



**IMPROVING VOCATIONAL HIGH SCHOOL STUDENTS' LISTENING
COMPREHENSION ACHIEVEMENT AND STUDENTS' ACTIVE
PARTICIPATION THROUGH VIDEO OF DESCRIPTIVE TEXT**

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2019



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THESIS

Composed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Program, Language and Arts Department, the Faculty of
Teacher Training and Education, Jember University

By

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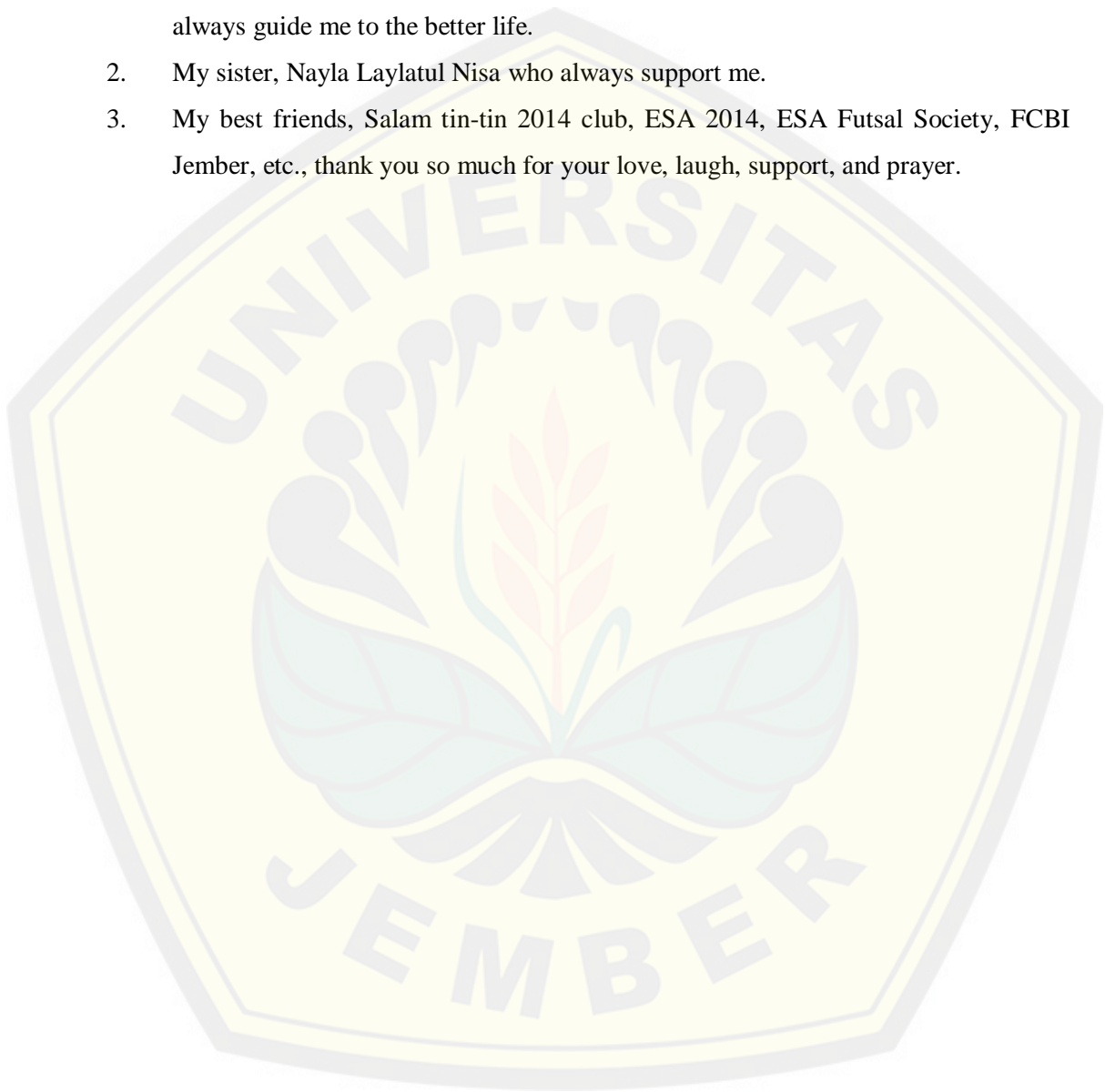
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2019

DEDICATION

The thesis is dedicated to:

1. My beloved father and mother, Serka (Inf) Mudatsir and Fenny Hernawati who always guide me to the better life.
2. My sister, Nayla Laylatul Nisa who always support me.
3. My best friends, Salam tin-tin 2014 club, ESA 2014, ESA Futsal Society, FCBI Jember, etc., thank you so much for your love, laugh, support, and prayer.



MOTTO

"Everything in writing begins with language. Language begins with listening."

Jeanette Winterson



STATEMENT OF THESIS AUTHENCITY

I certify that this thesis is an original and authentic piece of work by myself. Hence, all materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of my work which has been carried out since the official commencement date of the approved thesis title, this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award, ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

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Jember, 15 April 2019

Yanuar Rizal Putra Utama
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Finally I hope this thesis will provide some advantages for the writer as well as the readers. Any constructive suggestions or criticisms will be respectfully welcomed and appreciated to make this thesis better.

