

APPENDICES

Appendix 1 Lesson Plan



ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND
EDUCATION
MAHASARASWATI DENPASAR UNIVERSITY

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SEMESTER COURSE PLAN

Course : Advance Listening

Code :

Semester : IV

Credit : 2

Lecturer : Ni Made Wersi Murtini, S.Pd., M.Pd.

A. Learning Outcome

Being able to comprehend the meaning of oral English communication in advance level.

B. Learning Activity

Week	Learning Objective	Learning Material	Learning Method	Allotted Time	Students' Learning Experience	Criteria and Indicator of Assessment	Assess. Weight
1 st	Students are able to: <ul style="list-style-type: none"> • understand the course plan and learning contract • understand learning objective, material, strategy, and assessment criteria 	Course Plan and Learning Contract: <ul style="list-style-type: none"> • Course Plan • Learning Contract • Assessment criteria 	<ul style="list-style-type: none"> • The lecturer presents the course plan and the learning contract • Discussion: assignment and assessment criteria 	2 x 50	<ul style="list-style-type: none"> • Summarizing the key points of the presentation • Discussing the assignment and assessment criteria 	Comprehension	-
2 nd – 3 rd	Students are able to: <ul style="list-style-type: none"> • Comprehend how to infer meanings and relationship between ideas • Comprehend meanings and relationship between ideas from a video • Report meaning and relationship 	Inferring Meanings and Relationship Between Ideas: <ul style="list-style-type: none"> • Article about how to infer meanings and relationship between ideas • YouTube Video 	<ul style="list-style-type: none"> • Direct method • Practice 	4 x 50	<ul style="list-style-type: none"> • Discussing the points of how to infer meanings and relationship between ideas • Listening a recording to find meanings and 	Analytic Scoring Rubric: <ul style="list-style-type: none"> - Content - Organization - Fluency 	10%

Week	Learning Objective	Learning Material	Learning Method	Allotted Time	Students' Learning Experience	Criteria and Indicator of Assessment	Assess. Weight
	between ideas of the video				relationship between ideas <ul style="list-style-type: none"> • Reporting meaning and relationship between ideas of the video 		
4 th – 5 th	Students are able to: <ul style="list-style-type: none"> • Comprehend how to infer moral values of Balinese folklore • Comprehend moral values of Balinese folklore from a video • Report moral values of the Balinese folklore video 	Inferring Moral Values of Balinese Folklore: <ul style="list-style-type: none"> • Article about how to infer moral values of Balinese folklore • Video of Balinese folklore 	<ul style="list-style-type: none"> • Direct method • Small group discussion • Practice 	4 x 50	<ul style="list-style-type: none"> • Discussing the points of how to infer moral values of Balinese folklore • Listening a Balinese folklore recording to find moral values • Reporting moral values of the 	Analytic Scoring Rubric: <ul style="list-style-type: none"> - Content - Organization - Fluency 	10%

Week	Learning Objective	Learning Material	Learning Method	Allotted Time	Students' Learning Experience	Criteria and Indicator of Assessment	Assess. Weight
					Balinese folklore video		
6 th – 7 th	Students are able to: <ul style="list-style-type: none"> • Comprehend how to summarizing spoken text • Summarize a spoken text 	Summarizing Spoken Text : <ul style="list-style-type: none"> • Article about how to summarizing spoken text • Spoken text 	<ul style="list-style-type: none"> • Direct method • Practice 	4 x 50	<ul style="list-style-type: none"> • Discussing the points of how to summarizing spoken text • Listening a spoken text • Summarizing the spoken text 	Analytic Scoring Rubric: <ul style="list-style-type: none"> - Content - Organization - Mechanics 	10%
8 th	Mid Term Test						10%
9 th – 11 th	Students are able to: <ul style="list-style-type: none"> • Comprehend how to distinguish between facts and opinions • Distinguish between facts and opinions from a video 	Distinguishing Between Facts and Opinions: <ul style="list-style-type: none"> • Article about how to distinguish between facts and opinions • Video 	<ul style="list-style-type: none"> • Direct method • Practice 	6 x 50	<ul style="list-style-type: none"> • Discussing the points of how to distinguish between facts and opinions • Listening a recorder to distinguish between facts and opinions 	Correct answer of listing facts and opinions	15%

