

**USING MULTIMEDIA-BASED MATERIALS IN TEACHING
LISTENING OF A RECOUNT TEXT AT JUNIOR HIGH SCHOOL**

PAPER

*Submitted as partial fulfillment to obtain
strata 1 (S1) degree at English Department*



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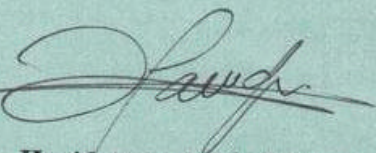
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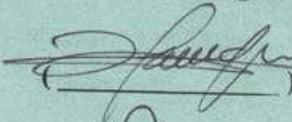
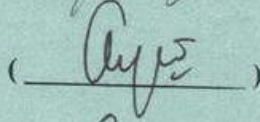
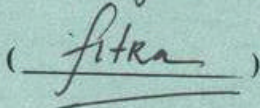
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ABSTRAK

Andriani, Sri Nince. 2012. Using Multimedia-Based Materials in Teaching Listening of a Recount Text at Junior High School. Paper (*Unpublished Paper*). Padang: State University of Padang.

Makalah ini ditujukan untuk pengajaran listening untuk teks *recount* dengan menggunakan materi yang berbasiskan multimedia (*multimedia-based materials*) untuk pengajaran teks *recount* bagi siswa SMP. Media yang digunakan di antaranya: video, audio, gambar, dan teks (*script*). Beberapa kegiatan yang dibahas dalam makalah ini adalah kegiatan awal, kegiatan utama dan kegiatan akhir mendengar. Pada kegiatan awal, guru memperlihatkan sebuah gambar kepada siswa untuk mengaktifkan pengetahuan awal mereka. Pada kegiatan utama, *multimedia based material* yang digunakan adalah video, audio dan teks. Sedangkan di kegiatan akhir, multimedia yang digunakan adalah video dan teks saja. Diharapkan dengan pengaplikasian multimedia-based materials pada pengajaran *listening* ini dapat membantu siswa agar lebih tertarik untuk memahami *listening* dalam bahasa Inggris, khususnya dalam pengajaran teks *recount*.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Listening is an activity that involves the activation and modification of concepts in the listener's mind which occurs in daily life. By listening, a listener can receive images, impressions, thoughts, beliefs, attitudes, and emotions transferred from the speaker. As stated by Helgesen in Nunan (2003:24) that listening is a receptive skill which requires the listeners to receive and understand the information heard.

Listening is the basic skill in English language beside the other main skills. Through listening, people can study vocabulary, better pronunciation, accent and intonation. Listening is not a passive skill, because it involves the participation from the listener as an active process. It also deals with a response on the part of the listener such as reply, an action, a facial expression and applause and something indicating that the messages have been understood. As an important skill in English language, language learner should be able to master listening skill because by learning listening skill, they can improve their English better.

Since listening is important to be understood, the teaching of listening skill cannot be neglected from the English instruction. It is very important for teachers to develop teaching and learning strategies to help students in developing their listening capability. In developing the skill, listening practice is probably the most reliable route of the real communication.

Today, teaching English is based on *School Based Curriculum* (KTSP). For English subject, they are some monolog texts that should be learned in SMP, one of them is recount text. Recount text must be taught for some skills; they are listening, speaking, reading and writing. However, the writer is interested to propose the way of teaching listening of recount text.

Based on writer's observation, it is hard to teach listening for recount text since they have to listen to past tense. This is because teachers do not use interesting materials and media in teaching. When the teachers teach listening skill to the students, they only use text book and read it aloud by their voice. The pronunciation of the teacher's voice is not clear and alike the native speakers. That makes students often feel bored and uninterested in learning English, because beside the unclear pronunciation, the teachers only several materials in the course book.

In teaching listening, teachers have to be able to find out the materials for students in teaching learning process. The influence of materials is very vital because the materials of the subject will determine the successful of teaching learning process. Because of that, the competence of the teacher in finding out the materials becomes very important. Teachers have to consider the materials that will they use in teaching. There are some considerations in choosing materials, such as it must be effective, motivating and appropriate to the student's level and needs to support them to learn English better.

One of the materials that can be a solution from the problem above is multimedia-based materials. Multimedia-based materials are effective materials

that can be implemented in the classroom to be used in teaching listening of a recount text. By using multimedia, teacher may transfer the materials supported by not only from one media and explore it maximally. Absolutely, if teacher only use one media, beside it will make students bored, the materials cannot explore optimally.

Multimedia-based materials are materials that are supported by more than one media. Multimedia can be the combination of video, audio and picture. Choosing multimedia-based materials in teaching listening of a recount text will attract students to studying. Comparing with the text book, using multimedia-based materials is more interesting to be given to the students because multimedia is not monotonous. Teachers may choose and adapt the materials from many sources and elaborate it in the classroom. Since the teachers find the materials out by themselves, they easily can consider the materials that they use based on student's need, the level of difficulties without forgetting the basic competence and standard curriculum in *School Based Curriculum* (KTSP).

B. Limitation of the Problem

Based on the background of the problem above, the writer focuses on the using multimedia based materials. There are some texts that have to be studied in SMP; however, the writer limits it listening skill of a recount text.

C. Formulation of the Problem

The problem in this paper is formulated as follows: "How can the teacher use the multimedia-based materials in Junior High School students?"

D. Purpose of the Paper

The purpose of this paper is to explain about how to teach listening of a recount text by using multimedia based materials. It is hoped that these materials can be a solution for the teachers to assist students is listening skill in monologue text, especially recount text.