CHAPTER IV

FINDINGS AND DISCUSION

This chapter discusses the research finding and discussion. It deals with data obtained from test, questionnaire, and field note.

A. Preparation Step

Preparation step was carried on the first week of research to identify students' listening difficulties in the class before starting the cycles. This step was the basic in formulating the cycles. It administered pre- test for the students and direct interview to the English teacher. It was conducted on Thursday, November 22nd, 2012. The participant who took part in this step was 43 students from 45 students. It because of 2 students was absent.

The pre-test consisted of 15 true/ false questions (Appendix 1). In pre-test session, researcher played the sound twice. Students got 100 if they can answer all of the question. To get the score researcher used the formula:

$$TS = TCA + 5 \ X \ 5$$

TS : Total Score

TCA : Total Correct Answer

Researcher did not show the video to the students. Researcher distributed the worksheet to the students. Then, researcher played the sound without watching video about *Mecca*. The duration of the video is 4 minutes. Researcher asked the

students answer the question, and played one more time the sound. Then, researcher asked the students to check their answer and submit their worksheet.

After conducting the pre-test, researcher determined the score was 70. It is according to the *Standard Ketuntasan Minimal* of English score at SMA YPM 4 Driyorejo. From 43 students, researcher got the students' score. The highest score is 75 and the lowest is 50. They are described as follows:

Picture 4.1 Students' Pre-Test Score
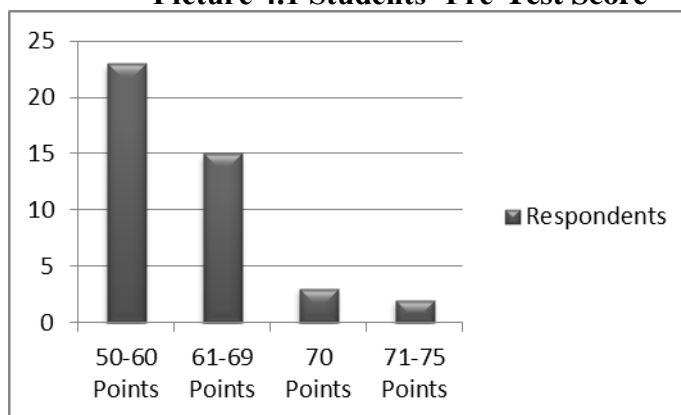
From the chart above, most of students got score under 70. It means that, only 11% students can reach *Standard Ketuntasan Minimal*. And 88% of students cannot reach the *Standard Ketuntasan Minimal.* The detail score of the pre-test bellow:

Table 4.1 Score of Pre-Test

No	Name	True/False	Pre-Test Score
1	A. Farid Roubal	5	50
2	Ach. Abdur Rozaq	5	50
3	Ach. Khasan Subakti	6	55
4	Ach. Nugroho	9	70
5	Achmad Badrus	7	60
6	Ari Herawan	8	65

7	Ayu Dwi Lestari	6	55
8	Candra Diana	5	50
9	Chiky Ailin Narsita	5	50
10	Dani Fitriyanto	9	70
11	Dian Kinanti	10	75
12	Didik Erianto	6	55
13	Dwi Ratnasari	5	50
14	Dwi Retno Palupi	7	60
15	Dwi Tri Destya .N.	6	55
16	Een Fitriani	7	60
17	Eka Winarsih	8	65
18	Ekawati	9	70
19	Fita Resmi Sang .B.L	5	50
20	Hajar Sri Devi	7	65
21	Heru Adi Prasetyo	10	75
22	Imro'atul Afifah	7	60
23	Irfanita Devi	6	55
24	Khusnul Yaqin	7	65
25	Linda Dwi Laras .W.	7	60
26	M. Asyahrul Khilmi	5	50
27	Masadi Suwandono	6	55
28	Masunadif	8	65
29	Mei Lingkar Sari	6	55
30	Moch. Yafis .M.	7	60
31	Nadya Naralita	8	65
32	Novi Ambarwati	7	60
33	Nur Sa'adah	6	55
34	Qurrota Gita . p.	8	65
35	Renny Tri .R.	-	-
36	Rizky Romadhon	8	65
37	Setyo Haryono	8	65
38	Siti Miftakhul Janna	8	65
39	Syaifulloh M. Kharis	7	60
40	Triya Yulinda	8	65
41	Umi Rodiyah	8	65
42	Ummul Khotimah	7	60
43	Vita Wahyulia .A.	-	-
44	Yulianto	8	65
45	Yuliartiningsih	8	65

From the score above, researcher noticed several problems related to their pre-test score. Firstly, most students cannot predict the words because they were unfamiliar with the words and could not predict them when they were listening. Secondly, predicting pronunciation. The students were confused to understand the intonation and the stress. Regarding the direct interview to the teacher and the pre-test, researcher decided to use audio visual aid to improve students' listening skill.

B. The Implementation of Classroom Action Research

In this section, reseacher had done the classroom action research. To gain the complete data and reach the target of teaching, researcher did 3 cycles.

1. Cycle 1

The first cycle was conducted on Thursday; November 29th 2012. The time started from 06.30 to 08.00 a.m. at class of X-2.

a. Planning

Researcher formulated several instruments before conducting the instruction. The instruments were lesson plan, teaching material, students' worksheet, and field note. They helped the researcher to get the data.