Week	Learning Objective	Learning Material	Learning Method	Allotted Time	Students' Learning Experience	Criteria and Indicator of Assessment	Assess. Weight
	<ul style="list-style-type: none"> List facts and opinions in the video 				<ul style="list-style-type: none"> Listing facts and opinions in the video 		
12 th – 14 th	Students are able to: <ul style="list-style-type: none"> Comprehend how to evaluate information and opinion Evaluate information and opinion from a video Write evaluation of information and opinions in the video 	Evaluating Information and Opinion: <ul style="list-style-type: none"> Article about how to evaluate information and opinion Video 	<ul style="list-style-type: none"> Direct method Practice 	6 x 50	<ul style="list-style-type: none"> Discussing the points of how to evaluate information and opinion Listening a recording to evaluate information and opinion Writing evaluation of information and opinions in the video 	Analytic Scoring Rubric: <ul style="list-style-type: none"> Content Organization Mechanics 	15%
15 th	Students are able to: <ul style="list-style-type: none"> Review all of the materials in a semester 	Review : <ul style="list-style-type: none"> all of the materials in a semester 	<ul style="list-style-type: none"> Direct Method Small group discussion 	2 x 50	<ul style="list-style-type: none"> Summarizing all of the materials in a semester 	Comprehension	

Week	Learning Objective	Learning Material	Learning Method	Allotted Time	Students' Learning Experience	Criteria and Indicator of Assessment	Assess. Weight
16 th	Final Term Test						30%

C. References

1. Dunkel, P. A. and Lim, P. L. (2005). *Listening and Notetaking 2, Noteworthy, Third Edition*. Boston: Thompson Heinle
2. Dunkel, P. A. and Lim, P. L. (2005). *Listening and Notetaking 3, Advance Listening Comprehension, Third Edition*. Boston: Thompson Heinle
3. Richards, J. C. and Trew, G. (2010). *Expanding Tactics for Listening, Third Edition*. New York: Oxford University Press.
4. learnenglish.britishcouncil.org
5. learnenglish.voanews.com



Appendix 2 Interview Transcript

No	Pertanyaan	Jawaban
1.	<p>Sudah berapa lama Bapak/Ibu menggunakan video YouTube untuk mengajar listening?</p> <p>(How long have you been using YouTube videos to teach listening?)</p>	<p>Saya telah menggunakan YouTube selama dua tahun untuk mengajarkan keterampilan mendengarkan. YouTube sebagai media yang menampilkan perpaduan antara gambar bergerak, suara, ekspresi, dan teks sangat membantu saya dalam menyampaikan materi yang dikemas secara menarik.</p> <p>(I have been using YouTube for two years to teach listening skills. YouTube as a medium that displays a combination of moving images, sound, expressions, and text helps me deliver material packaged interestingly.)</p>
2.	<p>Berapa video yang digunakan oleh Bapak/Ibu untuk mengajar setiap topik listening?</p> <p>(How many videos do you use to teach each listening topic?)</p>	<p>Tergantung topic yang sedang diajarkan dan durasi setiap video yang dipilih, biasanya saya menggunakan satu sampai tiga video yang digunakan untuk</p>

		<p>mengajar setiap topic keterampilan menyimak.</p>
<p>3.</p>	<p>Bagaimanakah langkah-langkah yang dilakukan dalam memilih video di YouTube untuk mengajar listening? (What are the steps taken in choosing videos on YouTube to teach listening?)</p>	<p>Langkah kedua dalam memilih video yaitu memperhatikan learning content, konten dari video yang diperoleh dari YouTube harus sesuai dengan learning content yang tertera didalam lesson plan. Contohnya saat mengajar listening mengenai cara menjawab soal-soal toefl, saya akan memilih video yang berbasis pembahasan soal-soal toefl dari YouTube. Dengan memperhatikan learning content saya dapat memilih video-video yang akurat dan relevant.</p> <p>Ketika memilih video-video di YouTube kita juga harus memperhatikan learning situation terlebih lagi pada saat online learning ini. Video yang di</p>