Jember, 15 April 2019

The Writer

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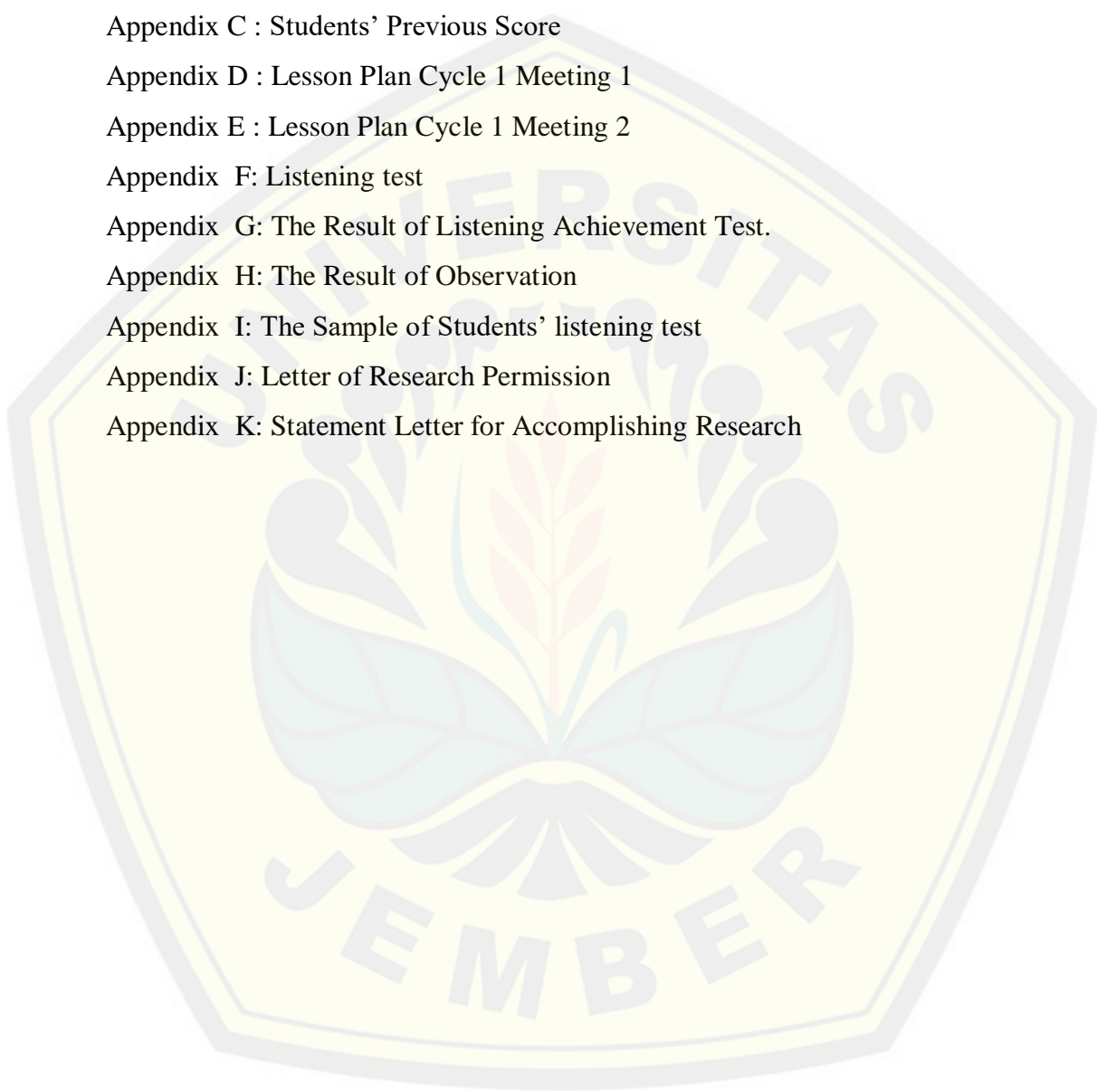
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SUMMARY

Improving Vocational High School Students' Listening Comprehension Achievement and Students' Active Participation through Video of Descriptive Text; Yanuar Rizal Putra Utama; 140210401017; 80 pages; English Language Study Program, Language and Arts Education Department, The Faculty of Teacher Training and Education, University of Jember.

This research was a classroom action research. The objective of this study was to improve the vocational high school students' listening achievement and active participation by using video of descriptive text. It was administered to 29 students of X Beauty Class at SMKN 3 Jember. Based on the result of interview with the English teacher, it was found that the students were passively participated and less motivated during listening class. These problems affect their listening achievement. Based on their previous listening scores, only 20 out of 29 students (68.9%) who achieved the standard minimum score (75) and 9 students (31%) did not achieved the standard minimum score. In order to enhance students' listening achievement and participation, video of descriptive text were implemented in the teaching and learning process of listening as a media.

The study was done collaboratively with the English teacher in one cycle. The cycle of classroom action research in this research was using Kemmis and McTaggart's (1988) action research. The cycle consisted of four steps: studying and planning; taking action; collecting and analyzing evidences; and reflecting. The action was conducted in 2 meetings of observation and one meeting of the listening test.

The result of observation and listening achievement test were analysed as follows. The observation was administered to evaluate students' participation in the teaching and learning process. The indicators of observation were: 1) The students watched the video attentively, 2) The students' took a note while watching the video, indicator 3) The students' could answered the questions given by the teacher, 4) The students' did the exercises. The students were categorized as active students if they fulfilled at least 3 indicators. The result of observation

showed that 75.8% students in the first meeting and 86.2% students in the second meeting were actively participated during the teaching and learning process of listening. The researcher used the objective achievement test about listening because it does not take much time to correct. Moreover, the result of listening achievement test showed that the percentage of the students who achieved the target minimum score (≥ 75) was 82 %. Both the results of observation and listening achievement test had achieved the criteria of the success of classroom action research that was at least 75%. While used a video in teaching listening, the students' not only hear the voice from the video but they can watched the video thus, it can make their audiovisual sense more comprehend and also, video can attract students' motivation in studying listening because video is interesting media. Thus, it can be concluded that video of descriptive text helped students to improve their active participation and listening `achievement.

CHAPTER I

INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. They are the research background, the research problem, research objective and research significance.

