

**THE USE OF BLUES CLUES' TV SHOW IN IMPROVING
STUDENTS' LISTENING SKILL IN ENGLISH**

THESIS

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ABSTRACT

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This research, entitled "*The Use of Blues Clues' TV Show in Improving Students' Listening Skill*" aimed to investigate the effectiveness of contextual video or TV Show usage in improving the students' listening skill and to find out the students' opinion about learning listening through the video. The participants of this study were the students of eight year in junior high school in SMP Darul Ulum Banda Aceh. This research revealed that, in Pre-test was (53, 03%) is different from Post-test (70,67%). Thus it can be assumed that this program is effective in improving students' listening skill. Furthermore, the result of students' responses of questionnaire analysis indicated that the students' responses toward the use of Blues clues TV show in learning listening were positive. Most of them stated that the TV show gave more advantages rather than disadvantages.

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CHAPTER I

INTRODUCTION

A. Background of Study

Listening is one of the four language skills that is important to be acquired. Brown (2001) pointed out that listening is an important skill in language learning and it cannot be underestimated especially in academic context because the students' competences in language learning may increase with lots of listening practice. Usually, listening became an earlier skill before speaking or reading, it may have more capabilities to communicate well with others if they have good listening skill. Listening dominates the students' daily activities in the classroom. Listening is one of the language skills and become an important part in language.

An interesting and attractive teaching media can be an alternative way to solve the difficulties that are found in listening practice. According to Heinich (1993), teaching media can simulate the students' interest and encourage students' participation. Based on their types, media are categorized into three. The first is additive media that used sound only, such as radio and tape recorder. Second is visual media that use visual only such as picture or photo and the last one is audio visual media that combine both additive and visual media such as television, movie, etc. Among those types of media, audio visual media are more affective to use for listening, because the student will use their two multi-sensory. Sound and sight, at the same time when doing listening (Harmer, 1998). Moreover, audio visual media can attract the students' focus and concentration more than

audio or visual media only. Hruby (2010) also said that audio visual media such as video may increase the students' motivation and will make the students happy and fun when doing listening practice that may affect the students to be more participated. As Gagne (1985) said the well-designed lesson is begun with gaining students' attention, then telling the learner about the learning objective and continued by involving the learner into teaching-learning activities with giving stimulus of relevant knowledge before providing learning guidance.

Based on the researcher's observation listening is difficult to learn and to teach. It is hard to attract the students' to focus and concentrate, sometimes they feel bored in listening section. Thus, the student needs the media as a tool to improve their listening skill. Therefore the responsibility is on the shoulders of young learners' educators to give contribution and create condition in which student has an opportunity to have different situation and fun learning in listening. In fact, there are many ways that teacher can apply to achieve these. One of alternative media that can be used in Listening is using Blues Clues' TV Show. It is popular TV show in United State. TV show is type of audio visual media that combine both additive and visual media such as television, movie, etc. audio visual media are more effective to use for listening, because the student will use their two multi sensory, sounds and sight, t the same time when doing listening (Harmer, 2001).

B. Scope of Study

This study will be focused on the use of TV shows program to find out whether the TV show can improve student's listening skill and the student's opinion toward the use of Blues clues' TV show.

C. Research Question

The problems of this study are formulated into two research question as follows;

1. Does the Use of Blues Clues TV Show improve Students' listening skill in English?
2. What is students' opinion on the use of Blues Clues TV show in improving student's language skill in English?

D. Aim of Study

1. To find out the improvement of students' listening skill through the use of Blues Clues TV program.
2. To know the students' opinion on the use of Blues Clues TV show.

E. Significance of Study

This study will be support the student to learn English as a foreign language. Students can use the TV show that can find on TV and downloaded in YouTube, this also cheap and they can learn freely. Video from the TV show rarely used as the teaching media in the class room, but if the teacher use this for teaching the teacher will create an interesting way in teaching English. It may also increase to the teaching technique in young learners' classroom.

The result of this study can provide some information and how the teacher designs the activities to capture young learners' interest so they are engaged to the activities. The variation from the TV show can bring fun and give them motivation to language learning. Children are motivated when they learn something fun. Especially they learn listening through audiovisual. Moreover, this study will be great value for English teacher to accomplish better teaching practice that will advance their professionalism.

F. Hypothesis

According to Creswell (2003), hypotheses are prediction the writer makes about the expected relationships among variables. They are numeric estimates of population values based on data collective from sample. Therefore, TV show is the media to solve the problem of listening by using *Blue's clues TV show*.