		<p>download dari YouTube harus sesuai dengan situasi belajar seperti semester berapa yang diajarkan untuk menyesuaikan tahapan belajar siswa apakah berada pada tahap introduction, tahap transformasi, dan evaluasi. Selain itu, kita juga harus memperhatikan tingkat kemampuan dan pemahaman siswa sebelum memilih video,</p>
4.	<p>Apa saja aspek yang diperhatikan dalam memilih video YouTube untuk mengajar listening?</p> <p>(What are the aspects to consider in choosing YouTube videos to teach listening?)</p>	<p>Ada enam aspek dari video yang penting untuk diperhatikan sebelum digunakan untuk pembelajaran selain itu sesuai dengan learning objectives, learning content, dan learning situation. Keenam aspek tersebut adalah: suara, gambar,</p>
5.	<p>Bagaimanakah langkah-langkah dalam menyesuaikan konten video YouTube dengan topik pembelajaran?</p>	<p>Untuk menyesuaikan materi atau topik yang akan diajarkan dengan video dari youtube, saya menonton video yang saya pilih terlebih dahulu, untuk mendapatkan video yang sesuai dengan</p>

	<p>(What are the steps in adapting YouTube video content to the learning topic?)</p>	<p>materi saya dibutuhkan waktu kurang lebih 4 jam. Misalnya, dalam menyesuaikan konten video dan materi pemahaman dan peningkatan kosa kata saya bisa memilih dan menggunakan video otentik seperti video musik atau film.</p> <p>(To adjust the material or topic to be taught with videos from youtube, I watch the video that I chose first, to get a video that matches my material it takes approximately 4 hours. For example, in customizing video content and comprehension and vocabulary building materials I can choose and use authentic videos such as music videos or films.)</p>
<p>6.</p>	<p>Apa sajakah jenis video yang digunakan untuk mengajar keterampilan menyimak?</p>	<p>Jenis-jenisnya video yang saya gunakan untuk mengajar keterampilan menyimak antara lain adalah tutorial, music video, movie, and educational videos.</p>

	(What types of videos are used to teach listening skills?)	
7.	<p>Mengapa Ibu memilih jenis video tersebut?</p> <p>(Why did you choose those types of videos?)</p>	<p>Jenis video yang digunakan sejauh ini dipilih berdasarkan learning objectives, content dan situation. Penggunaan video tutorial dapat membantu siswa untuk mengembangkan kreatifitas mereka. Penggunaan music video membantu siswa untuk memperoleh kosa kata baru dan belajar cara menyebutkan kata. Movid video menampilkan materi dalam bentuk yang menarik, dan membantu siswa untuk lebih fokus memahami kejadian demi kejadian didalam movie. Kemudian, video pembelajaran membantu siswa untuk memahami penggunaan tata bahasa, praktek listening, dsb. Keterampilan menimak dapat diintegrasikan dengan</p>

		ketiga keterampilan lainnya yaitu Reading, speaking dan writing.
8.	Berapa lama durasi video yang dipilih untuk mengajar listening? (How long is the video duration chosen to teach listening?)	Untuk durasi video yang digunakan tidak lebih dari empat menit untuk music dan tutorial video. Sedangkan untuk movie sekitar 30 menit.
9.	Bagaimanakah cara Ibu memilih video yang sesuai dengan tingkat kemampuan mahasiswa? (How do you choose a video that fits the student's ability level?)	Pertama-tama kita harus mengobservasi tingkat pemahaman dan keterampilan siswa, hal ini bisa dilakukan sembari mengajar. Penyelarasan konten video dengan tingkat kemampuan siswa dapat dilakukan dengan memilih video yang memiliki kecepatan berbicara yang sesuai dengan kemampuan siswa, dengan pengucapan kata yang jelas. Selain itu, kita dapat mengevaluasi materi video yang dipilih terhadap kemampuan dan pemahaman siswa setelah pembelajaran berlangsung. Dengan begitu, kita dapat mengetahui

