures and sound that has been made on a long narrow strip of magnetic material inside a rectangular plastic container, and which can be played on a special machine so that it can be watched on television."

Generally, we can see an audio-video in television, computer, laptop, and another electronic devices. There are two types of audio-video that we usually encounter, they are human video and animation video. In human video, the characters are played by human. Whereas in animation video, the characters are played by moving illustrations or pictures. According Bharvad (2009) "Audio-video materials can be proved to be the best recourses which can be utilized for the upliftment of modern teaching styles. The greatest advantage of these types of materials is that it satisfies both visual and auditory senses of the students."

2.2.8 Characteristics of Senior High School Students

Senior High school students who are generally aged between 16 to 18 years included into the teenagers group. Senior High School and Vocational School students are typically low motivated in learning English, especially in listening comprehension activities. According to my experience during PPL (*Praktik Pengalaman Lapangan*), my students were still difficult in catching the meaning of the sound in listening class, sometimes I found that they became sleepy and were not pay attention to the lesson. One reason for them to study English was just to pass the National Examination. They felt that listening was bored and it was not interesting for them.

Harmer (1998) quoted in Misbah (2008:16) states that “teenagers, if they were engaged, had a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interested them”. Therefore, teacher should try to create an interesting lesson to interest the students in learning to motivate them. If they are motivated, their ability and creativity will be explored.

2.2.9 Motivation

According to Keller (2010:3) “Motivation refers broadly to what people desire, what they choose to do, and what they commit to do.” In other words, investigations of motivation attempt to explain the deeply held concern among people as to why we do the things we do. Motivation is generally defined as that we explains the direction and magnitude of behavior, or in other words, it explains what goals people choose to pursue and how actively or intensely they pursue them.

As we know, there are so many kinds of motivation. But, motivation can be divided into two basic forms: intrinsic and extrinsic motivation (Deci and Ryan 2000). Later in *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions* stated by Deci and Ryan (2000:55), both of those two motivations are explained in detail. The most basic distinction between those two types of motivation is intrinsic motivation refers to doing something because it is inherently enjoyable, and extrinsic motivation, which refers to do something because it leads to a separable outcome.

From the definitions above, I can conclude that motivation is an internal and external factors that stimulate desire and energy in people to achieve a specific

goal. Motivation is not the most important in doing something. However, no one denies that with motivation, someone can do much better than someone who does not have any motivation at all.

2.2.10 Motivation in Learning

To study a new language, some learners need certain motivation which helps them to find joy in learning that language. As for the teacher and parents, knowing the motivation of their students or children in learning language will be a big help to understand what their needs are.

It is no doubt that teacher plays a vital role to motivate students. Motivation in learning can be influenced by the instruction of the material that is made by teacher and also learning environment in class. As stated by Keller (2010:24) “Instruction cannot be effective if it is not appealing to people”. So, it is important for teacher to make the appropriate instruction in teaching.

There are four variables that can be used to measure students’ motivation in specific instructional course according to Keller (2010), he called it as ARCS, they are:

1. Attention

Capturing the interest of learners, stimulating the curiosity to learn.

2. Relevance

Meeting the personal needs or goals of the learner to effect a positive attitude.

3. Confidence

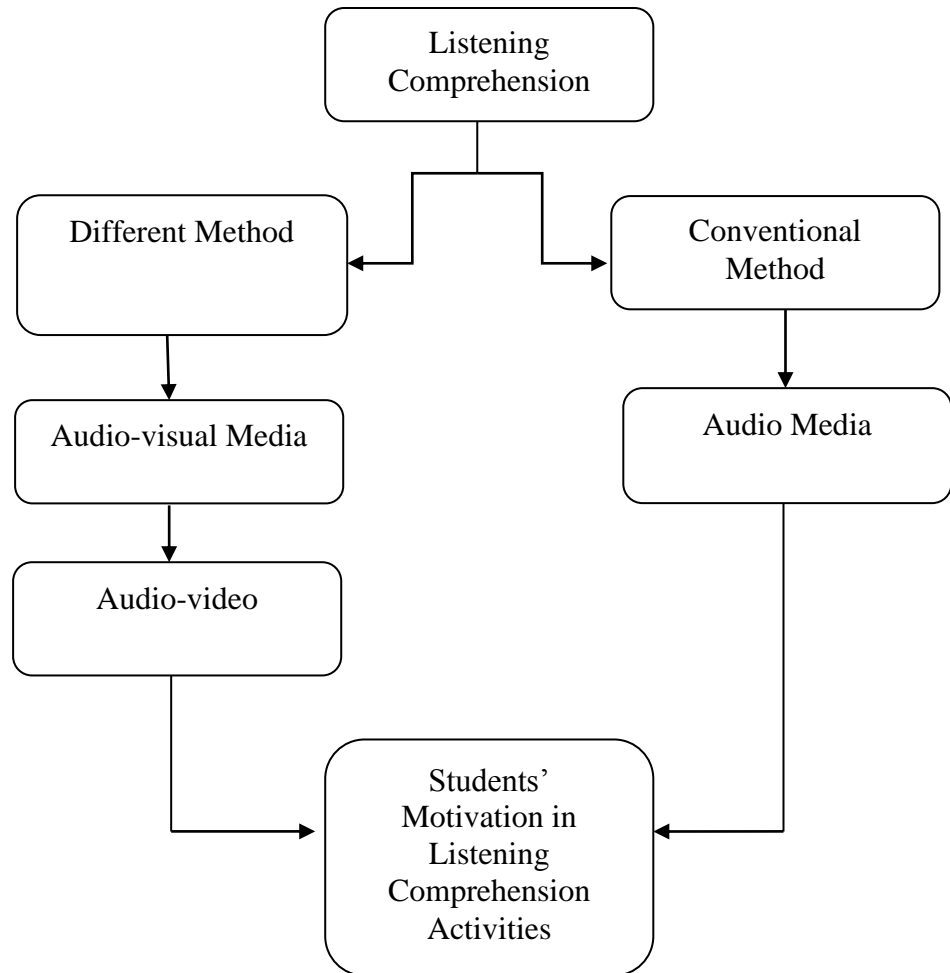
Helping the learners believe or feel that they will succeed and control their success.

4. Satisfaction

Reinforcing accomplishment with rewards (internal and external).

There are two measurement tools that can be used in conjunction with the ARCS model. The first called Course Interest Survey (CIS), was designed to measure students' reaction to instructor-led instruction. The second, called the Instructional Materials Motivation Survey (IMMS), was designed to measure reactions to self-directed instructional materials. As situational instruments, the CIS and IMMS are not intended to measure students' generalized levels of motivation toward school learning. The goal of these instruments is to be able to measure how motivated students are with respect to a particular course.

2.3 Theoretical Framework



CHAPTER III

METHODS OF THE STUDY

This chapter presents the description of methodology used in conducting the research. This chapter consists of some sub-chapters, they are the research method, research design, research variables, setting, scope of the study, subjects of the study, instrument of the study, procedures of collecting data, and procedures of analyzing data.

3.1 Research Method

According to Tuckman (1978:1), “research is a systematic attempt to provide answers to questions.” There are so many kinds of research method, but the method of this study is experimental research.

Brown (1988:3) states that “experimental study is a whole range of different possible studies that investigate the language behavior of groups under controlled conditions.” Creswell (2012) states that “in an experiment, you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. You can use an experiment when you want to establish possible cause and effect between your independent and dependent variables.”

I chose experimental study because the objective of this study was to find out the effect of audio-video and audio only media on students’ motivation in listening comprehension activities. I compared the use of audio-video media and audio only media, which media that gave better effect on students’ motivation in listening comprehension activities. The result of this study was measured in a quantitative form using questionnaire.

3.2 Research Design

There are some designs in an experimental research. However, the design that was used in this study was quasi-experimental. According to Creswell (2012:309) “quasi experiments include assignment, but not random assignment of participants to groups.” In this study, quasi-experimental was chosen because the researcher could not randomize the students, randomly assigning students to the two groups would disrupt classroom learning. In this study, posttest only quasi-experimental design was chosen.

In the posttest only quasi-experimental design, there was no pretest. In this study, there were two groups, XI MUA was chosen as the control group, and XI MUB as the experimental group. The control group was taught listening used audio only media, and the experimental group was taught listening used audio-video media. After the treatments, each group was asked to fill motivation questionnaire. It could be illustrated as below:

Table 3.1 Research Design of Experiment

Control group	X₁	O₁
Experimental group	X₂	O₂

In which,

X₁: Treatment for control group (Listening use audio)

O₁: Posttest (Motivation questionnaire)

X₂: Treatment for experimental group (Listening use audio-video)

O₂: Posttest (Motivation questionnaire)

3.3 Research Variables

Variable is essentially what we can observe or quantify of the human characteristics or abilities involved. There are two types of variables: dependent variable and independent variable.