Based on the definition above, the writer hypotheses are:

Ha = the use of Blues Clues' TV show can improve student listening skill.

H0 = the use of Blues Clues' TV show cannot improve student listening skill.

G. Research Terminologies

To avoid misunderstanding the terms of this research, the operational definitions are defined as follows:

1. Blue's clues TV show

A blues clue is fun and cute TV show for kids. Originally had Steve (human male), Blue (female blue dog), Mr. Salt (a salt shaker), Mrs. Pepper

(a pepper shaker), and a Mailbox who came in and out once per episode to deliver 'Mail Time!' Blue would leave 3 clues that Steve and the viewers would write down in the Handy-Dandy Notebook and proceed to look around for more (and take Mail Time where Steve gets a letter from kids) and talk to the various creatures and animals. Later, Steve (went to college in real life) and 'left' leaving Blue to his brother, Joe. After came a bunch of new animals and creatures.

2. Listening

Howatt and Dakin (1974) said that listening is the ability identify and understand what others are saying. This involves understanding a speakers' accent or pronunciation, his grammar and his vocabulary, and grasping his meaning.

As explained in oxford (1993) listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of meaning words, phrases, clauses, sentences, and connected discourse. Furthermore, according to bulletin of Saricoban (1999) listening is one fundamental language skill. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values and their appreciation.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher elaborates the Review of previous studies. Additionally, this chapter also includes the definition of TV Show (Blues Clues'), improving, and listening skill.

A. Review of Previous Research

The first previous research of the thesis is from Mardiya Kamilah "*The Use of contextual Video to Improve Students' listening Ability*". The research design was experimental class and the participants of this study were two classes given the treatment by implementing contextual video and the second one control class without video. The result of this research showed that the students' responses toward the use of contextual video in listening practice were positive. The use of contextual video helps the student to listen the word's pronunciations that were pronounced in the conversation and contextual video helps to make them understand to predict the meanings that were conveyed in the conversation. However, from the result of this study, the contextual video is recommended to be used as an alternative teaching media.

The second previous research of the thesis is from Rizki Steviani and Nur Hayati "*Using Animation Clips to Improve the Listening Ability of the Eight Grades of SMP Negeri 21 Malang*". This research used Classroom Action Research (CAR) which consisted of planning, implementing, observing and reflecting. The data were collected using a questionnaire, an interview, an

observation and listening test. In this research the researcher collaborates with the teacher as an observer during the implementation of the animation clips. The result of this research from the implementation of animation clips to improve listening ability, it can be concluded the animation can be used to improve the students' listening skills by doing some steps.

B. Brief Description of Blues Clues TV Show

1. Definition of TV Show

There are some media to improve listening skills, one of the media through video, listening can be taught interestingly and can be encouraging students listening. A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45).

2. Description of Blues Clues'

Blues clues is one of kids TV show in American shown on Nicklodeon channel on Sunday, September 8, 1996 by Angela Santomero. The researcher takes the video from the YouTube because they already stopped. The star of Blue's Clues, Blue, is a female puppy who communicates to Steve and Joe through barks, which they understand. Every episode, she initiates a game of Blue's Clues, in which she leaves three paw print clues for Steve or Joe and the viewer to find in order to find the answer to a question.

C. Listening

1. Definition of Listening

The definition of listening has been explained by several experts. According to Howatt and Dakin (Wills, 2003: 2), listening is the ability to identify and understand what others said. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension meaning. A competent listener can regain those capabilities simultaneously.

Hotzler (2003: 373) points out that listening is very different from hearing in that it is a very active skill which requires listeners to apply several functions each time they receive messages. Listening involves processing phonetic language information and constructing a message from a stream of sound, based on listener's syntactic, phonetic and semantic knowledge of the language. Listeners can receive messages conveyed to their ears as sound waves pass through the medium of auditory organs. Listening is a very active behavior, and is quite different from "hearing", which is the activity of just receiving sound waves.

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypostasizing, checking, revising, and generalizing that writing and reading demand; and these authors present specific exercises to make students active listeners who are aware of the "inner voice" one hears when writing.

From the above several definitions, it can be said that even though listening is a receptive skill listening, it is in fact a very active process. It involves

brain to receive and decode oral communication. In the process of listening, it demands the understanding of several aspects. In so doing, the listeners are very active when they are dealing with the listening process because they have to integrate the components of the listening skill.