1.1 Research Background

Listening is one of the four English language skills and plays an important role in mastering all English skills. It is important for everyone to have the ability to listen well because listening plays a significant role in acquiring language and in the process of communication (Ross, 2006). It means that listening skill can help people communicate with one another to get information. Also, according to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing, and reading. It means that listening is important and the first skill needed to help learners master the other language skills.

Listening has an important role in mastering language skills, and in fact, English is just a foreign language in Indonesia. Students often have difficulty to understand English because they just learn English at school in limited time. Due to that condition, teachers in Indonesia need to think about the ways in teaching, especially in teaching listening. A teacher commonly use audio as a medium in teaching listening but the teacher also needs to provide an alternative way or treatment in teaching listening in order not to make the teaching-learning process monotonous and boring. Thus, the teacher can take alternative media in teaching such as picture or video. In teaching listening, a video is more appropriate to be alternative media because it provides audio and picture at the same time.

Listening difficulties is internal and external characteristic that interrupt text understanding directly related to cognitive. Hamouda (2013) stated that some

factors causing students listening comprehension problem were categorized into different sources including problems related to the listening text, listening problems related to task and activities, listeners problems related to the listeners and teacher methodology. The difficulties that faced by the student would interrupt during the process listening comprehension especially those who learn English as foreign language in non-native setting. Based on the result of interview with the English Teacher, she stated that she never applied video in teaching listening. Also, the teacher said sometimes some students' feel bored and difficult for them to understand what the speaker means. In this research, the researcher used video as a medium in teaching listening.

According to Wang (2015), video is one of those technologies is an effective teaching tool when used properly. That material in the classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them to comprehend similar situations in real life (Mirvan, 2013). Those reasons made some researchers conducted the research to investigate the use of video in language teaching and learning process and some of them chose listening as the skill.

A research was done by Woottipong (2014) entitled "The Effect of Using Video Materials in the Teaching of Listening Skills for University Students" showed that the use of video materials to develop listening comprehension of the first-year students seemed to be effective. It could happen because of the students' interest in learning English when the teacher used video as teaching material. It revealed it was easier for them to remember and understand the material which they had been previously taught by the researcher in the pre-listening stage. Besides, another research done by Wang (2015) also reported that video materials could improve the students' comprehensive linguistic competence, students' cultural awareness, and aesthetic appreciation skills. From the result of the previous research above, video could be used as one of the media in teaching and learning listening comprehension and could improve both the students' listening comprehension achievement and their participation in the teaching learning process.

Based on those studies, there are some gaps that are required to be observed. The used a video on listening class with different research context might cause different result from the previous research. The use of video in teaching listening skill is less investigated than the other context. Applying video on teaching listening skill have been done in experimental research (Woottipong, 2014; Hhodareza et al, 2016; Saidu, 2016; Yunita, 2017), The implementation of video on Classroom Action Research (CAR) receives less attention than other designs. Thus, it is needed to be observed in order to get empirical evidence for further research

Based on the explanation above, the writer was interested in conducting a research entitled *Improving Vocational High School Students' Listening Comprehension Achievement and Studens' Active Participation through Video of Descriptive Text.*

1.2 Research Problems

Based on the research background above, the research problems of this research were formulated, as follows:

1. Can video enhance the tenth grade vocational high school students' listening comprehension achievement and students' active participation at SMKN 3 Jember?

1.3 Research Objectives

Based on the background and the problems of the research, the objectives of the research formulated as follows:

1. To enhance the tenth grade vocational high school students' listening comprehension achievement and students' active participation at SMKN 3 Jember through video of descriptive text.

1.4 Research Significance

This research is expected to be useful to give empirical, practical and theoretical contribution. The explanation of those contributions is explained below.

1.4.1 Empirical Contribution

Focusing on the use of video of descriptive text in Listening class, the result of this research might show the similarity or difference with the previous researches. This result can contribute empirically to the further researchers who might conduct the same field of research.

1.4.2 Practical Contribution

The findings are expected to be useful for the English teacher to use descriptive video as alternative media in teaching English especially listening skill in the classroom in order to improve their students' comprehension.

1.4.3 Theoretical Contribution

The result of this research can be used as theory in teaching listening. It also can be used for the readers for their experience. Hopefully, this research can help the readers to find the theory of using video for alternative media to teach listening.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents about the theories related to the research topics. It consists of listening comprehension, conceptual framework and previous study.

2.1 Listening Comprehension

Listening is a process to get information. Therefore, when there is an assumption that listening is a passive skill that is not really true since listening calls for active participation in communication and understanding the message. According to Luo (2008:25), listening is the basic way of receiving language input. That means that when people do not have good listening skill, they will face problem to develop other language skills. The other problem with is that the people with bad listening skill will be difficult to understand when other people speak. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. Zhang (2001), cited in Al-Alwan et al. (2013:31), states that there are two steps which are involved in listening comprehension. The first step is the process of receiving, memorizing, and repeating the sounds. The second step is the listeners' ability to explain the message content that is being said by the speaker. From the explanation, it can be concluded when people can understand and able to explain the content or information what is being spoken and it means that people can really comprehend what they listen.

1.1.1 The Process of Listening

There are two types of listening process. They are bottom-up and top-down process.

a. Bottom-up Process

Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field,

2003:326). Besides, Wilson (2008:15) states that in a bottom-up process, the decoding or interpretation of the smallest-units – phonemes and syllables is being emphasized before directing the listeners towards the meaning. Thus, it can be inferred that in a bottom-up process, listeners are understanding the message part by part before understanding the meaning of the whole message. The listeners start by listening to the individual sounds and then joining these sounds together to make syllables and words which are then combined into phrases, clauses, and sentences. Then, these sentences are combined into one text of conversation.

b. Top-down Process

Nation & Newton (2009:40) state in the top-down process, the inference is the key. Another opinion, Wilson (2008:15) states that in a top-down process, the use of background knowledge is used to predict the content. With a similar opinion, Vandergrift (2002:2) states that listeners use top-down process when they use prior knowledge to understand the meaning of a message. In this process, listeners need to recall their prior knowledge of the topic. The prior knowledge of the listeners has a function to predict the content of the message. Therefore, it can be concluded in the top-down process the listeners understand the content of the message through their prior knowledge.