The first instrument was lesson plan. The lesson plan was used to guide researcher in teaching listening by using discovery channel. The lesson plan was designed by the researcher. In lesson plan, researcher put the aid/ material that used in the classroom, activities and detailed procedures of teaching process and stage aim of each stage (Appendix 2).

The teaching activity was divided into three steps: pre activity including greeting, checking attendance, and warmer. Main activity including of pre listening, main listening, and post listening. Post activity including conclusion, suggestion, and closing.

The next instruments were teaching material and students' worksheet. Researcher picked a program from discovery channel entitled "Revealed the Hajj". Researcher decided to choose "Revealed the Hajj". This program had chosen by the researcher according the basic of the school. The school is an Islamic school. The duration of the video is five minutes.

Meanwhile, students' worksheet had two parts. The first was fifteen missing words (Bottom up exercise). In this part, students had listened to the speaker in the "Revealed the Hajj" and filled the missing word that had been deleted in a partial transcript. The second part was five statements that contain of general information related to the video (Top down exercise). In this part, students were asked to listen to the video and decided whether statements true or false (Appendix 3).

The third instrument was observation. Researcher used observation checklist to observe students' activity during the teaching process (Appendix 4).

b. Acting

Based on the planning, the researcher provided a video from discovery channel entitled "Revealed the Hajj". The duration is 4 minutes. The participants were 44 students. only one student was absent. Meanwhile, the activity was divided into three parts; pre activity, main activity, and post activity

1. Pre Activity

In the beginning of activity, researcher started the lesson by greeting the students. Then researcher checked the students' attendance. Before started the lesson, researcher did the warmer. Researcher asked to the students what they knew about hajj. Students answer the question spontaneously. In this step, researcher also explains about video that students watched. Researcher also explains the purpose of the listening. Researcher explains that the listening is very important to the students. They listen to a video to improve their listening skill and increase their knowledge.

2. Main Activity

The main activity was divided into three parts as well. They were pre listening, main listening, and post listening. In the pre listening, researcher gave some keywords related to the video. And

researcher asked to the students to guess what video that they watched. Before started the listening, researcher distribute the worksheet and explain the content of the worksheet to the students.

In the main activity, researcher played the video twice in order to help students understand and fill the question of the listening. In the post listening, researcher asked to the students to collect their worksheet. Then, researcher and students were discussed the worksheet. They discussed the answer of the question and unfamiliar words that they heard from the video.

3. Post Listening

In the post listening, researcher gave students time to share about the video by their own word. Thus, researcher asked the students' opinion about the video. Then, researcher closed the meeting.

c. Observing

From the activity, researcher and also the English teacher as observer discussed that students look uninterested about the video. During the class, students did not pay attention to the video. They just watched and confused to answer the question. They need more than 3 times to watch the video. Before teacher closed the class, teacher asked students' opinion about the video. They stated that they did not

like the video. It is because of the speaker on the video spoken too fast and they did not know so much the process of hajj itself. After the class was over, researcher and the English teacher check the students' worksheet. Almost all of students' worksheet is blank. It means that, they cannot answer the question according to the video.

d. Reflecting

Based on acting and observing step, researcher and the English teacher as observer had been discussed some points that they met in the classroom. First, in the main listening step, students looked confuse to fill the missing words. They stated that they were confused to fill the questions. And they started to cheat each other. Second, students looked uninterested to watch the video. From researcher and students' discussion after class, all students stated that the video is so bored and the speaker speaks too fast.

In the cycle 1, researcher decided the score of the worksheet is 70. To count the score, researcher used formula:
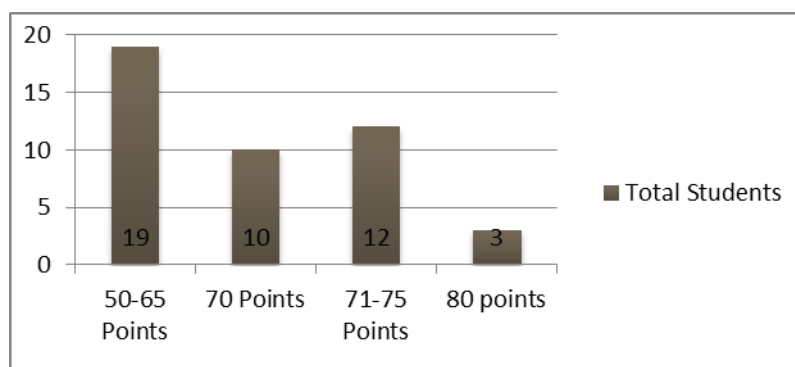
$$TS = TCA \times 5$$

TS : Total Score

TCA : Total Correct Answer

It means that, if students got under 70 the cycle 1 is not work well.

If there are more than 15 students who get under 70, it showed the cycle 1 is not success.