3.3.1 Dependent Variable

A dependent variable is observed to determine what effect, if any, the other types of variables may have on it. In other words, it is the variable of focus, the central variable on which the other variables will act if there is any relationships. Thus, a dependent variable cannot be identified in isolation. The dependent variable of this research is students' motivation in listening comprehension activities

3.3.2 Independent Variables

Independent variables are variables selected by the researcher to determine their effect on or relationship with the dependent variable. It is that factor which measured, manipulated, or selected by the experimenter to determine its relationship to an observed phenomenon. The independent variables of this

research are audio-video media and audio only media. This will be evaluated by IMMS questionnaire.

3.4 Setting

This study was held in Perdana Vocational School that located in Jl. Slamet Riyadi No.10 subdistrict Gayamsari, Semarang city, Central Java. It was done in XI-MUA and XI-MUB classrooms during the English lessons in the academic year of 2014 / 2015.

3.5 Scope of the Study

The scope of the study was focus on the listening comprehension activities used audio-video media and audio only media. The researcher used both of media to teach listening. It was done to find out whether the use of audio-video media gave better effect on students' motivation in listening comprehension activities compared to audio only media.

3.6 Population

Arikunto (2006:130) states that "a population is a set (or collection) of all elements processing one or more attributes of interest." While according to Tuckman (1978) "population is a group about which the researcher is interested in gaining information and drawing conclusions." The population of this research was the eleventh grade students of multimedia at Perdana Vocational School in the academic year of 2014/2015.

3.7 Sample and Sampling Technique

According to Arikunto (2006:131) “a sample is part of representation of population being assessed. When it is impossible to investigate all of the population, it is allowed to take the sample of population.” Therefore, sample is subjects that can be used in a research to represent the population.

In this research, cluster random sampling was chosen. “The selection of groups, or clusters of subjects rather than individuals is known as cluster random sampling” (Cohen, Manion, & Morrison 2007:95). Cluster random sampling is easy to be applied in school. It does not need much time to hold the sampling.

In this study, *XI Multimedia Unggulan A* (XI MUA) was chosen as the control group, and *XI Multimedia Unggulan B* (XI MUB) was chosen as the experimental group. This selection was suggested by the teacher of English of Perdana Vocational School. There were some reasons why these two classes were chosen, the first was because the amount of the students in XI MUA and XI MUB were same, and the second, their ability in English were similar.

3.8 Instrument of the Study

According to Best (1981: 161), data collecting instruments are the tools which are used to aid in the recording of information gained through observation. Basically, there are six kinds of instruments. They are: tests, questionnaire,

interview, observation, ratings and documentation. In this study, I utilize questionnaire to get the data.

3.8.1 IMMS Questionnaire

I used Instructional Material Motivational Survey (IMMS) questionnaire by Keller (2010) to measure students' motivation in listening comprehension activities after gave the treatments for both of the groups.

IMMS contains 36 questions with 5-point likert scale items. IMMS has documented reliability coefficient of 0.96 (Keller 2010) and has been administered in some research studies (such as a study by Di Serio, A., M.B. Ibanez, C.D. Kloos 2013). There are four variables of IMMS, they are:

- a. Attention - Need for stimulation and variety - curiosity, boredom, arousal.
- b. Relevance - Desire to satisfy basic motives - needs, motives, attractions.
- c. Confidence - Desire to feel competent and in control - attributions, expectancies, self-efficacy.
- d. Satisfaction - Desire to feel good about oneself - intrinsic motivation, extrinsic incentives, equity.

Table 3.2 Original Version of IMMS Questionnaire

Instructions

Instructional Materials Motivation Survey

John M. Keller

Florida State University

1. There are 36 statements in this questionnaire. Please think about each statement in relation to the instructional materials you have just studied, and indicate how true it is. Give the answer that truly applies to you, and not what you would like to be true, or what you think others want to hear.
2. Think about each statement by itself and indicate how true it is. Do not be influenced by your answers to other statements.
3. Record your responses on the answer sheet that is provided, and follow any additional instructions that may be provided in regard to the answer sheet that is being used with this survey. Thank you.

Instructional Materials Motivation Survey

John M. Keller

Florida State University

A: Not true

B: Slightly true

C: Moderately true

D: True

E: Very true

1. When I first looked at this lesson, I had the impression that it would be easy for me.
2. There was something interesting at the beginning of this lesson that got my attention.
3. This material was more difficult to understand than I would like for it to be.
4. After reading the introductory information, I felt confident that I knew what I was supposed to learn from this lesson.
5. Completing the exercises in this lesson gave me a satisfying feeling of accomplishment.
6. It is clear to me how the content of this material is related to things I already know.
7. Many of the pages had so much information that it was hard to pick out

- and remember the important points.
8. These materials are eye-catching.
 9. There were stories, pictures, or examples that showed me how this material could be important to some people.
 10. Completing this lesson successfully was important to me.
 11. The quality of the writing helped to hold my attention.
 12. This lesson is so abstract that it was hard to keep my attention on it.
 13. As I worked on this lesson, I was confident that I could learn the content.
 14. I enjoyed this lesson so much that I would like to know more about this topic.
 15. The pages of this lesson look dry and unappealing.
 16. The content of this material is relevant to my interests.
 17. The way the information is arranged on the pages helped keep my attention.
 18. There are explanations or examples of how people use the knowledge in this lesson.
 19. The exercises in this lesson were too difficult.
 20. This lesson has things that stimulated my curiosity.
 21. I really enjoyed studying this lesson.
 22. The amount of repetition in this lesson caused me to get bored sometimes.
 23. The content and style of writing in this lesson convey the impression that its content is worth knowing.
 24. I learned some things that were surprising or unexpected.
 25. After working on this lesson for awhile, I was confident that I would be able to pass a test on it.
 26. This lesson was not relevant to my needs because I already knew most of it.
 27. The wording of feedback after the exercises, or of other comments in this lesson, helped me feel rewarded for my effort.
 28. The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the lesson.
 29. The style of writing is boring.
 30. I could relate the content of this lesson to things I have seen, done, or thought about in my own life.
 31. There are so many words on each page that it is irritating.
 32. It felt good to successfully complete this lesson.
 33. The content of this lesson will be useful to me.
 34. I could not really understand quite a bit of the material in this lesson.

35. The good organization of the content helped me be confident that I would learn this material.
36. It was a pleasure to work on such a well-designed lesson.

According to Keller (2010:277), the instrument above can be adapted to fit specific situation. Therefore, those items of the questionnaire were manipulated and adapted to fit the situation that was needed in this research. The first questionnaire was adapted to measure students' motivation in listening comprehension activities used audio only media, and the second was adapted to measure students' motivation in listening used audio-video media. Both of the questionnaires can be seen in appendices.

3.8.2 Scoring System of IMMS Questionnaire

Table 3.3 Scoring System of IMMS Questionnaire

No	Condition	Motivation Questionnaire	
		Positive Statements	Negative Statements
1	Attention	2, 8, 11, 17, 20, 24, 28	12, 15, 22, 29, 31
2	Relevance	6, 9, 10, 16, 18, 23, 30, 33	26
3	Confidence	1, 4, 13, 25, 35	3, 7, 19, 34
4	Satisfaction	5, 14, 21, 27, 32, 36	

a. Score for statements with positive criteria:

1 = not true, 2 = slightly true, 3 = moderately true, 4 = true, and 5 = very true.

b. Score for statements with negative criteria:

5 = not true, 4 = slightly true, 3 = moderately true, 2 = true, and 1 = very true.

Calculate the scores from the combination of positive and negative criteria for each condition. The response scale range between 1 to 5. This means that the minimum score on the 36 items survey is 36, and the maximum is 180 with midpoint of 108. An alternative and preferable scoring method is to find the average score for each subscale or the total scale instead of using sums. This converts the total into a score ranging from 1 to 5 and makes it easier to compare performance of the respondents.

3.9 Procedures of Collecting Data

The procedures of collecting data were as follows:

- (1) Choosing the eleventh grade of Multimedia of Perdana Vocational School Semarang as the population.
- (2) Taking two groups of the students as the samples, XI MUB as the experimental group and XI MUA as the control group.
- (3) After that, conducting research.

I gave two times treatments for experimental group and control group. Both groups were taught the same topic, but used different media. The experimental group was taught listening to invitation dialogues used audio-video media, whereas the control group was taught listening to invitation dialogues used audio only media. After the treatments finished, I asked each group to complete IMMS motivation questionnaire.

3.10 Procedures of Analyzing Data

There were some steps for analyzing the data:

(1) Tabulating the data

It included scoring the questionnaire items of each student of the research and arranging the scores.

(2) Using the appropriate formula for analyzing the data

I analyzed the data by comparing the mean scores of the control group and the experimental group. Then, t-test formula was used to know whether the difference between the two means was significant or not.

3.10.1 Mean

It is the average of group scores. The way to compute is by adding all students' scores then dividing this sum by the number of the students.

Nevertheless, to compute the students' scores, I corrected all students' answers in questionnaire, I counted the scores of each student, and I used the mean formula as stated by Siregar (2014:114). The formula is as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

In which,

\bar{X} : Mean

ΣX : Total score

N : The number of respondent

3.10.2 T-test

After collecting the data by conducting questionnaire after the treatments, I analyzed them by using statistical analysis. To see whether the difference of the two means was significant or not, I used the t-test analysis.