Based on the explanation above, the process of listening that will be activated in this research was an interactive process (a combination of the bottom-up and top-down process). Those processes have their own function; students will use the bottom-up process to answer questions related to specific information from the spoken text and top-down process to answer questions about the general idea of the information from the spoken text.

2.1.2 The Purpose of Teaching Listening

Students listen for the purpose of getting information from the listening activity. In this research, the purpose of listening that will be done by the students is to find the general and specific information of the descriptive text.

1. Listening for Finding General Information

Hennings (1997:155) states that listening for finding general information is listening to find the substance or the gist of the message. She divided listening determining general information into two, listening for finding the topic and listening for finding the main idea. Listening for finding the topic is listening to collect the main information or main point only of the whole text spoken. Then, listening for finding the main idea is listening to get the main point of certain part of the text spoken.

2. Listening for Finding Specific Information

In listening for finding specific information, the listeners need to remember the important detail of information. The listeners do not need to pay attention to the whole the text but they just need to focus on specific aspects or information they need. Hennings (1997:155) states that listening for finding specific information or supporting details work naturally to support the main idea. Specific information is a part of a text that supports the main idea. To find specific information in listening comprehension, students need to comprehend the text given and find the specific information stated in the spoken text.

1.1 Conceptual Review

2.2.1 The Definitions of Video

Lin (2010) states that the modality of video viewing involves the viewer in reading and listening to verbal and non-verbal messages. The verbal messages are written or spoken words and non-verbal messages include background, sound, the voices of the speaker, and gesture of the characters. These details may be included on video and to be clues or input for listening comprehension.

Richards and Renandya (2002: 364) state that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language.

According to Woolfitt (2015), video is defined as digitally recorded content that has sound and motion that can be stored or delivered live, and can be

streamed to a variety of devices. In this research, the video is used as a medium in teaching and learning process of the listening subject to help the students to comprehend the spoken information.

2.2.2 The Use of Video as Medium in Teaching Listening

In this era, technology and multimedia are developed very fast. That technology can be applied to so many fields in our life including in education. The use of technology like the video as a medium in the teaching and learning process is the example. Video can be applied to teaching and learning process, especially in teaching listening comprehension. With the use of video, we can make a great progress in teaching listening comprehension.

According to Brett (1995:77) video can provide second language students with contextual, visual, and non-verbal input that minimizes any lack of comprehension that might result from listening alone.

Arysad (2006:50), audiovisual media can be used to develop students' achievement to stimulate their intellectual competence and present new language material. Video helps the students to comprehend the material and develop their skill achievement. Mathew and Alidmat (2013:86) also state that the employment of video is preferable to audio-only instruction in teaching English because of the advantage of multiple input modalities. Those statements explain that by using video, students can get more benefit. The students will have deep understanding and comprehension of something because the video provides not only audio but also visual input. It means that video can help the students to develop their skill and comprehension especially when the video applied in teaching and learning listening comprehension process.

2.2.3 The Criteria for Selecting Video

Selecting appropriate video as a medium in teaching listening comprehension is important because it can stimulate students' attention and motivation also can help increase their listening comprehension. Berk (2009:6) states that there are three sets of criteria that must be considered in selecting video

that is students' characteristic, the offensiveness of the video, and the structure of the video.

a. Students' Characteristics

Teachers need to think about students' characteristics in finding the appropriate video. Teachers must know about socio-demographic of their students such as: age or grade level, gender, ethnicity, and language dominance. Those factors are very important as guidance for the teacher in choosing video. Wang (2015:26) states that a teacher should select the video that will make the students interested and match the English level of proficiency of the students. It means that teachers need to choose the video wisely to prevent the video that will be higher or lower level of difficulty than the students' proficiency. When the video is not appropriate with the students' proficiency level, students will not be interested in the learning process and as a result, they will get bored.

b. The Offensiveness of the Video

The teacher should consider about the contents of video. Before using the video in the classroom, a teacher must avoid using the video with inappropriate contents such as ridicule of female, racial and ethnic groups, mental and psychical abuse, and drug. The video, in this case, has a function to facilitate the students to get the suitable information. Inappropriate content of video will make the students angry or uncomfortable. The teacher should pay attention to the students' emotional by condition rejecting any content that is even potentially offensive.

c. The Structure of the Video

The structure of the video must be appropriate for the instructional use. According to Berk (2009), the following guidelines are suggested when creating video clips:

1. Length

The teacher should consider the length of the video. It should be as short as possible to make the students can get the point easily. Three minutes is the

maximum length of the video that the teacher uses in teaching and learning process.

2. Content

The content should be appropriate for the students' level and their characteristics. The teacher can take the context related to daily activities to make the students can understand how language is used in the real life.

3. Actions/visual cues

The teacher should eliminate the extraneous things in the video if that things an irrelevant with the context and distract the students' attention.

4. Number of characters

The characters must be limited, too many characters can be confusing or distracting the students.

In choosing the video for this research all the above was noted. In this research, the researcher chooses 3 videos consist of: Eiffel Tower, The Statue of Liberty, and Taj Mahal. The duration of the videos in this research is 2 minutes, this length made the students' easier to understand the whole text. The content of this video is appropriate for the vocational school students' because it told about historical building. At last, the video accordance with the curriculum used in SMKN 3 Jember that is curriculum 2013 for X class.