		<p>keefektifan video setelah penerapan video terhadap pemahaman dan keterampilan siswa.</p> <p>(In addition, aligning video content with learning materials can be done by evaluating the selected videos against students' abilities and understanding. That way, we can know the effectiveness of the video after the application of the video for students' understanding and skills.)</p>
<p>10.</p>	<p>Bagaimanakah memilih video yang dapat menarik minat dan motivasi mahasiswa dalam mengikuti kelas listening?</p> <p>(How do you choose videos that can attract students' interest and motivation in taking listening classes?)</p>	<p>Memilih video yang dapat menarik minat dan motivasi siswa dalam belajar dapat dilakukan dengan menemukan video-video yang membahas tentang isu-isu menarik yang terjadi di kehidupan sehari-hari namun tetap berkaitan dengan tujuan, content, dan situasi pembelajaran, seperti halnya media social, kesehatan, olahraga, makanan, dan sebagainya. Video</p>

		<p>authentic tersebut dapat menarik siswa untuk aktif berpartisipasi didalam kelas.</p>
<p>11. Berapa lama waktu yang diperlukan untuk menemukan video yang tepat? (How long does it take to find the right video?)</p>		<p>Dalam memilih video, saya bisa menghabiskan waktu sekitar empat jam dengan memperhatikan ketiga aspek learning objectives, learning content, dan learning situation, serta aspek dari video seperti suara dsb.</p>
<p>12. Apakah terdapat kendala dalam pemilihan video di YouTube? (Are there any problems in choosing videos on YouTube?)</p>		<p>Tidak semua materi yang ada di YouTube dapat langsung dijadikan sebagai bahan ajar, terdapat banyak sekali video-video yang menampilkan judul dan content yang tidak selaras, Various groups can easily share videos on YouTube, but not all videos contain content that is worth watching, besides</p>

		that some users also display titles with inappropriate content.
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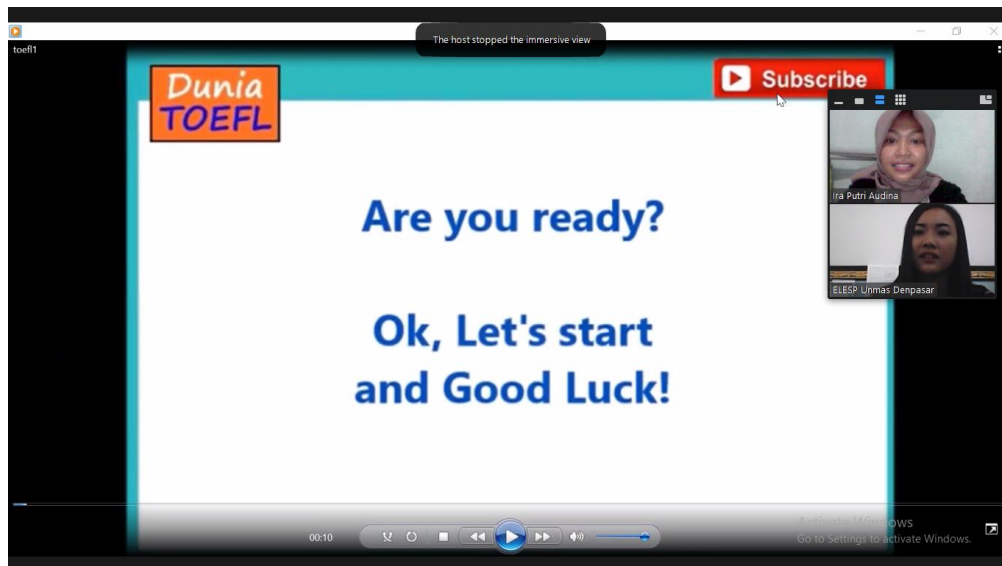