Tuckman (1978:257) views “ a t-test is a statistical test that allows you to compare two means to determine the probability that the difference between the means is a real difference rather than a chance difference.” According to Tuckman (1978:258-259), there are some steps to find the t-value:

The first step to calculate the t-value is to find the variance (S^2) of each group.

The formula is as follows:

$$S^2 = \frac{N \sum X^2 - (\sum X)^2}{N (N-1)}$$

In which,

S^2 : Variance

N : The number of respondents

X^2 : square of score

$\sum X^2$: total of X^2

$\sum X$: Total score

After the computation of the two variances have done, the data are computed to gain the standard deviation of the experimental group and the control group. The formula is:

$$S = \sqrt{\frac{(N_1-1)S_1^2 + (N_2-1)S_2^2}{N_1+N_2-2}}$$

In which,

S : Standard deviation

N₁ : The number of respondents of experimental group

N₂ : The number of respondents of control group

S₁² : Variance of the experimental group score

S₂² : Variance of the control group score

And the last, the data are calculated by using the t-test formula to determine whether the difference between two means is statistically significant. The formula is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\left[\frac{1}{N_1}\right] + \left[\frac{1}{N_2}\right]}}$$

In which,

t : t-value

\bar{X}_1 : Mean of the experimental group score

\bar{X}_2 : Mean of the control group score

S : Standard deviation

N₁ : Number of respondents of experimental group

N₂ : Number of respondents of experimental group

In which, $df = N_1 + N_2 - 2$ for $\alpha = 5\%$. Compare the t-value with the t-table to determine if the calculated of t-value is significant. If the t-value is higher than the t-table, then the null hypothesis can be rejected.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

According to the research findings and discussion in the previous chapter, it could be concluded that teaching listening with audio-video was better than using audio only to motivate the students in listening comprehension activities.

Teaching listening by using audio-video is more effective than teaching listening by using audio only. It can be seen from the motivation scores of the two groups. In the experimental group, the highest score is 4.5 and the lowest score is 2.83. Whereas in the control group, the highest score is still 3.3 and the lowest score is 2.75. The mean score of the experimental group is 3.79, while the mean score of the control group is 3.15. From the result, it can be proved that the motivation of the experimental group is better than the control group.

There is a significant difference of the motivation score of the students who were taught by using audio-video and those who were taught by using audio only. It is proved by the result of the t-test and the t-table with the degree of freedom (df) 28 at 5% significance level, and the result shows that t-test (5.92) is higher than the t-table (2.048). Therefore, the null hypothesis (H_0) that stated audio-video media does not give better effects on students' motivation in listening comprehension activities compared to audio only media is rejected. Whereas, the working hypothesis (H_1) that stated audio-video media gives better effects on

students' motivation in listening comprehension activities compared to audio only media is accepted.

5.2 Suggestions

A different way of teaching listening should be applied in order to make teaching and learning process more interesting. Teachers should vary their ways in teaching listening because sometimes the students get bored and unmotivated with just sitting on their chair and listen to the tape recorder.

Audio-video can be made as a media in teaching listening. The students will not get bored in the learning process because audio-video provides not only audio, but also visual picture that can grab the students' interest. This media can help the students to be more motivated in listening comprehension activities. The teacher should consider this media in teaching listening, because it is easy to be understood by watching the video which provides audio and visual. Audio-video media can be gotten by download it from some websites such as www.youtube.com and www.britishcouncil.id. It also can be bought in TVE (Television Education) that merge to TVKU Semarang (UDINUS).

Hopefully the result of this research will be useful for the readers, especially for the teachers of English to use the interesting media in teaching listening. This research can also be a reference for the next researchers in conducting similar research.

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Appendixes

Appendix 1

Lesson Plan Control Group (1st meeting)

School : SMK Perdana Semarang

Subject : English

Class/Semester : XI/2

Time Allotment : 2 X 45'

Standard Competence and Basic Competence

2. Berkomunikasi dengan bahasa Inggris setara *Level Elementary*

2.5 Mengungkapkan berbagai macam maksud hati

Indicators

- Understanding listening through invitation dialogues.
- Understanding the expressions of inviting someone and giving response for invitation.
- Understanding the structure of invitation dialogue.
- Understanding the main idea of invitation conversation audios by doing fun activity.

Objectives of the Lesson :

By the end of the lesson,

- Students are able to identify and understand the dialogue which is listened.
- Students are able to identify the expressions of giving invitation and the response.

- Students are able to identify the structure of invitation dialogue.
- Students are able to retell the main idea of the dialogues with their own words in good grammatical form.

Learning Materials

- Expressions of giving invitation
 - ✓ Would you like to come to my place for dinner tonight, please?
 - ✓ Would you please come to our place next Tuesday?
 - ✓ Would you like to come over to my house for dinner tonight?
 - ✓ Come to my house at seven in the evening. I invite you, also bring your family members.
 - ✓ I have come here to invite you.
 - ✓ I want to invite to my birthday party.
 - ✓ Can you come over for a small party in my house?
 - ✓ I just wanted to invite you to my wedding anniversary. Can you join us?
- Response for invitation
 - ✓ With pleasure.
 - ✓ I'm afraid I can't, I've already got an appointment.
 - ✓ Yes, I would.
 - ✓ Wow, that's great. When is the party?
 - ✓ I'll be there.
 - ✓ I would love to, but I might be flying to Canada on Monday.
 - ✓ Sure, I can.
 - ✓ Thank you for inviting me. When will the party start?
 - ✓ I will come with my family.

- Example dialogue about invitation and the structure

Joe	: Hello. Is John available?	}	<u>Opening</u>
John	: Yes, this is John.		
Joe	: Hello John, this is Joe.		
John	: Okay.		
Joe	: John, would you like to come over to my house for dinner tonight?	}	<u>Inviting and response</u>
John	: Yes, I would. What time should I arrive?		
Joe	: 6:30 pm.		
John	: I will come to your house at 6:30 pm.		
Joe	: Yes. Thank you. Good bye.	}	<u>Closing</u>
John	: Good bye.		

Methods of study / techniques

- Listening
- Group discussion

Learning activities

1. Opening
 - a. Students respond to the teacher's greeting in the beginning of the meeting.
 - b. Students listen and respond when the teacher checks the attendance list.
 - c. Students pay attention to the purpose of the study which teacher says to reach the goals.

2. Main Activities

Exploration:

- a. The students are given the basic questions of their knowledge about invitation.
- b. The students are given the example of invitation dialogue and its structure.
- c. The students pay attention to the teacher's explanation about the expressions of giving invitation and the response.

Elaboration:

- a. Students are divided into some groups of three.
- b. The teacher plays an audio about invitation dialogues.
- c. Students listen to the main idea of the dialogues and make a summary.
- d. Students present the dialogues, the expressions of giving invitation and response that are found in the dialogues, and the structure of the dialogues in front of the class.

Confirmation:

- a. The teacher asks the students whether they have a question or they do not understand the teacher's explanation yet.
- b. Students answer teacher's questions related to the material.
- c. Teacher gives reinforcement and feedback.
- d. Teacher gives confirmation about the material.

3. Closing

- a. Teacher asks the student's difficulties in learning activities.
- b. Teacher concludes the learning material.
- c. Teacher closes the meeting.

The Source and Media

- Videos about invitation dialogue that were downloaded from
www.youtube.com
- Laptop, speaker, and LCD.

Evaluation

- Rubric (listening test)

Aspect	Score	Explanation	
		Levels of achievement	Percentage
Correct items	0/1	Outstanding	93 – 100 % correct answer
		Above average	85 – 92 % correct answer
		Average	75 – 84 % correct answer
		Below average	60 – 74 % correct answer
		Insufficient	Below 60 % correct answer

Semarang, April 2015

English Teacher

Researcher

NIP.

Lisa Ika Lestary

NIM. 2201411024

Lesson Plan

Control Group

(2nd meeting)

School : SMK Perdana Semarang

Subject : English

Class/Semester : XI/2

Time Allotment : 2 X 45'

Standard Competence and Basic Competence

2. Berkomunikasi dengan bahasa Inggris setara *Level Elementary*

2.5 Mengungkapkan berbagai macam maksud hati

Indicators

- Understanding listening through invitation dialogues.
- Understanding the expressions of inviting someone and giving response for invitation.
- Understanding the invitation conversation audios by doing exercises.

Objectives of the Lesson :

By the end of the lesson,

- Students are able to identify and understand the dialogue which is listened.
- Students are able to identify the expressions of giving invitation and the response.
- Students are able to answer questions based on the dialogues.

Learning Materials

- Expressions of giving invitation
 - ✓ Would you like to come to my place for dinner tonight, please?
 - ✓ Would you please come to our place next Tuesday?
 - ✓ Would you like to come over to my house for dinner tonight?
 - ✓ Come to my house at seven in the evening. I invite you, also bring your family members.
 - ✓ I have come here to invite you.
 - ✓ I want to invite to my birthday party.
 - ✓ Can you come over for a small party in my house?
 - ✓ I just wanted to invite you to my wedding anniversary. Can you join us?