The graphic of worksheet score in cycle 1, as follow:

Picture 4.2 Students' Cycle 1 Score

Because of students who get score under 70 are 19 students, it means that the cycle 1 need to revise and researcher did the cycle 2. Here the detailed score of cycle 1:

Table 4.3 Score of Cycle 1

No	Name	Gap Filling	True/False	Cycle 1
1	A. Farid Roubal	9	3	60
2	Ach. Abdur Rozaq	12	3	75
3	Ach. Khasan Subakti	6	5	55
4	Ach. Nugroho	10	5	75
5	Achmad Badrus	9	5	70
6	Ari Herawan	11	3	70
7	Ayu Dwi Lestari	9	3	60
8	Candra Diana	7	4	55
9	Chiky Ailin Narsita	7	5	60
10	Dani Fitriyanto	12	3	75
11	Dian Kinanti	10	5	80
12	Didik Erianto	7	4	55
13	Dwi Ratnasari	9	3	60
14	Dwi Retno Palupi	11	4	75

15	Dwi Tri Destya .N.	6	5	55
16	Een Fitriani	9	5	70
17	Eka Winarsih	11	4	75
18	Ekawati	11	5	80
19	Fita Resmi Sang .B.L	11	2	65
20	Hajar Sri Devi	10	5	75
21	Heru Adi Prasetyo	11	5	80
22	Imro'atul Afifah	11	3	70
23	Irfanita Devi	8	5	65
24	Khusnul Yaqin	10	4	70
25	Linda Dwi Laras .W.	10	5	75
26	M. Asyahrul Khilmi	6	5	55
27	Masadi Suwandono	7	5	60
28	Masunadif	10	5	75
29	Mei Lingkar Sari	9	3	60
30	Moch. Yafis .M.	9	5	70
31	Nadya Naralita	9	5	70
32	Novi Ambarwati	10	4	70
33	Nur Sa'adah	8	5	65
34	Qurrota Gita . p.	12	3	75
35	Renny Tri .R.	9	4	65
36	Rizky Romadhon	9	5	70
37	Setyo Haryono	12	2	70
38	Siti Miftakhul Janna	12	3	75
39	Syaifulloh M. Kharis	7	5	60
40	Triya Yulinda	13	2	75
41	Umi Rodiyah	10	3	65
42	Ummul Khotimah	7	5	60
43	Vita Wahyulia .A.	-	-	-
44	Yulianto	9	4	65
45	Yuliartiningsih	10	5	75

2. **Cycle 2**

The cycle 2 was conducted on Saturday; December 1st 2012. The time started from 08.00 to 09.30 a.m. at class of X-2. It consisted of four activities: planning, acting, observing, and reflecting;

a. **Planning**

After conducting the cycle 1, researcher prepared the cycle 2. In this step, researcher asked the English teacher to do cycle 2. It means that, researcher did as observer, and the English teacher taught the students. In this step, researcher prepared the material, lesson plan, observation sheet, and worksheet for the students.

The first instrument was lesson plan. The lesson plan was used to guide researcher in teaching listening by using discovery channel. The lesson plan was designed by the researcher. In lesson plan, researcher put the aid/ material that used in the classroom, activities and detailed procedures of teaching process and stage aim of each stage (Appendix 5).

The teaching activity was divided into three steps: pre activity including greeting, checking attendance, and warmer. Main activity including of pre listening, main listening, and post listening. Post activity including conclusion, suggestion, and closing.

The next instruments were teaching material and students' worksheet. Based on the reflection in the previous cycle, the material should be changed. Eventually, researcher decided to use another program in Discovery channel. Researcher picked a program from discovery channel entitled "How It's Made". This program had chosen by the researcher because this program gives students information about the process of

something. It is appropriate with the English syllabi that students also listen to a process of something and understand it as like as procedure text. Researcher chose "How It's Made: Hot Dog" as instructional media in cycle 2. The duration of the video is five minutes.

Meanwhile, students' worksheet had two parts. The first was fifteen missing words (Bottom up exercise). In this part, students had listened to the speaker in the "How It's Made: Hot Dog" and filled the missing word that had been deleted in a partial transcript. The second part was five statements that contain of general information related to the video (Top down exercise). In this part, students were asked to listen to the video and decided whether statements true or false (Appendix 6).

The third instrument was observation. Researcher used observation checklist to observe students' activity during the teaching process (Appendix 7).

b. Acting

Based on the planning, the researcher provided a video from discovery channel entitled "How It's Made: Hot Dog". The duration is 5 minutes. The participants were 45 students. Meanwhile, the activity was divided into three parts; pre activity, main activity, and post activity

1. Pre Activity

In the beginning of activity, researcher started the lesson by greeting the students. Then researcher checked the students'

attendance. Before started the lesson, researcher did the warmer. Researcher asked three students to come in front of class and describe the picture that they got. In this step, researcher also explains about video that students watched. Researcher also explains the purpose of the listening. Researcher explains that the listening is very important to the students. They listen to a video to improve their listening skill and increase their knowledge.

2. **Main Activity**

The main activity was divided into three parts as well. They were pre listening, main listening, and post listening. In the pre listening, researcher gave some keywords related to the video. And researcher asked to the students to guess what video that they watched. Before started the listening, researcher distribute the worksheet and explain the content of the worksheet to the students.

In the main activity, researcher played the video twice in order to help students understand and fill the question of the listening. In the post listening, researcher asked to the students to collect their worksheet. Then, researcher and students were discussed the worksheet. They discussed the answer of the question and unfamiliar words that they heard from the video.