Appendix 3. The Observation Sheet

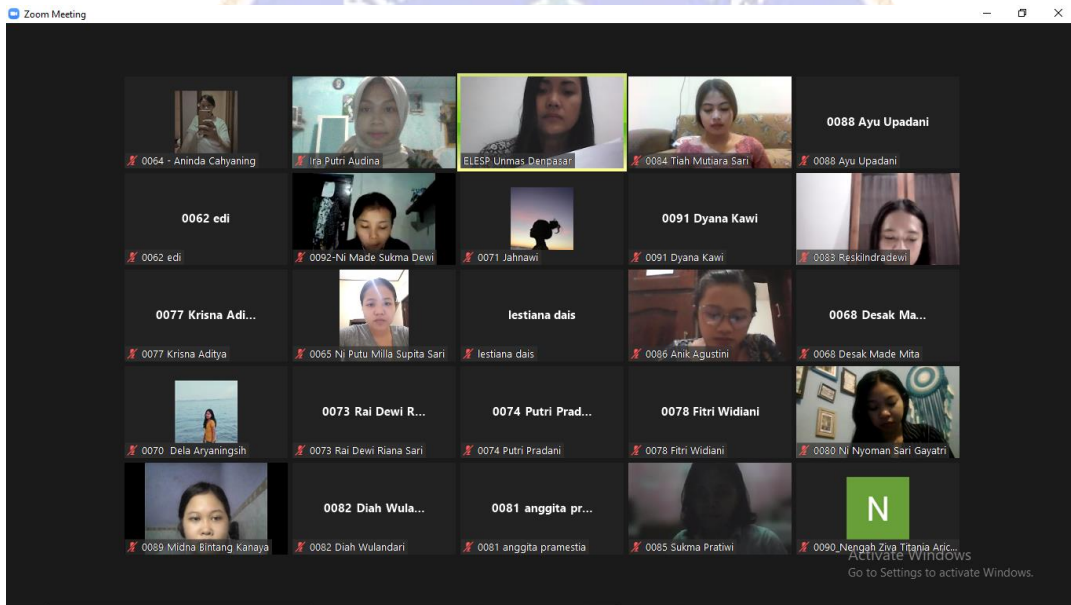
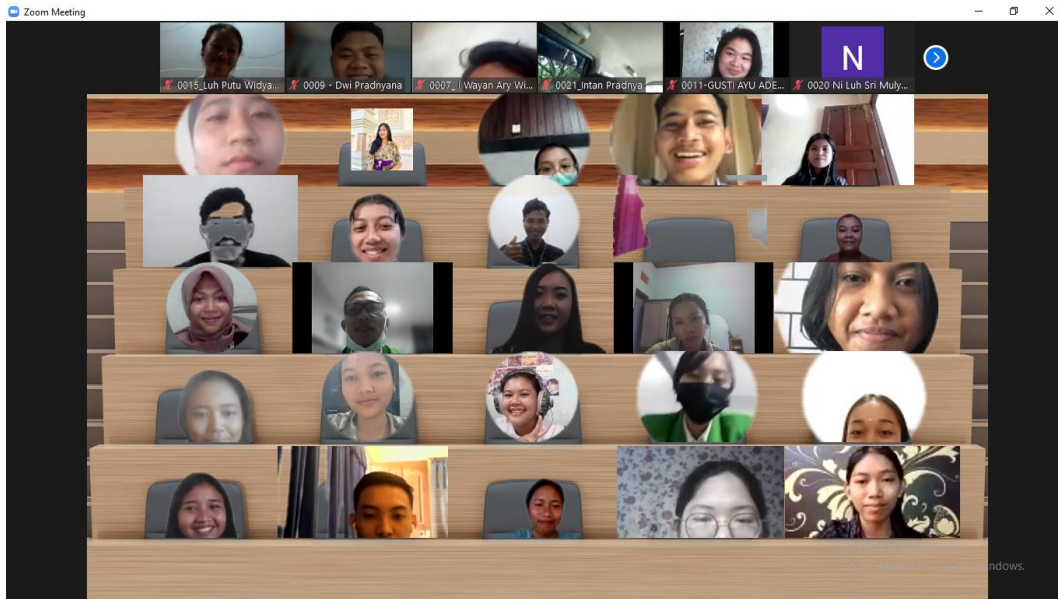
Aspects	Activities organized	Meeting				
		Description	1	2	3	4
Activities that affect students' understanding	The lecturer organized online discussion	Before				
		While			✓	
		After	✓			
	Lecturer conducts question and answer session	Before				
		While				
		After		✓		
	The lecturer asks students to draw conclusions orally about the video	Before				
		While				
		After	✓			
	The lecturer gives multiple choice assignments to students	Before			✓	
		While				
		After				
Activities that affect students' focus	5. The lecturer asks students to note the important points from the video	Before				
		While	✓			✓
		After				