- Response for invitation
 - ✓ With pleasure.
 - ✓ I'm afraid I can't, I've already got an appointment.
 - ✓ Yes, I would.
 - ✓ Wow, that's great. When is the party?
 - ✓ I'll be there.
 - ✓ I would love to, but I might be flying to Canada on Monday.
 - ✓ Sure, I can.
 - ✓ Thank you for inviting me. When will the party start?
 - ✓ I will come with my family.

Methods of study / techniques

- Listening
- Individual work

Learning activities

1. Opening

- a. Students respond to the teacher's greeting in the beginning of the meeting.
- b. Students listen and respond when the teacher checks the attendance list.
- c. Students pay attention to the purpose of the study which teacher says to reach the goals.

2. Main Activities

Exploration:

- a. The teacher explains the last material about invitation to called up students' memory.
- b. Teacher gives some questions about invitation to the students.
- c. Teacher introduces an audio about wedding anniversary invitation to the students.
- d. Students pay attention and make some notes.

Elaboration:

- a. The students work individually.
- b. They answer multiple choice questions based on the audio.

Confirmation:

- a. Teacher and students correct the work together.
- b. Teacher gives feedback or reinforcement.

3. Closing

- a. Teacher asks the student's difficulties in learning activities.
- b. Teacher concludes the learning material.
- c. Teacher closes the meeting.

The Source and Media

- Videos about invitation dialogue that were downloaded from
www.youtube.com
- Laptop, speaker, and LCD.

EXERCISE

Choose one correct answer based on the dialogues that you are listened to.

The test takers hear:

a. Inviting a Friend

Merry : Hi Susanne! How are you?

Susanne : I am fine. What about you?

Merry : I am great! Peter and I are celebrating our wedding anniversary
next week.

Susanne : Oh great! Congratulations in advance!

Merry : Thank you very much, Susanne. So, can you come over for a
small party? It's next week on Tuesday.

Susanne : Sure I can! Thank you for inviting me Merry.

1. Who is speaking in the dialogue?
A. Susanne B. Merry C. No one of them D. Both of them
2. What kind of party that will be held by Merry?
A. Birthday B. Wedding C. Wedding anniversary D. Dinner
3. When the party will be held?
A. Next week B. Sunday C. Next time D. Next day

4. What is the name of Merry's husband?
 A. Peeta B. Peter C. Peeth D. Pet
5. Can Susanne join the party?
 A. She can't B. She confuse C. She can D. She cannot

The test takers hear:

b. Inviting Relatives

Peter : Hello aunt Mercy. How is it going?
 Aunt Mercy : Oh Peter! It's all going fine. How are you?
 Peter : I am fine too, Auntie. Merry and I have our wedding anniversary next week.
 Aunt Mercy : Oh yes! I almost forgot about that!
 Peter : So, would you please come to our place next Tuesday?
 Aunt Mercy : Yes, I'll be there Peter! Did you call up your uncle about it? He is at the office now.
 Peter : I haven't called him yet.
 Aunt Mercy : Don't worry, I'll tell him about it.
 Peter : Thank you. See you both on Tuesday.

6. Who is speaking in the dialogue?
 A. Mercy B. Peter C. Both of them D. None of them
7. Mercy is Peter's.....
 A. Sister B. Aunt C. Mother D. Niece

8. Which expression does Peter use to invite Mercy?
- A. Could you please come to our place next Tuesday?
 - B. Can you please come to our place next Tuesday?
 - C. Would you join us next Tuesday?
 - D. Would you please come to our place next Tuesday?
9. Will Mercy come to the party?
- A. She won't
 - B. She confuse
 - C. She will
 - D. She will not
10. Who is Peter's wife?
- A. Mercy
 - B. Samantha
 - C. Merry
 - D. No one of them

The test takers hear:

c. Inviting a Co-worker

Peter : Hello Mr. Smith.

Mr. Smith : Hi Peter! How is work?

Peter : It's fine. Look, I just wanted to invite you to my wedding anniversary. It's on Tuesday.

Mr. Smith : Oh! That's great! For how many years have you been married?

Peter : It's been ten years now. We'll throw a small party. Can you join us?

Mr. Smith : I would love to Peter, but I might be flying to Colorado on Sunday.

Peter : Well, we will miss you if you can't make it, but I understand.

Mr. Smith : I can make it if the trip gets delayed, Peter.

Peter : I hope you can.

11. Whom that is called by Peter?

- A. Smith B. Sam C. Sheet D. Simth

12. When the party will be held?

- A. Thursday B. Tuesday C. Saturday D. Sunday

13. Can he join in Peter's party?

- A. He can't B. He confuse C. He can D. He uncertain

14. Where will Smith go on Sunday?

- A. Columbia B. Canada C. Colorado D. Austria

15. How many years Peter and his wife have been married?

- A. Nine years B. Eight years C. Three years D. Ten years

The test takers hear:

d. Inviting Friends

Peter : Hey Brad, it's party time!

Brad : Man, I have been partying all week! What is this one about?

Peter : Dude, it's my anniversary next week.

Brad : Wow! That's gonna be great! When's the party?

Peter : It's on Tuesday evening. I've been married for a decade. I've invited all my good friends and relatives.

Brad : I'll be there mate, and I will bring Samantha too.

Peter : Of course! We want both of you there with us.

Brad : Alright! See you then.

16. Whom that is called by Peter?

- A. Brad B. Bad C. Peter D. Smith

17. He is Peter's.....

- A. Co-worker B. Uncle C. Friend D. Boss

18. What kind of party that will be held by Peter?

- A. Birthday B. Wedding anniversary C. Wedding party
D. Small party

19. Who will be invited by Peter in his party?

- A. Friend B. Relatives C. Brad D. All answers are correct

20. Who will be brought by Brad?

- A. Samantha B. Mercy C. His mom D. His aunt

Evaluation

- Rubric (listening test)

Aspect	Score	Explanation	
		Levels of achievement	Percentage
Correct items	0/1	Outstanding	93 – 100 % correct answer
		Above average	85 – 92 % correct answer
		Average	75 – 84 % correct answer
		Below average	60 – 74 % correct answer
		Insufficient	Below 60 % correct answer

Scoring

- Maximum correct items for each student: 20
- To get a student score, we count the number of the correct answer and divide it with the maximum correct items, and then we multiply it by 100.

So, the formula is:
$$\frac{\text{Correct answers}}{\text{Maximum correct answers}} \times 10$$

Example:

D gets 15 correct answers from 20 total questions, so his score will be:

$$\frac{15}{20} \times 100 = 75$$

Semarang, April 2015

English Teacher

Researcher

NIP.

Lisa Ika Lestary

NIM. 2201411024

Appendix 2

Lesson Plan Experimental Group (1st meeting)

School : SMK Perdana Semarang

Subject : English

Class/Semester : XI/2

Time Allotment : 2 X 45'

Standard Competence and Basic Competence

2. Berkomunikasi dengan bahasa Inggris setara *Level Elementary*

2.5 Mengungkapkan berbagai macam maksud hati

Indicators

- Understanding listening through invitation dialogues.
- Understanding the expressions of inviting someone and giving response for invitation.
- Understanding the structure of invitation dialogue.
- Understanding the main idea of invitation conversation videos by doing fun activity.

Objectives of the Lesson :

By the end of the lesson,

- Students are able to identify and understand the dialogue which is listened.
- Students are able to identify the expressions of giving invitation and the response.

- Students are able to identify the structure of invitation dialogue.
- Students are able to retell the main idea of the dialogues with their own words in good grammatical form.

Learning Materials

- Expressions of giving invitation
 - ✓ Would you like to come to my place for dinner tonight, please?
 - ✓ Would you please come to our place next Tuesday?
 - ✓ Would you like to come over to my house for dinner tonight?
 - ✓ Come to my house at seven in the evening. I invite you, also bring your family members.
 - ✓ I have come here to invite you.
 - ✓ I want to invite to my birthday party.
 - ✓ Can you come over for a small party in my house?
 - ✓ I just wanted to invite you to my wedding anniversary. Can you join us?
- Response for invitation
 - ✓ With pleasure.
 - ✓ I'm afraid I can't, I've already got an appointment.
 - ✓ Yes, I would.
 - ✓ Wow, that's great. When is the party?
 - ✓ I'll be there.
 - ✓ I would love to, but I might be flying to Canada on Monday.
 - ✓ Sure, I can.
 - ✓ Thank you for inviting me. When will the party start?
 - ✓ I will come with my family.

- Example dialogue about invitation and the structure

Joe	: Hello. Is John available?	}	<u>Opening</u>
John	: Yes, this is John.		
Joe	: Hello John, this is Joe.		
John	: Okay.		
Joe	: John, would you like to come over to my house for dinner tonight?	}	<u>Inviting and response</u>
John	: Yes, I would. What time should I arrive?		
Joe	: 6:30 pm.		
John	: I will come to your house at 6:30 pm.		
Joe	: Yes. Thank you. Good bye.	}	<u>Closing</u>
John	: Good bye.		

Methods of study / techniques

- Listening
- Group discussion

Learning activities

1. Opening
 - a. Students respond to the teacher's greeting in the beginning of the meeting.
 - b. Students listen and respond when the teacher checks the attendance list.
 - c. Students pay attention to the purpose of the study which teacher says to reach the goals.