2. Types of Listening

According to Kline (1996) listening is divided into 5 types:

- a) *Informative listening* is the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended.
- b) *Relationship listening* is either to help an individual or to improve the relationship between people.
- c) *Appreciative listening* includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. It is the response of the listener, not the source of the message, which defines appreciative listening. That which provides appreciative listening for one person may provide something else for another.
- d) *Critical listening* is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford.
- e) *Discriminative listening* is the ability to discriminate among the different sounds. It may be the most important type, for it is basic to the other four. By being sensitive to changes in the speaker's rate, volume, force, pitch,

and emphasis, the informative listener can detect even nuances of difference in meaning.

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

3. Obstacle in Learning Listening

The obstacle in learning listening is the most popular problem; it is really challenging them to get what native said. It is supported by Vandergrift (2007) 'Listening is an invisible mental process making it difficult to describe', so the listener's task, here, is more challenging. In addition, the listener is engaged in many processes such as discriminating between sounds, understanding vocabulary and grammatical structures, interpreting stress and intonation, remembering and interpreting this within the immediate, as well as the larger socio-cultural context of the utterance.

Similarly, different foreign learners such as Japanese and Chinese find difficulty in understanding the simplest conversations in English. Norris (1993: 49) mentions some reasons behind this. The first reason is the students' inability to perceive certain English sounds accurately as a result of the absence of such sounds in Japanese. The second reason is the students' unfamiliarity with stress and intonation patterns of English. Hamouda (2013) also points out that pronunciation and accents are among the problems that hinder Saudi students in LC.

According to Richards, common listening problems are:

1. Speaker speaks too fast.
2. Listeners listen word for word.
3. Listeners lack of cultural or background knowledge.
4. Speakers use too many unfamiliar words.
5. Listening takes too much effort and concentration.
6. Recordings are not always clear and are difficult to follow.
7. Speakers' accents are unfamiliar.
8. Tasks are too difficult.
9. Listeners cannot recognize words they know when they hear them.

He also mentions the difficulty of listening factors:

1. Listeners' linguistic knowledge.
2. Knowledge of the co-text.
3. Background knowledge.
4. Learners' motivation and interest in the topic.
5. Cognitive load of the text (topic, text length, text type).
6. Lexical density (ratio of the new words to know words).
7. Tasks.

Richards mentions that the problems are coming from some aspects such as students, media, and materials. One problem is causing to another problems. For example if students lack of background knowledge, they will feel that the tasks are too difficult. This problem is affecting the students' motivation and

interest in doing the tasks. Efforts have to be done by the teacher to avoid these problems in the listening class.

Obviously listening skill is the most difficult and challenging task for learning a language and this goes in accordance with Paulston 1976, Eastman 1987, Mee 2001.

The problems of teaching listening can be categorized into two main categories, i.e. linguistic and non-linguistic. It was proved that the non-linguistic problems were the main hindrances to teaching the listening skill in the context of the study. These are as follows:

- a) Unavailability of the facilities such as tapes, recorders, videos, computers, data shows, visual supports, and also new copies of course books for the students.
- b) Problems relating to the learners such as students' psychological obstacles, the students' low level, demotivation, failure to concentrate and preoccupation as also proved in the studies of Hamouda (2013) and Guo and Wills (2006). In addition, this study added students' negative attitudes towards English and the listening skill, the little amount of students' training and practice of English and the listening skill inside and outside the classroom, the latter is consistent with Sadiur's (2014) and Yilmaz and Yavuz's (2015) results.
- c) Background problems as it was also consistent with Anderson and Lynch (1988), Saricoban 1999, Guo and Wills (2006), as well as Gilakjani and Ahmdi (2011).

- d) Problems relating to the teaching environment such as crowdedness, noise as well as to the time devoted to the English language lessons. These conditions are not suitable environment for teaching listening and this is congruent with Etaib (2011) and Maryslessor et al. (2012).
- e) Problems relating to the teachers themselves such as demotivation for teaching the listening skill as a result of the difficulties surrounding the process of teaching such a skill and also the little amount of training for teachers. So, they tend to neglect the listening tasks during the course. In addition, it was clear through all these conditions surrounding the teaching environment that schools pay more attention to other skills such as reading, writing and structures but neglect the LS and this echoed with the findings of similar researches conducted by Azmi et al. (2014) and Gilakjani and Sabouri (2016).

4. Strategies of Listening

Listening strategy is a way that listeners use in improving any listening input or Sound. There are two types of listening strategies: top-down and bottom-up strategies.