2.2.4 The Procedures of Teaching Listening Using Video

According to Gallacher (2004), there are three steps to teach listening using the video. They are pre-viewing activities, while-viewing activities, and post-viewing activities

a. Pre-viewing Activities

1. The teacher should introduce the topic on the video to the students.
2. The teacher gives leading questions to the students to build their prior knowledge about the topic on the video that will be discussed.

b. While-viewing Activities

1. The teacher plays the video and asks the students to pay attention on the video. Then, they can identify the characters, facial expression, gestures, and also a story or the information. In this section, students are not allowed to take a note.
2. The teacher distributes the worksheet which contains some comprehension questions about the video played. While watching the video, students may take some notes. The video will be played three times to give the students chance to check their answers.

c. Post-viewing Activities

1. The teacher together with the students discusses the answers from the listening activities by playing the video once more.
2. The teacher asks the students about the materials they do not understand related to the video.

In this research, SMKN 3 Jember applied Curriculum 2013 for Vocational School (*SMK*) which implements scientific approach. Thus, the procedure of teaching listening adapted from what have been mentioned by Gallacher above. The procedures are as follows:

a. Pre-viewing

1. Teacher introduces the topic of the video by showing some pictures related to the content of the video to the students.
2. The teacher gives leading questions to the students to build their prior knowledge about the topic on the video that will be discussed.

b. While-viewing

1. Teacher plays the video and ask the students to watch.
2. Students watch the video carefully in the first time and students are not allowed to take any notes.
3. Students watch the video for the second time. Students are allowed to take notes during they watch a video.
4. Students can ask some questions to the teacher regarding the video they watch.
5. Teacher distributes the worksheet which contains some comprehension questions about the video played.

6. Teacher plays the video for the last time. During this time, students are expected to fully understand the content of the video and check their answers.

c. Post-viewing

1. Students discuss about the content of the video with their deskmates.
2. Students answer some questions asked by the teacher.
3. Teacher and students discuss about the students' answer and guides the students to make conclusion about the video content.

2.2.5 The Advantages of Using Video in Teaching Listening

According to Wang (2014), there are four advantages of using video in teaching English. Those are as follows.

a. Video can stimulate students' autonomy and proficiency

When teachers bring video into classrooms, students can directly learn about the cultural background and emotional attitudes about the learning material. Therefore, the students can use their autonomy in language learning. While they are viewing the video, the students can put themselves in the vivid atmosphere created by the video and understand the way in the language used by the characters. These two things cannot be gained using traditional teaching method.

b. Video can motivate students' passion for learning English and help to hold their attention in the classroom

Video has some components, such as sound effect, vivid scene, and dialogues between characters. Those components can attract the students' attention and give the teacher more choices in classroom to minimize the students' boredom during teaching and learning process. That way is more efficient than traditional teaching in the classroom. As a result, students will be able to improve their efficiency of language learning tremendously and teacher can be able to achieve their goal of English teaching.

c. Video can provides realistic situations in the real life

Students can learn and observe how the language is used in the real life which is very different from the traditional English teaching materials. By using video, students can get to see various words, terms, expressions, and context used

in daily lives. Thus, video help the students to develop their competence in communication.

d. Video can provide direct access to the culture of native speakers

It can complement the traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills. Learning English does not only acquire linguistic knowledge, such as grammar, pronunciation, vocabulary, and idiomatic expression but the students can learn about how to think like native speakers. That means the students need to understand the values, social customs, and habits of the native speakers in order to reach near-native English proficiency.

2.2.6 The Disadvantages of Using Video in Teaching Listening

According to Çakir (2006:68), the disadvantages of using video in language learning are as follows.

a. Costs

When the teachers bring video as a medium in the teaching process, it means they need to provide the other equipment such as LCD, speakers, Laptop/computer. Those equipmentst are quite expensive. Thus, teaching process need extra money to buy such equipments. In this problem, there are two solutions to overcome the problem. First, we can rent the equipments from a certain rental place. Second, if the school has the equipment, we can borrow them and that does not need extra money to rent or buy.

b. Inconvenience

The use of the special effect, picture, scenes, and the light projector when teaching by using video can distract the students' concentration and the students will lose information. The other problem, music or back sound of the video sometimes makes the students do not concentrate; they just follow or hear the music and forget about the main goal in listening to find and collect the information. In this case, the teacher can play the video more than one time and ask the students to keep focus to get the information and eliminate the unnecessary thing from the video.

c. Fear of technology

Some teachers are not familiar with the use of the technologies. They do not understand how to use the equipment or learn to other people how to use the equipment and practice on how to utilize them until they are able to use the equipment well.

2.2.7 Descriptive Text

According to Curriculum 2013 for Senior High School(*SMA/ Madrasah Aliyah (MA)*), descriptive text is one of the two types of genres learned by the tenth-grade students (descriptive text and recount text). Wardiman, et.al (2008:16) state that a descriptive text is a text that describes the features of someone, something, or a certain place. Wong (1993:373) also states that descriptive text is used to describe a person, a place or an object precisely so that the reader “sees” the items clearly in his imagination. Thus, it can be concluded the descriptive text is a kind of text which gives the reader the information by describing something from its details or characteristics.

The generic structures of descriptive text are identification and description. Identification is also called a general description or information as this part usually introduces something to be described. Then, description is a part which tells about more detail information such as characteristics, qualities, or parts of something that will be described (Faisal & Suswandita, 2013:242).