2. Main Activities

Exploration:

- a. The students are given the basic questions of their knowledge about invitation.
- b. The students are given the example of invitation dialogue and its structure.
- c. The students pay attention to the teacher's explanation about the expressions of giving invitation and the response.

Elaboration:

- a. Students are divided into some groups of three.
- b. The teacher shows an audio-video about invitation dialogues.
- c. Students listen to the main idea of the dialogues and make a summary.
- d. Students present the dialogues, the expressions of giving invitation and response that are found in the dialogues, and the structure of the dialogues in front of the class.

Confirmation:

- a. The teacher asks the students whether they have a question or they do not understand the teacher's explanation yet.
- b. Students answer teacher's questions related to the material.
- c. Teacher gives reinforcement and feedback.
- d. Teacher gives confirmation about the material.

4. Closing

- a. Teacher asks the student's difficulties in learning activities.
- b. Teacher concludes the learning material.
- c. Teacher closes the meeting.

The Source and Media

- Videos about invitation dialogue that were downloaded from www.youtube.com

- Laptop, speaker, and LCD.

Evaluation

- Rubric (listening test)

Aspect	Score	Explanation	
		Levels of achievement	Percentage
Correct items	0/1	Outstanding	93 – 100 % correct answer
		Above average	85 – 92 % correct answer
		Average	75 – 84 % correct answer
		Below average	60 – 74 % correct answer
		Insufficient	Below 60 % correct answer

Semarang, April 2015

English Teacher

Researcher

NIP.

Lisa Ika Lestary

NIM. 220141102

Lesson Plan

Experimental Group

(2nd meeting)

School : SMK Perdana Semarang

Subject : English

Class/Semester : XI/2

Time Allotment : 2 X 45'

Standard Competence and Basic Competence

2. Berkomunikasi dengan bahasa Inggris setara *Level Elementary*

2.5 Mengungkapkan berbagai macam maksud hati

Indicators

- Understanding listening through invitation dialogues.
- Understanding the expressions of inviting someone and giving response for invitation.
- Understanding the invitation conversation videos by doing exercises.

Objectives of the Lesson :

By the end of the lesson,

- Students are able to identify and understand the dialogue which is listened.
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- Students are able to answer questions based on the dialogues.

Learning Materials

- Expressions of giving invitation
 - ✓ Would you like to come to my place for dinner tonight, please?
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 - ✓ I have come here to invite you.
 - ✓ I want to invite to my birthday party.
 - ✓ Can you come over for a small party in my house?
 - ✓ I just wanted to invite you to my wedding anniversary. Can you join us?

- Response for invitation
 - ✓ With pleasure.
 - ✓ I'm afraid I can't, I've already got an appointment.
 - ✓ Yes, I would.
 - ✓ Wow, that's great. When is the party?
 - ✓ I'll be there.
 - ✓ I would love to, but I might be flying to Canada on Monday.
 - ✓ Sure, I can.
 - ✓ Thank you for inviting me. When will the party start?
 - ✓ I will come with my family.

Methods of study / techniques

- Listening
- Individual work

Learning activities

1. Opening

- a. Students respond to the teacher's greeting in the beginning of the meeting.
- b. Students listen and respond when the teacher checks the attendance list.
- c. Students pay attention to the purpose of the study which teacher says to reach the goals.

2. Main Activities

Exploration:

- a. The teacher explains the last material about invitation to called up students' memory.
- b. Teacher gives some questions about invitation to the students.
- c. Teacher introduces an audio-video about wedding anniversary invitation to the students.
- d. Students pay attention and make some notes.

Elaboration:

- a. The students work individually.
- b. They answer multiple choice questions based on the audio-video.

Confirmation:

- a. Teacher and students correct the work together.
- b. Teacher gives feedback or reinforcement.

3. Closing

- a. Teacher asks the student's difficulties in learning activities.
- b. Teacher concludes the learning material.
- c. Teacher closes the meeting.

The Source and Media

- Videos about invitation dialogue that were downloaded from
www.youtube.com
- Laptop, speaker, and LCD.

EXERCISE

Choose one correct answer based on the dialogues that you are listened to.

The test takers hear:

a. Inviting a Friend

Merry : Hi Susanne! How are you?

Susanne : I am fine. What about you?

Merry : I am great! Peter and I are celebrating our wedding anniversary
next week.

Susanne : Oh great! Congratulations in advance!

Merry : Thank you very much, Susanne. So, can you come over for a
small party? It's next week on Tuesday.

Susanne : Sure I can! Thank you for inviting me Merry.

1. Who is speaking in the dialogue?

- A. Susanne B. Merry C. No one of them D. Both of them

2. What kind of party that will be held by Merry?

- A. Birthday B. Wedding C. Wedding anniversary D. Dinner

3. When the party will be held?

- A. Next week B. Sunday C. Next time D. Next day

4. What is the name of Merry's husband?

- A. Peeta B. Peter C. Peeth D. Pet

5. Can Susanne join the party?

- A. She can't B. She confuse C. She can D. She cannot

The test takers hear:

b. Inviting Relatives

Peter : Hello aunt Mercy. How is it going?

Aunt Mercy : Oh Peter! It's all going fine. How are you?

Peter : I am fine too, Auntie. Merry and I have our wedding anniversary next week.

Aunt Mercy : Oh yes! I almost forgot about that!

Peter : So, would you please come to our place next Tuesday?

Aunt Mercy : Yes, I'll be there Peter! Did you call up your uncle about it? He is at the office now.

Peter : I haven't called him yet.

Aunt Mercy : Don't worry, I'll tell him about it.

Peter : Thank you. See you both on Tuesday.

6. Who is speaking in the dialogue?

- A. Mercy B. Peter C. Both of them D. None of them

7. Mercy is Peter's.....

- A. Sister B. Aunt C. Mother D. Niece

8. Which expression does Peter use to invite Mercy?
- A. Could you please come to our place next Tuesday?
 - B. Can you please come to our place next Tuesday?
 - C. Would you join us next Tuesday?
 - D. Would you please come to our place next Tuesday?
9. Will Mercy come to the party?
- A. She won't
 - B. She confuse
 - C. She will
 - D. She will not
- 10 Who is Peter's wife?
- A. Mercy
 - B. Samantha
 - C. Merry
 - D. No one of them

The test takers hear:

c. Inviting a Co-worker Peter : Hello Mr. Smith.

Mr. Smith : Hi Peter! How is work?

Peter : It's fine. Look, I just wanted to invite you to my wedding anniversary. It's on Tuesday.

Mr. Smith : Oh! That's great! For how many years have you been married?

Peter : It's been ten years now. We'll throw a small party. Can you join us?

Mr. Smith : I would love to Peter, but I might be flying to Colorado on Sunday.

Peter : Well, we will miss you if you can't make it, but I understand.

Mr. Smith : I can make it if the trip gets delayed, Peter.

Peter : I hope you can.

11. Whom that is called by Peter?
A. Smith B. Sam C. Sheet D. Simth
12. When the party will be held?
A. Thursday B. Tuesday C. Saturday D. Sunday
13. Can he join in Peter's party?
A. He can't B. He confuse C. He can D. He uncertaint
14. Where will Smith go on Sunday?
A. Columbia B. Canada C. Colorado D. Austria
15. How many years Peter and his wife have been married?
A. Nine years B. Eight years C. Three years D. Ten years

The test takers hear:

d. Inviting Friends

Peter : Hey Brad, it's party time!

Brad : Man, I have been partying all week! What is this one about?

Peter : Dude, it's my anniversary next week.

Brad : Wow! That's gonna be great! When's the party?

Peter : It's on Tuesday evening. I've been married for a decade. I've
invited all my good friends and relatives.

Brad : I'll be there mate, and I will bring Samantha too.

Peter : Of course! We want both of you there with us.

Brad : Alright! See you then.

16. Whom that is called by Peter?
A. Brad B. Bad C. Peter D. Smith

17. He is Peter's.....

- A. Co-worker B. Uncle C. Friend D. Boss

18. What kind of party that will be held by Peter?

- A. Birthday B. Wedding anniversary C. Wedding party
D. Small party

19. Who will be invited by Peter in his party?

- A. Friend B. Relatives C. Brad D. All answers are correct

20. Who will be brought by Brad?

- A. Samantha B. Mercy C. His mom D. His aunt

Evaluation

- Rubric (listening test)

Aspect	Score	Explanation	
		Levels of achievement	Percentage
Correct items	0/1	Outstanding	93 – 100 % correct answer
		Above average	85 – 92 % correct answer
		Average	75 – 84 % correct answer
		Below average	60 – 74 % correct answer
		Insufficient	Below 60 % correct answer

Scoring

- Maximum correct items for each student: 20
- To get a student score, we count the number of the correct answer and divide it with the maximum correct items, and then we multiply it by 100.

$$\text{So, the formula is: } \frac{\text{Correct answers}}{\text{Maximum correct answers}} \times 10$$

Example:

D gets 15 correct answers from 20 total questions, so his score will be:

$$\frac{15}{20} \times 100 = 75$$

Semarang, April 2015

English Teacher

Researcher

NIP.