1) Top-down strategies

Guo defined that top-down strategies are “listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next, Naning and Hayati(2011). strategies

refers to the use of background knowledge that depend on the knowledge s/he already possesses which consists of context or the situation and topic and what come before and after to know and understand the meaning of the message to help him understand new information as it is presented. Guo also mentioned that top-down strategies include listening for the main idea, predicting, drawing inferences, and summarizing (ibid).

2) Bottom-up Strategies

In this strategy, the listener focuses on the language being hard to help decode the meaning of the information being presented. As Lingzhu stated that in bottom-up processing, learners rely on their linguistic knowledge to recognize linguistic elements- vowels, consonants, and words sentences to do the construction of meaning. (Lingzhu, 2003).

5. Using Media in Teaching Listening

According to Mateer (2010), the term *media* was first used to describe newspapers more than two centuries ago. Today media has many different connotations. For instance, there are mass media, print media, visual media and social media. While media can take on many different forms, the purpose of all media is universally the same. The media is a channel of communication. The media can help the teachers and the instructors to be able to communicate with the students during the teaching and learning activity as well as to convey the lesson better. The teacher and the instructors can engage the students and produce more meaningful and deep learning experiences by using films, television shows, popular music,

news stories, literature, documentaries, and videos from sources such as You Tube. Thus, the videos can be used as a media for teaching listening. The videos will be a helpful resource for teaching the listening skill.

6. Video as Media for Teaching Listening

Videos are the technology of electronically processing the still images to be represented scenes in motion. Therefore, the viewers watch the motion of the images captured, as they are moving. Videos are a valuable learning tool which is widely available in educational institutions, but has been underused in the everyday classroom practice and course syllabus design. This may be because EFL/ESL teachers possess limitations of knowing how to apply it in their teaching situations.

According to Intajuck (2004: 1-2) the videos in language learning may mean the use of popular films on videos to provide content, and the use of smaller pieces of broadcast materials such as short documentaries and television advertisements. It can refer to professionally produced tapes specifically written and designed for classroom instruction, as well as the use of news broadcasts to provide content and to teach specific features of authentic language embarking on a variety of new methods to deliver digital videos to the classroom, and nowadays it has moved to DVD.

7. The Advantages and Disadvantages of Using Video in Learning Listening

A major advantage is that video can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, etc. However, because watching video is a

passive activity, it needs to be used as part of an active learning strategy in order to be an effective tool, particularly in holding the attention of students (Houston,2000; Sherman, 2004). William & Lutes in a similar way claim that through visual materials, students have the opportunity to be observers and participants; in this way, William & Lutes conceived that learning will be more natural because videos allow the English class to be more innovative and less traditional.

Meanwhile Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond what they listen, and also interpret the video in a deeper way. Because students can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

In the other hand there are several disadvantages to be recognized when using video in language teaching process. Video deals with the long-term effects of using video in the classroom. It can be argued that video in language teaching should be discouraged because there is scant empirical proof to verify comprehension. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, pre-experimental method was needed to get the data. Pre-experimental is used to take the groups and researcher given the post-test and pre-test. The first is experimental group which is given the treatment by showing the TV show, and the second one is control class which is given no treatment (McMilan and Schrumer, 1989).

This research was conducted two meetings in one week. In the first meeting was pre-test then students were given a treatment to listen and to watch Blue's Clues TV show. Meanwhile, in the last meeting post-test and questionnaire was distributed to the students.

B. Research Location

This research was done at SMP YPUI Darul Ulum Banda Aceh. This school consists of seven classrooms. The principal of junior high school is Mrs. Fatimah, S.Pd. the teacher from this school is a competent teacher which has been chosen to teach the students. This qualified teachers has been graduated from universities such as UIN Ar-Raniry, Unsyiah and, Unmuha.

C. Research Participant

The population of this research was total number of junior high school student of SMP Darul Ulum Banda Aceh 2018/2019. They were about 198 students consisted of male and female students.

The participant of this research was second grades students. In this research, class VIII-b was chosen for the pre-test, pos-test and questionnaire class VIII-b which consists of 28 students. According Arikunto (1997) if the population is less than 100 respondent we can take it all, but if the population more than 100 respondents can take 10%- 15% or 20%- 25% or more than.

This class was chosen because they had been learned English for two year since first grade and they would be good in English. The researcher is used purposive sampling which is that only the students who appropriate with this study can be employed in this research. Creswell (2008) stated that purposive sampling is the researcher intentionally selects individual and site that could best help us understand the central of our phenomenon. In another word, we have the standard in choosing our participants.