3. Post Listening

In the post listening, researcher gave students time to share about the video by their own word. Thus, researcher asked the students' opinion about the video. Then, researcher closed the meeting.

c. Observing

From the activity, researcher and also the English teacher as observer discussed that students look excited about the video. Based on observation in cycle 1, researcher and the English teacher decided to change the video "Revealed the Hajj" into "How It's Made: Hot dog". Those videos are still from Discovery channel. Researcher and the English teacher chose "How It's Made" because this video consists of the step of something. It is appropriate with the English syllabi that students are able to understand of procedure text from a spoken procedure. The level of the language is not different from "Revealed the Hajj". By "How It's Made: Hot Dog" students enjoyed the video. During the video, they watched and answered the question on the worksheet. They said that, they liked to watch the video because it gave new information to them. Before class was over, they stated that they are enjoying the video than the first video "Revealed the Hajj".

d. Reflecting

Based on acting and observing step, researcher and the English teacher as observer had been discussed some points that they met in the classroom. First, in the main listening step, students looked exited to watch the video. They were pay attention to the video and fovus on the video. Second, not all of the students participated in this activity. Some students did not pay attention to the English teacher's explanation about the activity. From researcher and students' discussion after class, all students stated that they enjoyed and liked the video

In the cycle 2, researcher decided the score of the worksheet is 70. It means that, if students got under 70 the cycle 2 is not work well. If there are more than 15 students who get under 70, it showed the cycle 2 is not success. The graphic of worksheet score in cycle 2, as follow:

Picture 4.3 Students' Cycle 2 Score
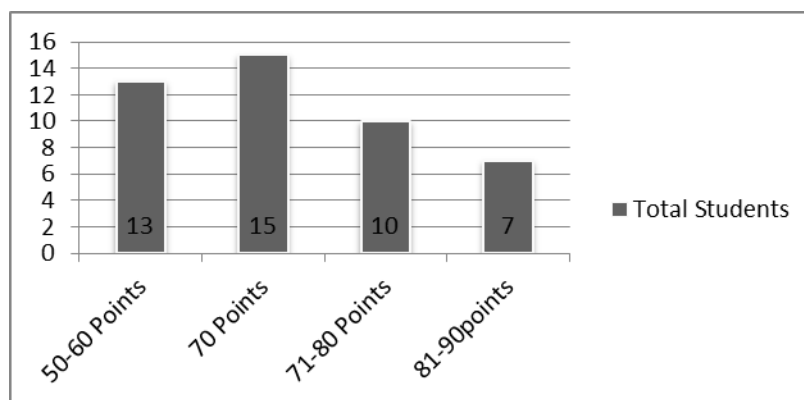
Because of students who get score under 70 are 13 students, it means that the cycle 2 worked well. But it was still needed to revise and researcher did the cycle 3. To gain the standard of English listening skill from the school that at least there are fewer than 5 students who got score 70. Here the detailed data of students' score:

Table 4.3 Score of Cycle 2

No	Name	Gap Filling	True/False	Cycle 2
1	A. Farid Roubal	9	5	70
2	Ach. Abdur Rozaq	13	4	85
3	Ach. Khasan Subakti	8	5	65
4	Ach. Nugroho	11	5	80
5	Achmad Badrus	11	5	80
6	Ari Herawan	11	4	75
7	Ayu Dwi Lestari	11	3	70
8	Candra Diana	8	4	60
9	Chiky Ailin Narsita	12	5	85
10	Dani Fitriyanto	12	4	80
11	Dian Kinanti	12	5	85
12	Didik Erianto	10	4	70
13	Dwi Ratnasari	9	5	70
14	Dwi Retno Palupi	12	4	80
15	Dwi Tri Destya .N.	8	5	65
16	Een Fitriani	10	5	75
17	Eka Winarsih	11	4	75
18	Ekawati	12	5	85
19	Fita Resmi Sang .B.L	11	3	70
20	Hajar Sri Devi	12	5	85
21	Heru Adi Prasetyo	12	5	85
22	Imro'atul Afifah	11	4	75
23	Irfanita Devi	7	5	70
24	Khusnul Yaqin	12	4	80
25	Linda Dwi Laras .W.	10	5	75
26	M. Asyahrul Khilmi	8	5	65
27	Masadi Suwandono	8	5	65
28	Masunadif	11	5	80

29	Mei Lingkar Sari	9	5	70
30	Moch. Yafis .M.	9	5	70
31	Nadya Naralita	10	5	75
32	Novi Ambarwati	10	4	70
33	Nur Sa'adah	9	3	70
34	Qurrota Gita . p.	12	3	75
35	Renny Tri .R.	10	4	70
36	Rizky Romadhon	9	5	70
37	Setyo Haryono	12	2	70
38	Siti Miftakhul Janna	12	3	75
39	Syaifulloh M. Kharis	7	5	60
40	Triya Yulinda	13	3	85
41	Umi Rodiyah	10	3	65
42	Ummul Khotimah	7	5	60
43	Vita Wahyulia .A.	10	4	70
44	Yulianto	10	4	70
45	Yuliartiningsih	10	5	75

C. Cycle 3

Cycle 3 was conducted on Friday; December 7th 2012. This activity

consists of 4 activities: planning, acting, observing, and reflecting.

