

**USING AN INTERACTIVE LEARNING SITE TO HELP STUDENTS
IN LEARNING LISTENING AT JUNIOR HIGH SCHOOL**

Paper

*Submitted as a Partial Fulfillment of Requirements to Obtain
Strata One (S1) Degree*



By:

**Rosa Fauziah
86756/2007**

Advisor:

Havid Ardi, S.Pd., M.Hum

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGE AND ART
STATE UNIVERSITY OF PADANG
2012**

HALAMAN PENGESAHAN LULUS UJIAN MAKALAH

*Dinyatakan Lulus Setelah Dipertahankan di Depan Tim Penguji Makalah
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
Universitas Negeri Padang*

USING AN INTERACTIVE LEARNING SITE TO HELP STUDENTS IN LEARNING LISTENING AT JUNIOR HIGH SCHOOL

Nama : Rosa Fauziah
NIM/BP : 86756/2007
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

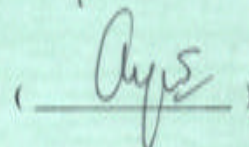
Padang, September 2012

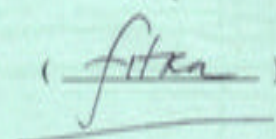
Tim Penguji

1. Ketua : Havid Ardi, S.Pd., M.Hum
2. Anggota : Dra. Aryuliva Adnan, M.Pd
3. Anggota : Fitrawati, S.S., M.Pd

Tanda Tangan

()

()

()

Abstrak

Fauziah, Rosa. 2012. "Using an Interactive Learning Site To Help Students In Learning Listening at Junior High School". Makalah. Padang: Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni UNP.

Salah satu tujuan pengajaran bahasa asing adalah untuk membuat siswa mampu menggunakan bahasa tersebut untuk berkomunikasi. Berkomunikasi yang dimaksud adalah mampu memahami dan merespon orang lain baik lisan maupun tulisan. Kemampuan ini melibatkan unsur dalam komunikasi yaitu mendengar atau menyimak untuk memperoleh informasi. Akan tetapi, masih terdapat beberapa kendala di dalam pengajaran kemampuan ini seperti terbatasnya pemakaian materi dalam bentuk audio dan disuarakan oleh penutur asli. Hal ini menyebabkan timbulnya rasa ketidaktertarikan siswa untuk mengikuti pelajaran menyimak yang pada akhirnya akan menimbulkan gangguan dalam proses pembelajaran.

Dengan perkembangan sistem teknologi dan informasi sekarang ini, guru bisa mengatasi masalah tersebut diatas. Internet memberikan kemudahan untuk mengakses berbagai sumber bahan ajar yang dapat dimanfaatkan dalam pembelajaran. Salah satu situs yang dapat dimanfaatkan adalah sebuah situs pembelajaran interaktif yang menyediakan beberapa pilihan material dilengkapi dengan audio yang bisa di download dan beberapa sesi pembelajaran lainnya seperti mendengar, membaca dan menulis. Situs ini dikenal dengan nama 'hello-hello.com'.

Melalui situs ini guru bisa menghadirkan pembelajaran menyimak yang terdiri dari 3 tahapan; *pre-listening activity*, *whilst-listening activity* and *post-listening activity*. Pada tahap *pre-listening activity*, guru membangun pengetahuan dasar siswa dengan mendiskusikan apa yang dipelajari. Ini bisa dibantu oleh gambar dari audio yang akan diputar. Pada tahap *whilst-listening activity*, siswa mendengar audio, melihat teks untuk berdiskusi, melatih *pronunciation* dan melakukan latihan seperti *dictation* dan memberi respon yang tepat. Pada tahap *post-listening activity*, siswa membuat kesimpulan, ringkasan, dialog atau cerita berdasarkan text yang di dengarnya.

Hello-hello.com merupakan sebuah situs pembelajaran yang materinya di buat atas kerjasama dengan sebuah badan pembelajaran bahasa asing di Amerika yang dikenal dengan ACTFL. Situs ini diharapkan dapat membantu guru dalam menyiapkan bahan ajar dan mempermudah serta menarik minat siswa dalam belajar menyimak di dalam kelas.

ACKNOWLEDGEMENTS

Bismillahirrahmanirrahim...

Praise be upon to Allah SWT: The Lord of the Universe, that under his blessing, mercy and great guidance, the writer is eventually able to finish this paper as one of the requirements for obtaining the Strata One (S1) degree at the English Department, the Faculty of Languages and Arts, State University of Padang. In accomplishing this paper, the writer has worked with a number of people who deserved special mention.

First, the writer would like to address her sincere gratitude to Mr Havid Ardi, S.Pd., M.Hum. as her advisor, who has given a great deal of time, valuable advice and continuance guidance during this paper accomplishment. The writer also thanks Dr. Kurnia Ningsih, M.A. and Dra. An. Fauzia R. Syafei, M.A. as the chairman and the secretary of the English Department of State University of Padang. In addition, It is the writer pleasure to address her gratitude for Fitrawati, S.S., M.Hum as her academic advisor who has advised and supported her in her study. The writer also would like to express her appreciation and faithful gratitude to her beloved father and mother, and who sincerely raised her up with their cares, boundless love and countless support.

This paper will never have completed without supporting from her friends, who always inspire and motivate her during the accomplishment of this paper. Finally, it is expected that the readers could contribute developmental criticism and suggestion to improve this paper.