D. Research Instrument

Research instrument are the tools used to collect the information or data about students' listening improvement and their responses, the techniques implemented were as follows:

1. Pre-test and Post-test

Pre-test and pos-test were given to measure the students' abilities in listening. The test materials were from TV show. The question the question of the test are material, but the question is different because there are arranged. There were 10 questions in both pre-test and post-test. Thus, the student has to answer the entire question correctly to get good point. Pre-test was conducted in the beginning of the study before the treatment was given to the experimental group.

A listening test was used in pre-test as the instrument of this study. It consisted of 10 multiple choice questions (started questions no.1 until no.10). The questions of multiple choices were given only listen the video. The questions have clear and obvious answer that can answer pure by only after listening section. The example of listening section is able on question no.1 until no.10.

Post-test was conducted after the treatment given to the experimental group. The group will be given the video before the test. It consisted of 10 multiple choice questions (started questions no.1 until no.10). The questions were given after watch the video, the mean score of post-test would be compared with the score of pre-test to find out the improvement of students' listening ability. The items that were used in the post-test were basically the same as those used in the pre-test.

2. Questionnaire

According to Arikunto (2006), a questionnaire is a written test used to gain the information from the respondent. There are 10 question in questionnaire that the student have to answer it and the questionnaire is to achieve concrete data about the students' responses in learning listening by using *Blue's clues* TV show.

E. Data Collecting Procedure

To find out the data needed in this research, the valid data was collected from presented the listening material from the Blues Clues TV Show by using InFocus and loudspeakers. The researcher was consists in two meeting in the classroom. In listening process, the researcher directly gave the pre-test. In this class, the video

was showed after the ore-test. The specifics information of material and the listening process were provided as follows:

a. First Meeting

At the first meeting, the researcher met the English teacher and she gave her briefing about how to face the class. After the teacher brought her into the class, she introduced herself to students and told them that research would be conducted in this class and asked them the agreement to be the participant for this research. Then, the researcher introduced and explained briefly about how to learn listening with Audio-visual.

After the explanation, a piece of paper for pre-test was distributed to the students that should be done by them. While their answering the pre-test the researcher allowed them to ask her anything about the pre-test because she have to assured that the students understood all the questions and answer it with honestly because this test not affect their score in the end of semester.

After students finish answering all the questions, the researcher collected it. In the last of meeting the students and the researcher discussed a bit about what they are going to do in the next meeting.

b. Second Meeting

At the second meeting, the researcher greeting in front of the class. After that, she reminds the student about the material that they had filled in the first meeting. In the first listening process, she explained about the video that she will show and gave tell them about the Blues Clues TV show. After the students listen

the audio about twice and the researcher asked them to play it again or not and they asked she to play it again one more time so, she played the video again. Before she gave the students the post-test the researcher asked them to recall the pre-test in case to refresh their mind.

After they told me that was clear , post-test was distributed that should be done by the student about 50 minutes, the researcher said to the students that they no need to be worried about the score because it will not affect to their score, so they have to answer the questions truly and do not have to cheating.

After student finish answering all the post-test questions, questionnaire was distributed and asked the students to answer it truly. Then, In the last minutes, the researcher told them that this is the last meeting and say thank you for all their participation in this research and apologized for the mistake that the researcher made.

F. Data Analysis Techniques

1. Test

The data was analyzed by using a book *pengantar statistika pendidikan* written by Anas Sudiyono and *metode statistika* written by sudjana. In this research, score was calculated by using some formulas. The formula is written as follow

$$x = \frac{\sum fixi}{\sum fi}$$

Note:

xi = middle score of interval class

f_i = frequency

fix_i = the amount of the multiplication between frequency and middle interval.

2. Questionnaire

The questionnaire was distributed to answer the problem about students' responses toward the use of contextual video in listening. The data gathered were analyzed by scaling. The result would be presented in percentage and described using qualitative method. The result of questionnaire is put on percentage below:

$$\rho = \frac{f}{n} \times 100\%$$

Note:

P= percentage

f= frequency of observed

n= number of sample

CHAPTER IV

DATA ANALYSIS

In this chapter, I would like to present pre-test, post-test and questionnaires, and discussion about the research findings.

A. The Analysis of Test

The pre-test and post-test was made in one class to measure students' ability in listening. The materials of the test were from Blue's clues TV show. The questions pre-test and post-test were same because we have to see their improvement. There were 10 questions in pre-test and pos-test each question has 10 points, if the student could answer the pre-test and post-test completely correct, they would get one hundred points. Pre-test was given to the students at the first meeting on January 17, 2019, meanwhile, pos-test was given in the last meeting on January 22, 2019.