Lisa Ika Lestary

NIM. 2201411024

Appendix 3

Questionnaire for the Control Group

Angket Motivasi (Audio)**Instruksi:**

1. Ada 36 butir pernyataan dalam kuesioner berikut.
 2. Pikirkan dengan baik setiap pernyataan dan hubungkan dengan pelajaran yang baru saja anda terima.
 3. Pilih satu pilihan jawaban pada lembar jawab yang paling sesuai dengan isi hati anda.
 4. Jangan terpengaruh dengan jawaban dari pernyataan pada nomor yang lain.
-
1. Pertama kali saya melihat pelajaran ini, saya yakin bahwa pelajaran ini mudah bagi saya.
 2. Ada sesuatu yang menarik perhatian saya pada awal pelajaran listening dengan menggunakan audio.
 3. Materi pelajaran ini lebih sulit dipahami daripada yang saya pikirkan.
 4. Setelah guru memberikan informasi pendahuluan, saya yakin bahwa saya mengetahui apa yang harus saya pelajari dari pelajaran ini.
 5. Menyelesaikan soal-soal latihan dalam pelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai.
 6. Isi dari materi pelajaran ini berhubungan dengan apa yang telah saya ketahui.
 7. Banyak halaman mengandung amat banyak informasi sehingga sulit bagi saya untuk mengingat poin-poin pentingnya.

8. Pelajaran listening dengan menggunakan audio menarik perhatian.
9. Terdapat cerita atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pelajaran ini.
10. Mencapai nilai yang baik pada pelajaran ini penting bagi saya.
11. Kualitas audio yang baik membuat saya memperhatikan pelajaran.
12. Materi pelajaran ini terasa abstrak sehingga sulit bagi saya untuk tetap memperhatikan pelajaran.
13. Pada saat saya belajar, saya yakin bahwa saya mampu belajar sesuatu dari isi pelajaran ini.
14. Saya sangat senang pada pelajaran ini sehingga saya ingin mengetahui lebih banyak tentang topik yang dibahas.
15. Audio yang diperdengarkan tidak menarik.
16. Isi pelajaran ini sesuai dengan minat saya.
17. Cara penyusunan informasi menggunakan media audio membuat saya tetap memperhatikan selama proses pelajaran berlangsung.
18. Diberikan contoh dan penjelasan bagaimana orang menerapkan pengetahuan yang didapat dari pelajaran ini.
19. Soal-soal latihan pada pelajaran ini terlalu sulit.
20. Pada pelajaran ini ada hal-hal yang merangsang rasa ingin tahu saya.

21. Saya benar-benar senang mempelajari pelajaran ini.
22. Aktivitas pelajaran yang diulang-ulang terus membuat saya kadang-kadang merasa bosan.
23. Isi pelajaran ini bermanfaat untuk diketahui.
24. Saya telah mempelajari sesuatu yang menarik dan tak terduga sebelumnya.
25. Setelah belajar untuk sekian lama, saya yakin saya akan berhasil dalam ujian untuk pelajaran ini.
26. Pelajaran ini tidak sesuai dengan kebutuhan saya sebab sebagian besar isinya sudah saya ketahui.
27. Umpan balik setelah latihan, atau komentar-komentar lain pada pelajaran ini, membuat saya merasa mendapat penghargaan atas upaya saya.
28. Variasi teknik dalam pelajaran listening menggunakan media audio memukau perhatian saya.
29. Pelajaran listening menggunakan audio itu membosankan.
30. Saya dapat menghubungkan isi pelajaran ini dengan hal-hal yang telah saya lihat, saya lakukan, atau saya pikirkan di dalam kehidupan sehari-hari.
31. Pada setiap bagian dalam audio terdapat banyak kata yang mengganggu.
32. Saya merasa senang menyelesaikan pelajaran ini dengan berhasil.
33. Isi pelajaran ini akan bermanfaat bagi saya.
34. Saya sama sekali tidak memahami materi pelajaran ini.

35. Susunan materi yang baik membuat saya yakin bahwa saya akan dapat mempelajarinya.
36. Suatu hal yang menyenangkan mempelajari pelajaran yang dirancang dengan baik seperti ini.

Appendix 4
Questionnaire for the Experimental Group

Angket Motivasi (Audio dan Video)

Instruksi:

1. Ada 36 butir pernyataan dalam kuesioner berikut.
 2. Pikirkan dengan baik setiap pernyataan dan hubungkan dengan pelajaran yang baru saja anda terima.
 3. Pilih satu pilihan jawaban pada lembar jawab yang paling sesuai dengan isi hati anda.
 4. Jangan terpengaruh dengan jawaban dari pernyataan pada nomor yang lain.
-
1. Pertama kali saya melihat pelajaran ini, saya yakin bahwa pelajaran ini mudah bagi saya.
 2. Ada sesuatu yang menarik perhatian saya pada awal pelajaran listening dengan menggunakan audio dan video.
 2. Materi pelajaran ini lebih sulit dipahami daripada yang saya pikirkan.
 3. Setelah guru memberikan informasi pendahuluan, saya yakin bahwa saya mengetahui apa yang harus saya pelajari dari pelajaran ini.
 4. Menyelesaikan soal-soal latihan dalam pelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai.
 5. Isi dari materi pelajaran ini berhubungan dengan apa yang telah saya ketahui.
 6. Banyak halaman mengandung amat banyak informasi sehingga sulit bagi saya untuk mengingat poin-poin pentingnya.
 7. Pelajaran listening dengan menggunakan audio dan video menarik perhatian.

8. Terdapat cerita atau contoh yang menunjukkan kepada saya bagaimana manfaat materi pelajaran ini.
9. Mencapai nilai yang baik pada pelajaran ini penting bagi saya.
10. Kualitas audio dan video yang baik membuat saya memperhatikan pelajaran.
11. Materi pelajaran ini terasa abstrak sehingga sulit bagi saya untuk tetap memperhatikan pelajaran.
12. Pada saat saya belajar, saya yakin bahwa saya mampu belajar sesuatu dari isi pelajaran ini.
13. Saya sangat senang pada pelajaran ini sehingga saya ingin mengetahui lebih banyak tentang topik yang dibahas.
14. Audio dan video yang ditampilkan tidak menarik.
15. Isi pelajaran ini sesuai dengan minat saya.
16. Cara penyusunan informasi menggunakan media audio dan video membuat saya tetap memperhatikan selama proses pelajaran berlangsung.
17. Diberikan contoh dan penjelasan bagaimana orang menerapkan pengetahuan yang didapat dari pelajaran ini.
18. Soal-soal latihan pada pelajaran ini terlalu sulit.
19. Pada pelajaran ini ada hal-hal yang merangsang rasa ingin tahu saya.
20. Saya benar-benar senang mempelajari pelajaran ini.

21. Aktivitas pelajaran yang diulang-ulang terus membuat saya kadang-kadang merasa bosan.
22. Isi pelajaran ini bermanfaat untuk diketahui.
23. Saya telah mempelajari sesuatu yang menarik dan tak terduga sebelumnya.
24. Setelah belajar untuk sekian lama, saya yakin saya akan berhasil dalam ujian untuk pelajaran ini.
25. Pelajaran ini tidak sesuai dengan kebutuhan saya sebab sebagian besar isinya sudah saya ketahui.
26. Umpan balik setelah latihan, atau komentar-komentar lain pada pelajaran ini, membuat saya merasa mendapat penghargaan atas upaya saya.
27. Variasi teknik dalam pelajaran listening menggunakan media audio dan video memukau perhatian saya.
28. Pelajaran listening menggunakan audio dan video itu membosankan.
29. Saya dapat menghubungkan isi pelajaran ini dengan hal-hal yang telah saya lihat, saya lakukan, atau saya pikirkan di dalam kehidupan sehari-hari.
30. Pada setiap bagian dalam audio dan video terdapat banyak kata yang mengganggu.
31. Saya merasa senang menyelesaikan pelajaran ini dengan berhasil.
32. Isi pelajaran ini akan bermanfaat bagi saya.
33. Saya sama sekali tidak memahami materi pelajaran ini.

34. Susunan materi yang baik membuat saya yakin bahwa saya akan dapat mempelajarinya.
35. Suatu hal yang menyenangkan mempelajari pelajaran yang dirancang dengan baik seperti ini.
36. Suatu hal yang menyenangkan mempelajari pelajaran yang dirancang dengan baik seperti ini.