2.3 Previous Studies

This research needs previous research findings to construct relevant references. The first research was conducted by Kretsai Woottipong (2014) entitled the “Effect of Using Video in the Teaching of Listening Skills for University Students”. This research used 41 first-year students in the second semester of the academic year 2012 at Thaksin University, Thailand as the samples of the population. The students were selected by using simple random sampling technique. This research was conducted in 20 teaching periods. The one-group pretest-posttest design was implemented in this research. The researcher

used lesson plans, pretest, and posttest, and questionnaire as the research instruments. Then, the scores on the pretest and posttest were analyzed, compared, and interpreted using mean and t-test. The findings of this research revealed that the use of video as a medium to develop listening comprehension of the first-year English major students were effective. the post test score was significantly higher than the scores of the pretest. The results of the questionnaire revealed that the students were more interested in learning English when the researcher brought the video in teaching listening.

The second research was conducted by Jelisaveta Safranj (2014) entitled “Advancing Listening Comprehension through Movie”. This research was Classroom Action Research (CAR) and was conducted in English Private School in Novi Sad, Serbia. In this research, researcher thought 38 students from that school by using movie as medium. The finding of this research, brought movie into the class made the leaning process very affective to improve the students’ listening comprehension and the students also believed if they gained more vocabulary, understood more foreign culture, and felt relaxed and had fun while learning in class.

The third research was conducted by Mohammadreza Khodareza and Shahin Abassy Delvand (2016) entitled “The Effect of Watching Authentic Videos on Improvement of Iranian EFL Learners’ Listening Comprehension Ability”. This research used 60 Iranian intermediate students as participants. Those students divided into two groups, experimental group and control group. Each group contained 30 students. The researcher conducted listening pre-test first to the both classes to check the students’ listening ability before the researcher started the treatment. The finding of this research showed if the result of post-test of experimental group achieved more significantly than that of the control group.

The fourth research was conducted by John Saidu (2017) entitled “ The Effect of Using Video Materials in the Development of Speaking Listening Skills in the English Language in Senior Secondary School in Yobe State”. This research used 200 students in the senior secondary school in Yobe School, Nigeria as the sample of the population. The 200 students divided into two group,

Experimental group, and Control group. Both groups consisted 100 students. The students were selected by using simple random sampling technique. This research was conducted in 20 teaching periods. The one-group pretest-posttest design was implemented in this research. The researcher used lesson plans, pretest and posttest as the research instruments. Then, the scores on the pretest and posttest were analyzed, compared, and interpreted using mean and t-test. The findings of this research revealed that video materials could contribute positively to language learning and processing. The scores of post-test of the experimental group were higher than the scores of the pretest.

The fifth research was conducted by Ike Yunita Sari (2017) entitled “ The Effect of Using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students at SMPN 5 Jember in the 2017/2018 Academic Year”. This research was Experimental research. This research used two classes as the control and the experimental classes. Each class contained 36 students. The result of this research revealed the experimental class had better achievement than the control class.

From the fifth of the previous researches above, there are similarities with this research that is discussing about the effect or effectiveness of using video as a medium in teaching listening comprehension. Meanwhile, there are some distinctions on each previous research above with this research. The previous studies did not mention clearly about the genre of the content of video and those researches were conducted on junior high school and university level only. Those facts can be the gap and the reason to conduct this research.

This research aims as investigate the use of video on the tenth grade students' listening comprehension achievement. The purpose is to know whether the use of video can improve or not to the tenth vocational high school students' listening comprehension achievement.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents about the research methods that is used in the research. It consists of research design, research context, research participants, data collection method and data analysis method.

3.1. Research Design

The research design of this research was classroom action research because this research was conducted to enhance the tenth students' listening achievement and their participation through descriptive video. Furthermore, according to Mills (2011) in Creswell (2012:577), action research design is systematic actions done by teachers to collect information about, afterwards enhance the method, their specific educational setting, their teaching, and their student learning.

The action research was done at SMKN 3 Jember. Based on the interview and previous listening score given by The English Teacher, the research taken to the X Beauty Class because it got the lowest mean score based on the result given by the teacher. The researcher were used video of descriptive text to enhance students' listening achievement and their participation in the classroom. The cycle model of an action research is proposed by Kemmis and McTaggart (1988) in Burns (2010), it consists of four stages: planning, implementing, observing and reflecting.

The design can be seen in the figure 3.1.