The researcher analyzed the data using a statistical with several steps .as mentioned in the previous chapter, the analysis was used in order to find out if there is significant differences between the pre-test and the post-test result that was conducted after some treatment were given.

The result of both tests could be seen as follow:

TABLE 4.1 THE STUDETS' SCORES OF LISTENING PRE-TEST AND POST-TEST

NO	Initial's Name	Pre-test	Post-test
1	AB	50	70
2	AU	50	70
3	BI	50	50
4	CA	40	80
5	CB	70	90
6	CR	60	70
7	CR	50	60
8	CT	60	60
9	DN	50	70
10	GF	40	50
11	KD	40	80
12	LM	50	60
13	LN	50	70
14	NA	40	60
15	NH	60	80
16	NS	60	70
17	PB	30	40
18	RJ	50	60
19	RN	60	80
20	RR	50	60
21	RR	50	60
22	RS	70	70
23	RU	50	60

24	UR	40	50
25	WY	60	80
26	ZI	50	70
27	ZN	70	80
28	ZN	70	80
<hr/>			
TOTAL	28	1.470	1.880

The table above showed the result of the pre-test and post-test, and then the scores arranged from the lowest up to the highest score.

Pre-test

30	40	40	40	40	40
50	50	50	50	50	50
50	50	50	50	50	50
60	60	60	60	60	60
70	70	70	70		

Post-test

40	50	50	50	60	60
60	60	60	60	60	60
70	70	70	70	70	70
70	70	80	80	80	80
80	80	80	90		

In order to find the mean score of both test, the data would be calculated through the following steps; range (R), the amount of interval class (I) and the length of interval class (P). the formula used in determining the range is :

$$R = H - L$$

where:

R: refers to the range of the score

H: refers to the highest score

L: refers to the lowest score

1. Pre-test

Based on the pre-test score mentioned before, the highest score of the pre-test was

70 and the lowest score was 30. To determine the range score, I used the range formula :

$$R = H - L$$

$$= 70 - 30$$

$$= 40$$

The next step, I identified the amount of interval class by using the following formula:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 26 \\
 &= 1 + (3,3) (1,4149) \\
 &= 1 + 4,669 \\
 &= 5,669 = 6
 \end{aligned}$$

After finding the amount of interval class, the length of interval class was found out by the following formula:

$$\begin{aligned}
 P &= R/I \\
 P &= 40/6 \\
 P &= 6,66 \\
 P &= 6 \text{ or } 7
 \end{aligned}$$

Based on the calculation above, the frequency distribution table was :

Table 4.2 The Frequency Distribution Table of Students' Pre-test Score

No	Interval Class	fi	xi	fixi
1	30-35	1	32,5	32,5
2	40-45	5	42,5	85
3	50-55	12	52,5	630
4	60-65	6	62,5	375
5	70-75	4	72,5	290
6	80-85	0	82,5	82,5
		fi=28	Xi=345	Σfixi=1.495

where:

f_i = frequency

x_i = middle score of interval class

$f_i x_i$ = the amount of the multiplication between frequency and middle interval

The mean score of pre-test was found out by the following formula :

$$x = \frac{\sum f_i x_i}{\sum f_i}$$

$$x = \frac{1495}{28}$$

$$x = 53,3$$

The mean score of pre-test is 53,3.

2. Post-test

From the table the post-test score shows that the highest score of the students' was 90 and the lowest score was 40, so the range was:

$$R = H-L$$

$$R = 90-40$$

$$= 50$$

The amount of interval class:

$$\begin{aligned}
 I &= 1 + (3,3) \log n \\
 &= 1 + (3,3) \log 28 \\
 &= 1 + (3,3) (1,4149) \\
 &= 1 + 4,669 \\
 &= 5,669 \\
 &= 6
 \end{aligned}$$

Therefore, the length of interval class was:

$$\begin{aligned}
 P &= R/I \\
 P &= 50/6 \\
 P &= 8,33 \\
 P &= 9
 \end{aligned}$$

Based on the calculation above, the frequency distribution table was:

Table 4.3 The Frequency Distribution Table of Students' Post-test Score.

no	Interval Class	Fi	xi	Fixi
1	40-48	1	88	88
2	50-58	3	54	162
3	59-67	8	62	496
4	68-76	8	72	576
5	77-85	7	81	567
6	86-94	1	90	90
		fi=28	xi=403,5	
		Σfixi=1.979		

The mean score of post-test was found out by the following formula:

$$x = \frac{\sum fix_i}{\sum fi}$$

$$x = \frac{1979}{28}$$

$$x = 70,67$$

The mean score of pre-test is 70,6.