	6. The lecturer open the questions and answer session about the video played	Before					
		While					
		After		✓			
Activities that increase students' interest in learning	7. The lecturer apply interesting learning strategies or methods combined with YouTube videos to increase student interest in learning	Before					
		While				✓	
		After					
	8. Lecturer gives an interesting explanation after the video is shown	Before					
		While					
		After		✓			
	9. The lecturer prepares videos with various topics according to the learning material and asks students to choose the videos they are interested in	Before					
		While					✓
		After					
Activities that increase students' motivation in learning	5. Conduct online group work activities in completing listening assignments to create a conducive learning atmosphere	Before			✓	✓	
		While					

		After						
	6. The teacher asks students to form groups and conduct quizzes to increase students' learning motivation	Before						
		While						
		After			✓			
Activities that develop students' creativity	7. The lecturer asks students to retell the video content using their own sentences	Before						
		While						
		After	✓					
	8. The lecturer asks students to do a DIY presentation to learn or make something based on the YouTube video they watch	Before						
		While						
		After		✓				
	9. The lecturer asks students to make a summary video and upload videos to YouTube	Before						
		While						
		After					✓	



The interview was conducted online through the Zoom platform to a listening lecturer related to the choice in selecting YouTube videos for teaching listening.

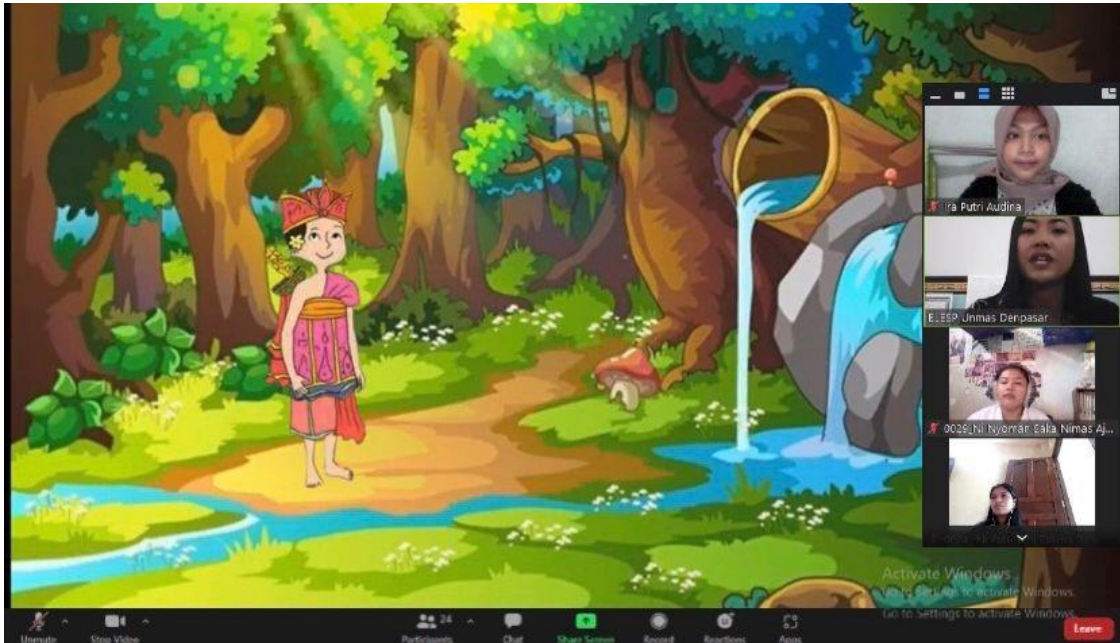




The picture of the first meeting when the lecturer implemented a speech video



The picture of the second meeting when the lecturer implemented a tutorial video



The picture of the third meeting when the lecturer implemented an animation video



The picture of the fourth meeting when the lecturer implemented the folklore videos

Schedule of Research

No	Date	Activity
1.	March 11 , 2022	Interviewing a listening lecturer
2.	March 10, 2022	1 st meeting observation
3.	March 11, 2022	2 nd meeting observation
4.	March 17, 2022	3 rd meeting observation
5.	March 17, 2022	Distributing online questionnaire
6.	March 18, 2022	4 th meeting observation