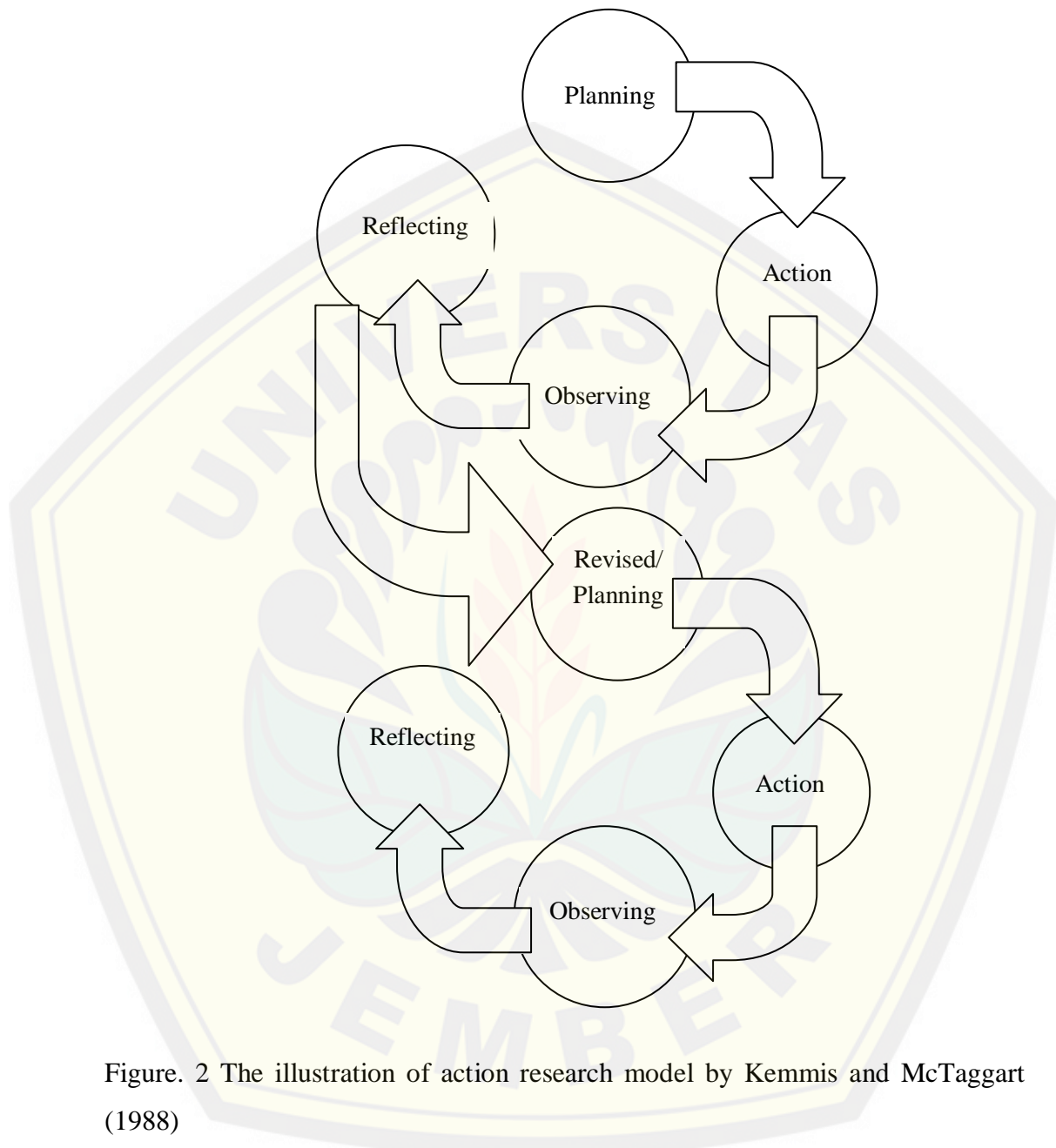


Figure. 2 The illustration of action research model by Kemmis and McTaggart (1988)

Those steps above are preceded by preliminary study. After that, the researcher did the first cycle, the activities are:

- Planning the action by constructing lesson plan and any supporting media.
- Implementing the action in the first cycle
- Observing the students' participation while implementing the action.

- d. Analyzing the result of classroom observation.
- e. Providing the listening test to the students after the researcher has done the cycle.
- f. Analyzing the result of students' achievement after doing the test.
- g. Reflecting the result of classroom observation and students' listening achievement.

Based on the first cycle, the researcher not continue to the next cycle, because in the first Cycle was achieved the goal.

3.2. Research Context

This research was conducted at SMKN 3 Jember. Based on Fraenkel and Wallen (2008:100), purposive method is how the researcher applies personal consideration to prefer a sample that reflect the research subject. In this research, the researcher decided to choose SMKN 3 Jember because of the following reasons, those are:

1. The problem that was found at SMKN 3 Jember in listening achievement.
2. The video as teaching media has never been applied in this school.

3.3. Research Participants

As mostly vocational high school, the students are more focus on the productive subject than the formative subject includes English. The researcher also conduct an interview with The English Teacher. Interview was done to get any information such as: the weaknesses, the curriculum and the teacher's method. Based on the interview with the English Teacher, the researcher choose X Beauty Class as The Participants. The documents deal with the students' names (initials) of the tenth grade students at SMKN 3 Jember, the curriculum used, syllabus, lesson plans and the schedule of the English subject for the tenth grade students

3.4. Data Collection Method

3.4.1. Listening Test

Listening test is applied to collect the primary data after did the treatment. According to Ary et al (2010:201), there four kinds of tests, those are: proficiency test, achievement test, diagnostic test and placement test. This research used achievement test to assess the students' achievement because the researcher will know how successful the students in listening session.

Creswell (2012:159), choosing the instrument for the test should be reliable and valid. Reliability of the test is constructing, administering and scoring the test to the students with the same students and the same ability in different time (Hughes, 2003:36). The smaller the difference of the test, the more reliable the test. While, the test is valid, if the content is representative of language skills, structure, etc (Hughes, 2003:26).

Based on Hughes (2003:9), there are two types of tests namely subjective test and objective test. In this research, the researcher used the objective test about listening achievement because it does not take much time to correct the students' paper test. The test will consist of "WH Questions!" (10 items) and "True/False" statements (10 items). The test contains finding general and specific information. The time allocation of the test is 50 minutes. The students watched a video about historical building. The video played for three times to examine the students' capability after receive the treatment.

The Distribution of the Test Items

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (WH Questions)	Task 2 (True False)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10,	2,3,4,6,7,8,10,	15
			20

Observation

Observation means the process of encounter open-ended, firsthand information by observing people and places at a research site (Creswell 2012:203). It is the one of primary data, it is used to gain the students' participation in the classroom. The observation is conducted by using observation checklist.

The following observation checklist, as follows:

No	Name	Indicators				Active	Passive
		1	2	3	4		
1.							
2....							

Notes:

Indicator 1 : The students watched the video attentively

Indicator 2 : The students take a note while watching the video

Indicator 3 : The students could answer the question given by the teacher

Indicator 4 : The students' did the exercises

3.5 Data Analysis Method

The data from the listening test and observation checklist were analyzed by descriptive statistics. The cycle of action research will be successful if the percentage of the students who get score ≥ 75 in listening test and the students who actively participate in listening learning process are 75% or more.

CHAPTER 5 CONCLUSION AND SUGGESTION

This chapter is the conclusion of the research and suggestions. The suggestions are intended to the English teachers, the students and the further researchers.