Appendix 5
Questionnaire Answer Sheet

LEMBAR JAWAB

Nama:

Kelas:

No	Sangat tidak setuju	Tidak setuju	Sedang	Setuju	Sangat setuju
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E
21	A	B	C	D	E
22	A	B	C	D	E
23	A	B	C	D	E
24	A	B	C	D	E
25	A	B	C	D	E
26	A	B	C	D	E
27	A	B	C	D	E
28	A	B	C	D	E
29	A	B	C	D	E
30	A	B	C	D	E
31	A	B	C	D	E
32	A	B	C	D	E

33	A	B	C	D	E
34	A	B	C	D	E
35	A	B	C	D	E
36	A	B	C	D	E

Appendix 6

Audio and Audio-video Transcriptions for the First Meeting

INVITATION TO EVENTS

a. Invitation to a pool party

- Samantha : Jerry, do you have plans for the weekend?
- Jerry : I don't have anything scheduled yet.
- Samantha : It's Marry's birthday this Saturday and we've decided to throw party for her.
- Jerry : That's fantastic! Where will the party be?
- Samantha : It's going to be a pool party at Jay's apartment. You must come by 7.
- Jerry : A pool party? That sounds interesting! What about the dress code?
- Samantha : Well, don't forget to bring your swimsuit along.
- Jerry : We'll have a great time a then. See you at the party.

b. Invitation to dinner

- Luna : Would you and your wife be free next Saturday night?
- Jerry : I'll check it with my wife. Do you have something planned?
- Luna : Well Samantha and I would like to have you for dinner if you're free.
- Jerry : It would be a pleasure, but I think I should make sure that Vanessa is free.
- Luna : Maybe you can call her and find out.
- Jerry : Yes, I'll call her and tell you. I think she'll be free.

Luna : Great! In that case please come to our house by 7:30.

Jerry : Alright. I think we'll make it. See you on Saturday.

c. Invitation to an office party

Samantha : Hey, Luna, what are you doing this weekend?

Luna : I don't have any major plan.

Samantha : The boss is throwing a party for the success of our new website. It crossed 20.000 visitors a day.

Luna : Really? Your boss is cool. Where will it be?

Samantha : It's lunch at the Radisson hotel. I think it's going to be great.

Luna : And are you allowed to bring a friend?

Samantha : He said we could bring the spouse or a friend along. I thought about inviting you.

Luna : Wonderful! I think I'll love that.

Appendix 7

Audio and Audio-video Transcriptions for the Second Meeting

INVITATION TO A WEDDING ANNIVERSARY PARTY

a. Inviting a Friend

Merry : Hi Susanne! How are you?

Susanne : I am fine. What about you?

Merry : I am great! Peter and I are celebrating our wedding anniversary next week.

Susanne : Oh great! Congratulations in advance!

Merry : Thank you very much, Susanne. So, can you come over for a small party? It's next week on Tuesday.

Susanne : Sure I can! Thank you for inviting me Merry.

b. Inviting Relatives

Peter : Hello aunt Mercy. How is it going?

Aunt Mercy : Oh Peter! It's all going fine. How are you?

Peter : I am fine too, Auntie. Merry and I have our wedding anniversary next week.

Aunt Mercy : Oh yes! I almost forgot about that!

Peter : So, would you please come to our place next Tuesday?

Aunt Mercy : Yes, I'll be there Peter! Did you call up your uncle about it? He is at the office now.

Peter : I haven't called him yet.

Aunt Mercy : Don't worry, I'll tell him about it.

Peter : Thank you. See you both on Tuesday.

c. Inviting a Co-worker

Peter : Hello Mr. Smith.

Mr. Smith : Hi Peter! How is work?

Peter : It's fine. Look, I just wanted to invite you to my wedding anniversary. It's on Tuesday.

Mr. Smith : Oh! That's great! For how many years have you been married?

Peter : It's been ten years now. We'll throw a small party. Can you join us?

Mr. Smith : I would love to Peter, but I might be flying to Colorado on Sunday.

Peter : Well, we will miss you if you can't make it, but I understand.

Mr. Smith : I can make it if the trip gets delayed, Peter.

Peter : I hope you can.

d. Inviting Friends

Peter : Hey Brad, it's party time!

Brad : Man, I have been partying all week! What is this one about?

Peter : Dude, it's my anniversary next week.

Brad : Wow! That's gonna be great! When's the party?

Peter : It's on Tuesday evening. I've been married for a decade. I've invited all my good friends and relatives.

Brad : I'll be there mate, and I will bring Samantha too.

Peter : Of course! We want both of you there with us.

Brad : Alright! See you then.

Appendix 8

LIST OF STUDENTS OF THE CONTROL GROUP
(CLASS XI-MUA)

NO	NAME
1	C-1
2	C-2
3	C-3
4	C-4
5	C-5
6	C-6
7	C-7
8	C-8
9	C-9
10	C-10
11	C-11
12	C-12
13	C-13
14	C-14
15	C-15

Appendix 9

**LIST OF STUDENTS OF THE EXPERIMENTAL GROUP
(CLASS XI-MUB)**

NO	NAME
1	E-1
2	E-2
3	E-3
4	E-4
5	E-5
6	E-6
7	E-7
8	E-8
9	E-9
10	E-10
11	E-11
12	E-12
13	E-13
14	E-14
15	E-15

Appendix 10**MOTIVATION SCORES OF EXPERIMENTAL GROUP
AND CONTROL GROUP**

Control Group			Experimental Group		
Responden	Score		Responden	Score	
C-1	118	3.28	E-1	142	3.94
C-2	118	3.28	E-2	143	3.97
C-3	119	3.3	E-3	142	3.94
C-4	117	3.25	E-4	102	2.83
C-5	111	3.08	E-5	163	4.53
C-6	120	3.33	E-6	143	3.86
C-7	113	3.14	E-7	125	3.47
C-8	109	3.03	E-8	146	4.05
C-9	99	2.75	E-9	130	3.61
C-10	116	3.22	E-10	134	3.72
C-11	108	3	E-11	128	3.55
C-12	119	3.3	E-12	153	4.25
C-13	107	2.97	E-13	133	3.69
C-14	119	3.3	E-14	142	3.94
C-15	110	3.05	E-15	127	3.53
	ΣX_1	47.28		ΣX_2	56.88
	\bar{X}_1	3.152		\bar{X}_2	3.792

Appendix 11

CONTROL GROUP SCORE OF EACH ITEM

Respondents	Item number																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
C-1	4	2	3	4	3	4	3	2	4	3	4	4	4	3	4	3	3	4	3	3	2	4	4	2	3	4	4	2	2	4	2	3	4	4	4	3
C-2	2	2	3	4	3	4	4	2	4	4	4	4	4	2	2	3	4	4	3	2	2	4	4	2	4	4	4	2	2	4	2	4	4	4	3	3
C-3	4	2	4	4	4	4	4	2	3	4	2	3	3	3	2	4	2	4	4	4	4	4	4	2	2	3	4	2	5	4	3	3	4	3	3	
C-4	5	4	2	5	3	4	4	1	4	3	4	4	2	4	1	4	2	4	3	3	3	4	4	2	3	2	4	2	1	4	3	4	4	4	4	3
C-5	4	2	3	4	3	4	3	2	4	3	4	4	2	2	2	2	3	4	3	2	2	4	3	2	3	4	4	2	1	4	3	4	4	4	4	3
C-6	3	3	3	4	4	4	3	2	4	4	3	4	4	4	3	3	3	4	3	4	3	4	4	2	3	4	3	2	3	4	2	4	4	3	3	3
C-7	4	3	3	4	4	4	2	2	4	4	2	2	4	3	3	3	3	4	2	3	2	4	4	2	2	4	4	3	2	4	3	3	4	4	3	2
C-8	2	2	3	4	2	3	2	2	4	4	3	4	3	3	3	3	3	4	3	3	2	4	4	2	2	4	4	3	3	2	2	2	4	4	4	3
C-9	2	3	2	4	2	4	2	2	2	3	2	2	2	2	2	4	2	4	2	2	3	2	4	2	3	4	3	2	3	4	2	3	4	3	3	4
C-10	4	3	2	4	2	4	3	2	4	4	3	3	4	2	2	3	3	4	4	3	3	4	4	2	4	4	4	2	2	4	3	4	4	4	3	2
C-11	2	1	2	4	3	4	4	1	4	4	3	3	2	3	2	3	3	4	3	3	2	4	4	2	3	3	4	2	1	4	3	3	4	4	4	3
C-12	3	2	4	4	4	4	4	1	4	4	3	4	4	3	3	3	4	4	4	3	2	3	4	2	3	4	4	3	1	4	2	3	4	4	3	4
C-13	2	1	2	4	3	4	4	1	4	4	3	3	2	3	2	3	3	4	3	3	2	4	4	2	2	4	4	3	1	4	3	3	4	3	3	3
C-14	3	2	3	4	2	4	4	2	4	4	4	4	4	2	2	3	4	4	4	2	3	4	4	2	4	3	4	2	2	4	2	4	4	4	4	4
C-15	4	2	2	4	4	4	3	2	4	4	2	2	4	3	2	3	2	4	3	2	2	2	4	2	4	3	4	4	2	4	2	3	4	4	3	3
Total Score	48	34	41	61	46	59	49	26	57	56	46	50	48	42	35	47	44	60	47	42	37	55	59	30	45	54	58	36	31	58	37	50	60	56	51	46
Mean	3.2	2.27	2.7	4.1	3.1	3.9	3.3	1.73	3.8	3.7	3.1	3.3	3.2	2.8	2.3	3.1	2.9	4	3.13	2.8	2.5	3.7	3.9	2	3	3.6	3.9	2.4	2.1	3.9	2.5	3.3	4	3.7	3.4	3.1