So, the mean scores of pre-test and post-test have significant improvement.

The pre-test is **53,3** and post-test **70,67**.

B. The Analysis of Questionnaire

The questionnaire, consisted of ten questions, was design to help researcher to get more information about students' responses toward the using of Blues clues TV show in learning listening.

Table 4.4 The Statement Towards Student Response

No	Statement	Student Respondent		Total	
		Yes	No		
1	Apakah anda senang belajar	F	28	0	28
	Belajar bahasa inggris?	%	28	0	28
2	Berkaitan dengan bahasa inggris,	F	28	0	28
	apakah anda suka listening?	%	28	0	28
3	Apakah guru anda pernah	F	28	0	28
	Menerapkan belajar listening menggunakan audio recording ?	%	28	0	28
4	Menurut anda apakah Video/TV	F	22	6	28
	Show yang digunakan dalam Pembelajaran listening sudah Bagus ?	%	78,57	21,42	100

5	Apakah acara TV Blues clues Menarik bagi anda?	F %	23 82,14	5 17,85	28 100
6	Apakah anda menyukai menonton Video di dalam belajar listening?	F %	26 92,85	2 7,14	28 100
7	Apakah mendengar saja cukup dalam pelajaran listening ?	F %	7 25	21 75	28 100
8	Apakah menurut anda menonton dan mendengarkan acara blues clues dapat meningkatkan kemampuan listening anda ?	F %	23 82,14	5 17,85	28 100
9	Apakah menurut anda menguntungkan Mempelajari listening melalui acara TV Blues clues ?	F %	19 67,85	9 32,42	28 100
10	Apakah anda mengalami kesulitan Dalam memahami setiap bahasa Inggris yang diucapkan oleh native Speaker pada materi listening di Blues clues ?	F %	22 78,57	6 21,42	28 100

From the table above and from the First until the Third question shows that 28 students (100 %) say yes toward the English subject and (0 %) of them were say no. thus it can be conclude that the students in this class were like the English subject.

From the four statement the students 22 from 28 (78,57 %) state that their like listening and 6 from 28 (21, 42%) say no to this statement. Based on the researcher experiences while in the classroom there are some of them are not pay attention while watching the TV show.

From the fifth statement showed 23 from 28 (82,14 %) state that they are interested with Blues Clues TV show. However, there were only 5 of 28 (17,85%)

state they are not interested with TV show. The researcher can assume that this TV show little bit old for them because they are laughed while they saw the character from it.

The six statements showed 26 of 28 (92, 85%) they are like to watching the video while they are in listening section and only 2 of 28 (7,14 %) students do not like watching the video for listening subject.

The statement of number seven that only 7 of 28 students (25 %) agreed about there are only listening or they don't need the video while listening process. 21 from 28 students (75 %) disagreed or they need video for listening subject. However, some of them are not interested in this TV show but they are still participated in this research from first meeting till the last meeting.

The statement of number eight pointed out 23 from 28 student or (82,14 %) said that Blues clues TV show can increase their listening skill, as we can see from the post-test score. However 9 of 28 (32, 14 %) totally disagree with Blues clues for their listening subject.

Following the number nine question, 19 from 28 (67,85 %) revealed that Blues Clues TV show gave them advantages in listening process. Furthermore, 9 from 28 (32,14 %) revealed that Blues Clues TV show did not gave them advantage at all. In fact, we can see from their score.

From both tests and questionnaire result, Blue's Clues TV show proved that could improve students' listening skill.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research findings and discussions in chapter IV showed that the listening skill of the students improved through the Blues Clues TV Show. It is shown that the mean score of post-test was higher than pre-test. The mean score of pre-test result was 53,03 % while post-test was 70,67 %. It is also found that the perception of the students in listening that listening was positive because they not only learn through audio but also Audio-visual. In other words, using audio-visual Blues Clues TV Show would be useful to increase their capability in listening.

From the questionnaire that researcher gave to the students shown that using Blues Clues' TV Show is not too interesting for them but using Audio-visual for learning listening is advantages for them. As we can see from the questionnaire, which shows that 82,14% are interested in Blues Clues' TV show and 17,85% are not interested.

B. Suggestion

Based on conclusion from the researcher there are some suggestion for the students and to other researcher.

1. To the students

To improve their listening skills, the students should listen more of English words and ask the teacher what kind of strategy for students to learn English.

Moreover they should not be afraid of making mistakes and errors when they are participating. They also should keep their motivation in learning English.