1. Planning

After cycle 1 and 2, researcher did the cycle 3. Even though the last 2

cycles showed students' score improvement, cycle was designed to gain

the achievement of standard from the school. The target is to make all of

students get the *SKM* (Standar Ketuntasan Minimal) of English lower

score.

Based on the reflection in cycle 2, the English teacher did well the

instruction. But the English teacher should be focused on students'

participating such as motivating students to participate actively in the

classroom.

The first instrument was lesson plan. The lesson plan was used to guide researcher in teaching listening by using discovery channel. The lesson plan was designed by the researcher. In lesson plan, researcher put the aid/ material that used in the classroom, activities and detailed procedures of teaching process and stage aim of each stage (Appendix 8).

The teaching activity was divided into three steps: pre activity including greeting, checking attendance, and warmer. Main activity including of pre listening, main listening, and post listening. Post activity including conclusion, suggestion, and closing.

The next instruments were teaching material and students' worksheet. Referring to the last cycle, researcher still used "How It's Made" program. But the series was different. In the cycle 3, researcher used "How It's Made: Decorative Candles". The duration of the video is five minutes.

Meanwhile, students' worksheet had two parts. The first was fifteen missing words (Bottom up exercise). In this part, students had listened to the speaker in the "How It's Made: Decorative Candles" and filled the missing word that had been deleted in a partial transcript. The second part was five statements that contain of general information related to the video (Top down exercise). In this part, students were asked to listen to the video and decided whether statements true or false (Appendix 9).

The third instrument was observation. Researcher used observation check list to observe students' activity during the teaching process (Appendix 10).

b. Acting

Based on the planning, the researcher provided a video from discovery channel entitled "Hoe It's Made: Carving Candles". The duration is 5 minutes. The participants were 45 students. Meanwhile, the activity was divided into three parts; pre activity, main activity, and post activity.

1. Pre Activity

In the beginning of activity, researcher started the lesson by greet the students. Then researcher checked the students' attendance. Before started the lesson, researcher did the warmer. Researcher asked three students to come in front of class and describe the picture that they got. In this step, researcher also explains about video that students watched. Researcher also explains the purpose of the listening. Researcher explains that the listening is very important to the students. They listen to a video to improve their listening skill and increase their knowledge.

2. Main Activity

The main activity was divided into three parts as well. They were pre listening, main listening, and post listening. In the pre listening, researcher gave some keywords related to the video. And

researcher asked to the students to guess what video that they watched. Before started the listening, researcher distribute the worksheet and explain the content of the worksheet to the students.

In the main activity, researcher played the video twice in order to help students understand and fill the question of the listening. In the post listening, researcher asked to the students to collect their worksheet. Then, researcher and students were discussed the worksheet. They discussed the answer of the question and unfamiliar words that they heard from the video.

3. **Post Listening**

In the post listening, researcher gave students time to share about the video by their own word. Thus, researcher asked the students' opinion about the video. Then, researcher closed the meeting.

c. **Observing**

In cycle 3. Researcher and the English teacher still used "How It's Made" but with different series. In this cycle the video is about "Decorative Candles". As like as observation in cycle 2, students enjoyed to watch the video. After collecting the worksheet, students excited to explain what they watch in the video.

d. Reflecting

Based on acting and observing step, researcher and the English teacher as observer had been discussed some points that they met in the classroom. First, in the main listening step, students are enthusiast to watch the video. Second, not all of the students participated in this activity. Some students did not pay attention to the English teacher's explanation about the activity. From researcher and students' discussion after class, all students stated that they enjoyed and liked the video. They showed it by their participation in discussion section.

In the cycle 3, researcher decided the score of the worksheet is 70. It means that, if students got under 70 the cycle 3 is not work well. If there are more than 15 students who get under 70, it showed the cycle 3 is not success. The graphic of worksheet score in cycle 3, as follow:

Picture 4.3 Students' Cycle 3 Score
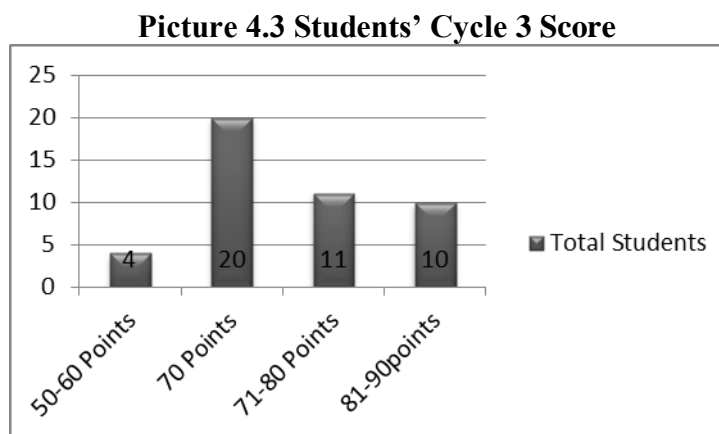
Because of students who get score under 70 are 4 students, it means that the cycle 3 worked well. It showed that the target of the

researcher and the English teacher was fulfilled. Here the detailed data

of students' score:

Table 4.4 Score of Cycle 3

No	Name	Gap Filling	True/False	Cycle 3 Score
1	A. Farid Roubal	9	5	70
2	Ach. Abdur Rozaq	13	4	85
3	Ach. Khasan Subakti	9	5	70
4	Ach. Nugroho	11	5	80
5	Achmad Badrus	11	5	80
6	Ari Herawan	11	4	75
7	Ayu Dwi Lestari	11	3	70
8	Candra Diana	10	4	70
9	Chiky Ailin Narsita	12	5	85
10	Dani Fitriyanto	12	4	80
11	Dian Kinanti	12	5	85
12	Didik Erianto	10	4	70
13	Dwi Ratnasari	9	5	70
14	Dwi Retno Palupi	12	4	80
15	Dwi Tri Destya .N.	8	5	65
16	Een Fitriani	10	5	75
17	Eka Winarsih	11	4	75
18	Ekawati	12	5	85
19	Fita Resmi Sang .B.L	11	3	70
20	Hajar Sri Devi	12	5	85
21	Heru Adi Prasetyo	12	5	85
22	Imro'atul Afifah	11	4	75
23	Irfanita Devi	7	5	70
24	Khusnul Yaqin	12	4	80
25	Linda Dwi Laras .W.	10	5	75
26	M. Asyahrul Khilmi	8	5	65
27	Masadi Suwandono	10	4	70
28	Masunadif	11	5	80
29	Mei Lingkar Sari	9	5	70
30	Moch. Yafis .M.	9	5	70
31	Nadya Naralita	10	5	75
32	Novi Ambarwati	10	4	70
33	Nur Sa'adah	9	3	70
34	Qurrota Gita . p.	14	4	90

35	Renny Tri .R.	10	4	70
36	Rizky Romadhon	9	5	70
37	Setyo Haryono	12	2	70
38	Siti Miftakhul Janna	12	5	85
39	Syaifulloh M. Kharis	8	5	65
40	Triya Yulinda	13	3	85
41	Umi Rodiyah	11	3	70
42	Ummul Khotimah	7	5	60
43	Vita Wahyulia .A.	10	4	70
44	Yulianto	10	4	70
45	Yuliartiningsih	10	4	70

C. Post Test

After conducting the cycle 1, cycle 2, and cycle 3. Researcher conducted the post test. It carried out on Saturday; December 15th 2013. Conducting the post test was to see whether classroom action research held in 3 cycles gave improvement in students' listening skill based on the cognitive score or not and find out to what extend the score improved after it was compared with the pre-test score. The post-test consisted of 15 true/ false questions (Appendix 10). In pre-test session, researcher played the sound twice. Students will got 100 if they can answer all of the question. To get the score researcher used the formula:

$$TS = TCA + 5 \times 5$$

TS : Total Score

TCA : Total Correct Answer

Researcher showed the video to the students. Researcher distributed the worksheet to the students. Then, researcher played the video "How It's Made: How DVD and CD are made". The duration of the video is 4 minutes. Researcher

asked the students answer the question, and played one more time the video. Then, researcher asked the students to check their answer and submit their worksheet.

After conducting the pre-test, researcher determined the score was 70. The comparison was figure in graphic bellow:

Picture 4.4 Post-Test Score
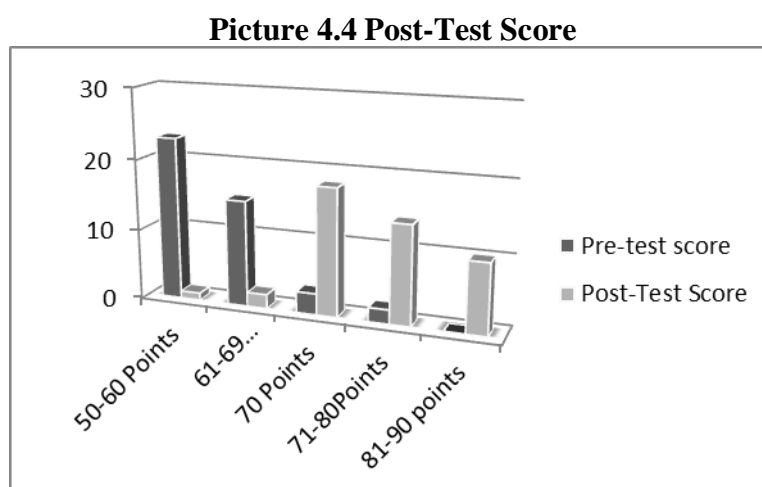
From the chart above, there is significant improvement between pre-test and post-test. It means that, the target of the school's regulation was fulfilled.

D. Students' Responses through Discovery Channel

To know the students' responses through discovery channel as media, the researcher used questionnaire to get the data. There are 8 questions in the questionnaire. Researcher used Yes/No questionnaire to get the data. The questionnaire was intended to find out the students' responses towards the use of documentary program in improving their listening skill. To count the percentage, researcher used the formula:

Students' Statements   X 100 %

_____

   Total Students

The description of the questionnaires as follow:

Table 4.5 Questionnaires form

No.	Question	Statement (Yes)	Statement (No)
1	Do you ever get listening section?	100%	
2	Do you like listening class?	44 %	56%
3	Did your English teacher use creative media to teach listening?	60%	40%
4	Do you fell that your listening skill increases after the section?	30%	70%
5	Do you like listening class by watching video?	90%	10%
6	Do you like listening class with using discovery channel?	80%	20%
7	Do you feel that listening class with using discovery channel improve your listening skill?	70%	30%
8	Do you think that watching video should be used in listening class?	100%	

From the description from the table, almost all of students agree that watching video can help them improve their listening skill. They agreed that audio visual aid should be used in their classroom in listening class.