Appendix 12

EXPERIMENTAL GROUP SCORE OF EACH ITEM

Respondent	Score per item																																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
E-1	2	4	4	4	4	5	3	5	3	5	4	3	4	2	5	5	4	5	4	3	5	4	3	3	4	3	5	4	5	4	3	5	4	4	4	4
E-2	2	3	4	4	3	4	3	4	5	4	4	5	4	3	4	3	4	4	3	3	5	5	5	3	4	4	5	5	5	5	3	4	4	4	4	5
E-3	3	2	2	4	4	4	3	5	5	4	4	3	4	4	5	4	3	4	4	2	4	5	5	4	4	4	4	3	5	5	4	4	4	5	4	5
E-4	2	2	3	4	3	3	3	2	4	3	3	3	3	2	2	2	3	4	3	2	3	3	2	2	3	3	4	3	3	2	3	3	2	4	3	3
E-5	5	5	5	4	5	5	4	5	5	5	4	5	5	4	4	4	4	4	4	5	5	5	5	3	5	3	5	5	4	5	4	5	5	5	4	4
E-6	3	4	4	4	4	4	4	4	3	4	3	4	4	3	3	3	5	4	4	3	4	4	4	3	4	4	4	5	5	4	4	4	4	4	4	4
E-7	3	2	4	3	3	4	3	4	4	3	3	4	4	2	4	4	4	4	3	3	3	4	4	2	3	3	3	4	4	4	4	4	4	4	3	4
E-8	1	5	5	4	4	5	4	4	4	4	3	4	4	4	4	4	5	4	4	4	4	4	4	3	4	3	4	5	5	5	4	4	4	4	4	5
E-9	2	3	4	3	3	4	3	4	4	3	4	4	4	3	4	3	4	4	3	3	3	4	5	2	4	4	5	4	4	4	2	4	4	4	3	5
E-10	2	3	4	4	3	4	4	4	3	3	4	4	4	4	3	4	4	4	3	4	4	4	4	2	4	4	4	5	4	3	3	4	5	4	4	4
E-11	2	4	4	3	2	3	2	4	4	3	4	4	4	3	4	3	5	4	2	2	3	5	4	3	3	4	5	5	4	4	3	3	4	4	4	4
E-12	4	5	4	4	4	4	5	4	4	5	5	5	4	5	4	4	4	5	4	4	4	4	4	3	4	3	5	5	4	4	4	4	4	4	5	5
E-13	3	4	4	4	4	4	4	4	3	3	4	4	4	3	4	3	4	4	3	2	3	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4
E-14	3	4	4	4	4	4	3	4	4	4	4	5	4	4	4	4	4	4	4	2	4	4	4	4	4	4	4	5	4	4	4	4	4	4	4	4
E-15	3	4	4	4	3	3	4	4	4	3	4	2	4	4	3	2	3	4	3	2	3	4	4	3	4	4	2	4	4	4	4	4	4	4	4	4
Total Score	40	54	59	57	53	60	52	61	59	56	57	59	60	50	57	52	60	62	51	44	57	63	61	42	58	54	63	66	64	61	53	60	60	62	58	64
Mean	2.67	3.6	3.93	3.8	3.53	4	3.5	4.1	3.9	3.7	3.8	3.9	4	3.3	3.8	3.47	4	4.13	3.4	2.9	3.8	4.2	4.1	2.8	3.87	3.6	4.2	4.4	4.27	4.07	3.5	4	4	4.1	3.9	4.3

Appendix 13**CONTROL GROUP SCORE OF EACH SUBSCALE**

Condition	Item	Score	M
ATTENTION	2	34	2.27
	8	26	1.73
	11	46	3.07
	12	50	3.33
	15	35	2.33
	17	44	2.93
	20	42	2.8
	22	55	3.67
	24	30	2
	28	36	2.4
	29	31	2.07
	31	37	2.47
		Total	31.07
		Mean	2.58917

Condition	Item	Score	M
RELEVANCE	6	59	3.93
	9	57	3.8
	10	56	3.73
	16	47	3.13
	18	60	4
	23	59	3.93
	26	54	3.6
	30	58	3.87
	33	60	4
		Total	33.99
		Mean	3.77667

Condition	Item	Score	M
CONFIDENCE	1	48	3.2
	3	41	2.73
	4	61	4.1
	7	49	3.27
	13	48	3.2
	19	47	3.13
	25	45	3
	34	56	3.7
	35	51	3.4
		Total	29.73
		Mean	3.30333

Condition	Item	Score	M
SATISFACTION	5	46	3.1
	14	42	2.8
	21	37	2.47
	27	58	3.87
	32	50	3.33
	36	46	3.07
		Total	18.64
		Mean	3.10667

Appendix 14**EXPERIMENTAL GROUP SCORE OF EACH SUBSCALE**

Condition	Item	Score	M
ATTENTION	2	54	3.6
	8	61	4.07
	11	57	3.8
	12	59	3.93
	15	57	3.8
	17	60	4
	20	44	2.93
	22	63	4.2
	24	42	2.8
	28	66	4.4
	29	64	4.27
	31	53	3.53
		Total	45.33
		Mean	3.7775

Condition	Item	Score	M
RELEVANCE	6	60	4
	9	59	3.93
	10	56	3.73
	16	52	3.47
	18	62	4.13
	23	61	4.1
	26	54	3.6
	30	61	4.07
	33	60	4
		Total	35.03
		Mean	3.89222

Condition	Item	Score	M
CONFIDENCE	1	40	2.67
	3	59	3.93
	4	57	3.8
	7	52	3.47
	13	60	4
	19	51	3.4
	25	58	3.87
	34	62	4.13
	35	58	3.87
		Total	33.14
		Mean	3.68222

Condition	Item	Score	M
SATISFACTION	5	53	3.53
	14	50	3.33
	21	57	3.8
	27	63	4.2
	32	60	4
	36	64	4.27
		Total	23.13
		Mean	3.855

Appendix 15

**TABULATION SCORE FOR T-TEST ANALYSIS OF POST-TEST
BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL
GROUP**

Control Group

Responden	Score (X)	X²
C-1	3.28	10.7584
C-2	3.28	10.7584
C-3	3.3	10.89
C-4	3.25	10.5625
C-5	3.08	9.4864
C-6	3.33	11.0889
C-7	3.14	9.8596
C-8	3.03	9.1809
C-9	2.75	7.5625
C-10	3.22	10.3684
C-11	3	9
C-12	3.3	10.89
C-13	2.97	8.8209
C-14	3.3	10.89
C-15	3.05	9.3025
Total	47.28	149.419
Mean	3.152	

Experimental Group

Respondent	Score (X)	X²
E-1	3.94	15.5236
E-2	3.97	15.7609
E-3	3.94	15.5236
E-4	2.83	8.0089
E-5	4.53	20.5209
E-6	3.86	14.8996
E-7	3.47	12.0409
E-8	4.05	16.4025
E-9	3.61	13.0321
E-10	3.72	13.8384
E-11	3.55	12.6025
E-12	4.25	18.0625
E-13	3.69	13.6161
E-14	3.94	15.5236
E-15	3.53	12.4609
Total	56.88	217.817
Mean	3.792	

Appendix 16

RESEARCH LICENCES



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
Laman: <http://fbs.unnes.ac.id>

Nomor : 14999/UN37.1.2/LT/2015
Lamp. : -
Hal. : Permohonan Izin Penelitian

Yth. Kepala SMK Perdana Semarang
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	: Lisa Ika Lestary
nim	: 2201411024
jurusan	: Bahasa dan Sastra Inggris
program studi	: Pendidikan Bahasa Inggris
jenjang	: S1
tahun akademik	: 2014/2015
judul	: Audio/Video Media and its Effect on Students Motivation in Listening Comprehension Activities.

akan mengadakan penelitian di **SMK Perdana Semarang**, waktu pelaksanaan **April 2015 s.d. Juni 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 6 April 2015
Dekan

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Peringgal

FM-05-AKD-24



**YAYASAN PENDIDIKAN PERDANA
SMK PERDANA SEMARANG
(DISAMAKAN)**

Jl. Slamet Riyadi No. 10 Semarang Telp./Fax. (024) 6707245, 6733982

AKREDITASI = A (ISTIMEWA)

SURAT KETERANGAN

No. 390 / 236 . 03 / TU / IV / 15

Yang bertanda tangan dibawah ini Kepala SMK Perdana Semarang Menerangkan Bahwa :

No	Nama	NIM	Universitas	Jurusan
1.	Lisa Ika Lestary	2201411024	Universitas Negeri Semarang	Bahasa dan Sastra Inggris

Telah melaksanakan Penelitian di SMK Perdana Semarang dengan judul " Audio/Video Media And Its Effect On Students Motivation In Listening Comprehension Activities " , pada hari Kamis s/d Sabtu, tanggal 16 s/d 25 April 2015.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Semarang, 25 April 2015

Kepala SMK Perdana

Drs. W. Ali Mustofa

Appendix 17**DOCUMENTATIONS**