2. To other researcher

Other researchers who want to conduct similar studies should explore the knowledge related to the principles of using TV Show to improve students' listening skills.



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10 Januari 2019

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Dinas Pendidikan dan Kebudayaan

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada.

N a m a : Putri Hajar Utami
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Untuk mengumpulkan data pada:

Dayah Darul Ulum Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Clues' TV Show in Improving Students' Listening Skill in English

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.



An. Dekan,
Kepala Bagian Tata Usaha,

M. Saif Parzah Ali

BAG. UMUM BAG. UMUM

Kode 8085



SURAT IZIN
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Dasar : Surat dari Kepala Bagian Tata Usaha Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : B-337/Un.08/Tu-FTK/TL.00/01/2019 tanggal 10 Januari 2019, Mohon Izin untuk Mengumpulkan Data Menyusun Skripsi.

MEMBERI IZIN

Kepada :
Nama : **PUTRI HAJAR UTAMI**
Nim : 140203159
Jurusan/Prodi : Pendidikan Bahasa Inggris
Untuk : Melakukan pengumpulan data pada SMP Islam Darul Ulum Banda Aceh dalam rangka penyusunan Skripsi dengan judul :

" The Use of Clues 'TV Show in Improving Students' Listening Skill in English ".

Dengan ketentuan sebagai berikut :

1. Harus berkonsultasi langsung dengan Kepala Sekolah yang bersangkutan dan sepanjang tidak mengganggu proses belajar mengajar.
2. Bagi yang bersangkutan supaya menyampaikan fotokopi hasil pengumpulan data sebanyak 1 (satu) eksemplar kepada pihak sekolah.
3. Surat ini berlaku sejak tanggal 14 Januari s.d 14 Februari 2019.
4. Diharapkan kepada mahasiswa yang bersangkutan agar dapat menyelesaikan pengumpulan data tepat pada waktu yang telah ditetapkan.
5. Kepala sekolah dibenarkan mengeluarkan surat keterangan hanya untuk mahasiswa yang benar-benar telah melakukan pengumpulan data.

Demikian untuk dimaklumi dan terima kasih.

Banda Aceh, 14 Januari 2019 M
8 Jumadil Awwal 1440 H

a.n. KEPALA DINAS PENDIDIKAN DAN
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2. Kepala SMP Islam Darul Ulum Banda Aceh.

Nama :
NIS :
Hari/Tanggal :

QUESTIONNAIRE FOR THE STUDENTS

1. Apakah anda senang belajar bahasa inggris, ?
A. Ya B. Tidak
2. Berkaitan dengan bahasa inggris, apakah anda suka dengan listening ?
A. Ya B. Tidak
3. Apakah guru anda pernah menerapkan belajar listening menggunakan audio recording?
A. Ya B. Tidak
4. Menurut anda apakah video/ TV show yang digunakan dalam pengajaran listening sudah bagus?
A. Ya B. Tidak
5. Apakah acara TV blue's clues menarik bagi anda?
A. Ya B. Tidak
6. Apakah anda menyukai menonton video di dalam belajar listening?
A. Ya B. Tidak
7. Apakah mendengar saja cukup dalam pelajaran listening?
A. Ya B. Tidak
8. Apakah menurut anda menonton dan mendengarkan acara blue's clues dapat meningkatkan kemampuan listening anda?
A. Ya B. Tidak
9. Apakah menurut anda menguntungkan mempelajari listening melalui acara TV Blue's clues?
A. Ya B. Tidak

10. Apakah anda mengalami kesulitan dalam memahami setiap bahasa inggris yang diucapkan oleh native speaker pada materi listening di Blue's clues?

A. Ya

B.Tidak



Please the correct answer after you watches the TV show!

1. Hi! Come in ____ look who's here!!
a. Blue b. bull c. boo
2. Actually, I'm treasure bug, are you ____ for the big a treasure hunt?
a. Really b. ready c. be ready
3. A treasure ____? This is so great!
a. Map b. make c. mad
4. You will ____ the treasure if you listen to me.
a. Fine b. finding c. find
5. Yeah blue. A treasure hunt ____ take us to the land of discovery.
a. Would b. will c. win
6. So, we ____ to find three scrolls.
a. has b. have c. having
7. clean ____ the paw print
a. off b. on c. up
8. you are ____ for this steve
a. look b.looking c.looked
9. ____ sure in. thanks table drawer
a. I'm b. I c. me
10. You are ____ steve
a. Welcome a. well done c. wake up

DOCUMENTATION



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