E. Discussion

Before started the cycle, researcher had determined students score based on the students standard asessment of *SKM*. Based on the *SKM (Standard Ketuntasan Minimal)* in English which is from the school's rule, the lowest for English is 70. If students cannot get 70, they must revise their worksheet. Researcher had decided the classification of the students' level based on their test score. It refers to the English classification score standard of the school. Students who get score 50-60 they were classified as unsatisfactory score. 61-70 was classified as average score. 71-85 was classified as above average score. And 86-100 was classified as excellent score. According to the score's classification, the school also determined that the teacher who cannot reach more than 80% students get the average score, it means that the teacher should be maintain their teaching process.

1. Cycle 1

Before conducting the cycle 1, researcher did pre-test to get students' score before they got the treatment from the researcher or the English teacher. In pre-test score there is only 5 students who get score up to 70. And almost 38 students cannot reach the *SKM*. From the pre-test score, the researcher and the English teacher designed the lesson plan and did the cycle 1. In cycle 1, students who get score under 70 is 19 students. The score is classified as unsatisfactory score. It

showed that the treatment on cycle 1 is not really work to the students. In other hand, students who get score 70 is 10 students. They are classified as average score. And students who get score up to 70 are 15 students. From the description, the students who has score under 70 is more than 5 students, it means that the students need more treatment to reach the target of the school in English. Heinich and friends stated that instructional media give students' needed experiences build their prior knowledge.[1] Based on the observation checklist in cycle 1, the English teacher did well to motivate the students. The English teacher also explained to the students the purpose of the listening; the English teacher explained to the students that they need to improve their listening. The English teacher also built student's knowledge before start the listening, the English teacher depicted to the students about the video that they watched. Students did not really understand with the process of the hajj. So, students confused to answer the question although they watched the video of the hajj. After the class was over, the English teacher gave feedback after listening. The English teacher asked to the students about the answer of the worksheet, but students could not answer the English teacher. It was influence to the students' motivation in improving their listening skill (Appendix 4). And it can be seen that the treatment in cycle 1 need to be revised and not all of the students

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[1] Heinich, Mollenda, and Russel, *Instructional Media and the New Technologies of Instruction 2nd Ed.,* (Canada: John Wiley & Sons, Inc., 1982), 9.

understand with the topic of the listening in cycle 1. Thus, the researcher and the English teacher decided to have the cycle 2.

2. Cycle 2

Reflecting from the cycle 1, the researcher and the English teacher decided to have the cycle 2. Based on the cycle 1's video, the researcher and the English teacher changed the video. The video is still from Discovery channel. The video in cycle 1 is about hajj, but the students did not interest to pay attention to the video. Some of them cannot answer the question on the worksheet. And it was influenced to their score. The video in cycle 2 inform the students about the process of make something. The video in cycle 1 and cycle 2 have same type. They are video that showed about process of something.

Based on the students' score in cycle 2, there are 13 students who get score under 70. They are classified as unsatisfied score. Students who classified in average consist of 15 students. Thus, there are 10 students who get score 80 classified as above average. Also students who score 85 are 3 students. And students who get score 90 which is classified as excellent score only 2 students. From the description above, there are a little increasingly students who can get score of excellent. Although students who get under 70 is still out of the school target, but there is reduction from the total students. The score of the students in cycle 2 is definitely increase, it can be said that students adopt the language from viewing television because vision and auditory support can highly motivate

viewers. [2] It can be seen from students' score. Because of they have high motivation to improve their listening; they are serious to fill the worksheet. In other hand, Heinich and friends stated that instructional media give students' needed experiences build their prior knowledge.[3] Based on the observation check list, the English teacher did well to motivate the students. The English teacher also explained to the students the purpose of the listening; the English teacher explained to the students that they need to improve their listening. The English teacher also built student's knowledge before start the listening, the English teacher depicted to the students about the video that they watched. The English teacher asked to the students about sausage. Students described it by saw a picture of the sausage. Because of students have already known what sausage is, they were really interested to know the process of sausage. Students enthusiastic during the class, it can be seen from their activity. Students paid attention to the video; "How It's Made: Hot Dog" they interested to watch the process of the sausage. And it was influence to their motivation in improving their listening skill. Students were able to answer the question, and they requested the English teacher to give them another video in the next listening class (Appendix 7). To gain the school's target in English, the researcher and the English teacher still need to give more treatment to the students. And they decided to have cycle 3.

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[2] Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media ………………….*, 88.

[3] Heinich, Mollenda, and Russel, *Instructional Media and the New Technologies of Instruction 2nd Ed.,*(Canada: John Wiley & Sons, Inc., 1982), 9.

3. Cycle 3

According to the reflection in cycle 2, the researcher and the English teacher did the cycle 3. The video in cycle 3 is similar with the video in cycle 2. But they are different in the theme. In the cycle 3, the researcher and the English teacher is satisfied with students' score. It described as follow, students who get score 70 increase from 15 students to 20 students in cycle 3. There are 11 students reach the score above average. And 10 students can get excellent score. Whereas students who get score under 70 are only 4 students.