Padang, July 2012

Writer

TABLE OF CONTENT

| | |
|---|------------|
| ABSTRACT | i |
| ACKNOWLEDGEMENT | ii |
| TABLE OF CONTENTS | iii |
| CHAPTER I INTRODUCTION | |
| A. Background of the Problem..... | 1 |
| B. Limitation of the Problem | 4 |
| C. Formulation of the Problem | 4 |
| D. Purpose of Writing the Paper | 4 |
| CHAPTER II REVIEW OF RELATED LITERATURE | |
| A. The Nature of Listening | 5 |
| B. Teaching Listening at Junior High School | 6 |
| C. E-learning | 8 |
| D. Hello-hello.com | 10 |
| CHAPTER III DISCUSSION | |
| A. Preparation..... | 14 |
| 1. Connect and register..... | 15 |
| 2. Choosing Material..... | 17 |
| B. Procedures of Teaching Listening by Using <i>hello-hello.com</i> | 19 |
| a) Pre-listening activity..... | 19 |
| b) Whilst-listening activity | 20 |
| c) Post-listening activity | 25 |
| C. Advantages and Weaknesses of <i>hello-hello.com</i> | 26 |
| CHAPTER IV CONCLUSION AND SUGGESTION | |
| A. Conclusion | 27 |
| B. Suggestions | 27 |
| BIBLIOGRAPHY | 29 |
| APPENDICES | |

CHAPTER I

INTRODUCTION

A. Background of The Problem

One of the purposes of learning another language is to make the learners be able to communicate using the target language. The elements of communication include the ability to listen, to speak, to read and to write someone's thought. In this case, listening plays almost the biggest role since communication often takes place in aural form where listening is required. Thus, to get it become effective, listening covers the components such as activating prior knowledge, observe the grammatical structure of the utterance, and recognizing the pronunciation in order to gain meaning. As stated by Cook (2008: 131), "logically, second language learners cannot learn a language if they never hear it; the sounds, the words, the structures, have to come from somewhere".

Recently, the term of listening has become a more central role in language teaching. The components have begun to be included in examinations such as university entrance, school learning tests and others. It means that the teaching of listening should be given wider attention than other language skills. Eventhough the teaching of English has been started at young language learners, the more intensive teaching of English begins at Junior High School.

Considering the important of mastering listening, students get some problems in learning it. Based on the writer's previous teaching practice experience, there are some problems the students and teacher face in the classroom. The first problem is the limitation of using listening media in learning which can facilitate students in listening. The lack of media used is caused by the teacher's perception that listening will take long enough time, meanwhile whole teaching time is not enough. Second, the lack of using listening material in recording form and spoken by the native, teacher often only relies on reading text aloud and repeatedly. It is not a good way, for the first read will not be as well as first repetition and second repetition will not be as good as the first. Furthermore, students cannot enhance their language as the material is spoken by the teacher not from the native speaker. In other word, the students' pronunciation may become worse or better depends on the teacher's pronunciation.

Another problem is the difficulty of students to focus on listening in the classroom. Listening involves mind activity such as activating prior knowledge and brain activity like recognizing word and sound to gain the meaning. Of course, it needs much attention and concentration. However, students cannot concentrate to listen because of some distractions. When one is ready to listen, others are not. When he is listening, others come and say "Sorry Mam, I can't hear". Then the teacher will repeat it. Then, it may also occur in the middle of the teacher reads the text, a student says "What?, What mam?". Others say "Shut up, I can't hear". Thus, the

process of listening takes long time and students who have been concentrating in listening may lost interest because of being disturbed.

The best way to help students is by utilizing internet. Internet provides various materials in educational context and easy to access. Besides, students can be motivated to learn when they are faced to technology. Furthermore Naidu (2006: 4) states that the strength of utilizing internet is the flexible access which allows the users to learn anytime anywhere. Hence, with the growth of internet, students or teacher now can choose what learning material to be adapted by searching it with its website addresses.

Many learning-based internet tools are provided today. The question is which website that can support interactive learning in fun way and can attract students in learning. One that fulfills this is by using a website that combines social networking and lesson named *hello-hello.com*. It is overshadowed by The American Council on the Teaching of Foreign Languages (ACTFL) that the materials are trusted as well as learning material at school. Each lesson begins with simply listening to a dialog without the text provided yet. The second part is listening again to the dialog, but this time reading along with the transcript of the target language. Third, students can read the dialog in the target language with the translation into students' native language. Then, students can listen to the dialog line by line and repeat each sentence and finally students listen to the dialog line by line again and type the sentences heard.

Using *hello-hello.com* is a best way to facilitate students in learning and develop their listening ability since it really exposes students to listening activity. Besides, it provides lessons that suit the lesson in the teaching curriculum in Indonesia, *Kurikulum Tingkat Satuan Pendidikan (KTSP)* such as introducing yourself, greeting, describing people, asking for direction and so forth. The language used in the lesson is simple and communicative. In addition, this website is easy to be accessed anytime anywhere.

Therefore, based on the reasons above, the writer proposes *hello-hello.com* to help the students in learning listening in the classroom.

B. Limitation of The Problem

Based on the discussion above, the limitation of the problem is the junior high school students' problem in learning listening in the classroom.

C. Formulation of The Problem

The question towards the discussion is formulated as; how could *hello-hello.com* be used to help students in learning listening at Junior Highh School?

D. Purpose of Writing the Paper.

This paper will explain how to use *hello-hello.com*, an interactive learning site in helping students to learn listening skill in the classroom.