The school's standard achievement in listening skill is fulfilling. Although there is 4 students who get score under 70, the researcher and the English teacher satisfied with students' improvement in the listening skill. Popular *electronic* media provide teachers with excellent resource for improving language skills, such as listening and speaking.[4] In line with it, students adopt the language from viewing television because vision and auditory support can highly motivate viewers. [5] In the cycle 3, students can improve their listening ability by watching television program. Heinich and friends stated that instructional media give students' needed experiences build their prior knowledge.[6] It showed that build students' prioe knownledge before listening is very important to get their

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[4] Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media in Teaching*". In John Gultig (Ed.). (South Africa: South African Institute for Distance Education, 2010), 91.

[5] Carol Bertram, Peter Ranby, Mike Adendorff, Yvonne Reed, and Nicky Roberts. "*Using Media …………………*, 88.

[6] Heinich, Mollenda, and Russel, *Instructional Media and the New Technologies of Instruction 2nd Ed.,*(Canada: John Wiley & Sons, Inc., 1982), 9.

attention in listening. Based on the observation check list, the English teacher did well to motivate the students. The English teacher also explained to the students the purpose of the listening; the English teacher explained to the students that they need to improve their listening. The English teacher also build student's knowledge before start the listening, the English teacher depicted to the students about the video that they watched. The English teacher asked to the students about decorative candles. Students describe it by saw a picture of the decorative candles. Students really interested to know the process of decorative candle. They admired the shape of the candle. Students enthusiastic during the class, it can be seen from their activity. Students paid attention to the video; "How It's Made: Decorative Candles" they interested to watch the process of the candle. And it influenced to their motivation in improving their listening skill. Students answered the question, and they requested the English teacher to give them another video in another listening class (Appendix 10). To compare students' score before they got the treatment and after the treatment, the researcher and the English teacher conducted the post- test.

4. Post-Test

After conducted the pre-test, cycle 1, cycle 2, and cycle 3, the researcher and the English teacher did the post-test to compare with the score in pre-test. There are 15 true/false statements in the post-test worksheet. There are 3 students who got score under 70. It showed that there are significant improvement score between pre-test and post-test. Students who got score under 70 in pre-test are 38

students. So it can be seen that there are 77% students can reach the *SKM*. There are 14 students who got score in above average classification. And there are 10 students who got excellent score. It showed that, there is significant increasing of students score from pre-test to post-test.

5. Questionnaire

Questionnaires is used to know students responses through television media to improve their listening skill. The first question is, do you ever get listening section? From the first question, there are 100% or 45 students answered yes. It means that the English teacher gave them listening class in order to fulfill the school's English syllabi. Second question is, do you like listening class? In this question, there are 20 students or 44% students answered yes. And the other, means 56% students or 25 students answered no. it showed that in spite of listening class is given in the classroom, not all of the students like listening class. Third question is, did your English teacher use creative media to teach listening? There are 27 students or 60% answered yes. It means that the English teacher have ever used creative media to teach listening. From students' information, the English teacher used audio media such as listen to a song. The other students answered no. There are 18 students or 40% students. Students who said no stated that they feel bored if they just listen to a song in every listening class. The fourth question is, do you fell that your listening skill increases after the listening class? There are only 13 students or 30% students who answered yes. From the direct interview with the students who answered yes, they stated

that their listening ability is increase a little after listening class. And the 13 students who answered yes got score up to 65. The 32 students or 70% choose no. They stated that listening through song is boredom for them. They can listen to an English song every day. They also stated that they want a new media to help them improve their listening skill.

The question number 5 until number 8 is to get the data after they got the treatment. The fifth question is, do you like listening class by using video? Surprisingly there are 40 students or 90% students who answered yes. It can be seen from their response while the treatment is conducted. They are enthusiast to watch the video and ask to the researcher to show them another video. And there are 5 students or only 10 students who answered no. they stated that they were not understand with the topic of the video. During the treatment, students who answered no speak each other with their mate. The sixth question is, do you like listening class with using Discovery Channel? There are 36 students or 80% students who answered yes. They stated that they have never watched discovery channel as like as the researcher showed to them. They only watched discovery channel about animal. During the treatment, students' enthusiast with the video, they watched it seriously because of their curiosity about the theme of the Discovery Channel. Vilma Tafani stated that Discovery Channel has opened valuable windows for our students through Discovery Channel our students can

learn about languages, cultures, sciences, and others. [7] It means that there is assimilation between Discovery Channel and listening skill. Students who never try to improve their listening skill, they started to improve their listening skill by watching something that interest for them through discovery Channel. There are 9 students or 20% students who answered no. They stated that they were not similar with the theme of the discovery channel. The seventh question is, do you fell that listening skill with using discovery channel improve your listening skill? There are 31 students or 70% students answered yes. It can be seen from their score improvement from pre-test until post-test. There is significant improvement in each cycle. And there are 14 students or 30% students who answered no. The last question is, do you think that watching video should be used in listening class? All of the students or 100% students answered yes. They stated that watching video should be used in listening class. The agreed that by watching video, listening class will not bored.

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[7] Vilma Tafani, "Teaching English Through Mass Media", *ADN Journal.*Vol.2 No.1, 2009.81-96.