5.1. Conclusion

Based on the result of data analysis and discussion of this research, it can be summarized as follows. The implementation of video of descriptive text could improve the vocational high school students' active participation in teaching learning process of listening. The use of video in language learning brings pleasurable experience to the students and stimulates them to get involved in the learning process. The result of observation showed that the percentage of the students' active participation improved from 75.2% in the first meeting to 86.2% in the second meeting. Moreover, the implementation of video could improve the vocational high school students' listening achievement. It helps the students to memorize the script easily and leads them to comprehend the script well. The result of listening achievement test showed that the percentage of students who got score ≥ 75 was 82.7% from 29 students. Both the result of observation and listening achievement test had achieved the target minimum criteria of the success of classroom action research that was 75%.

5.2. Suggestion

Considering the result of this research that the use of Video of descriptive text can improve the vocational high school students' active participation and listening achievement, some suggestions are addressed to the English teachers, the students and the further researchers as follows.

1. The English Teachers

The English teachers are recommended to use video to teach listening since it can help students easily memorize the information of content in video. The teachers also suggested using Video of descriptive text that are interesting enough to maintain the students' interest.

The English teacher, especially the English teacher of tenth grades in SMKN 3 Jember, is suggested to observe the students to know their consistency in listening learning.

2. The Students

The students are expected to actively involve in the teaching and learning process of listening by using video. Moreover, it is suggested that students' should learn listening through Video independently outside the class to help them learn more comprehensively.

3. The Future Researchers

The future researchers are recommended to conduct research with similar topic by using different research area, research design and language skills and components. Then, they should let the English teacher to teach the students while the researcher observe the teaching and learning process, because the English teacher has known the class situation better than the researcher and the students belong to their English teacher. Moreover, the further investigation of using video on listening class is needed be expanded on other alternative topic of video related to the lesson.

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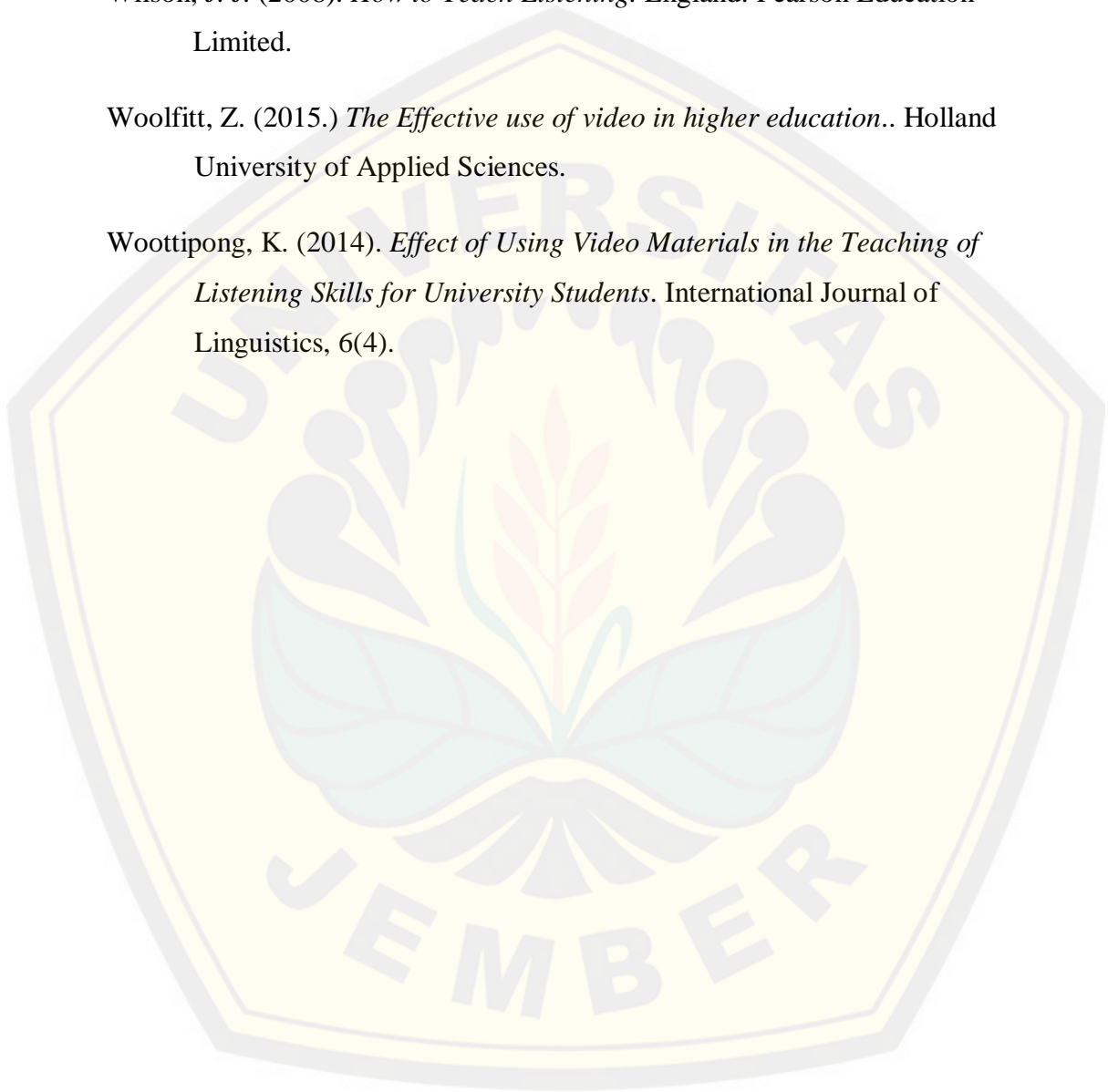
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APPENDIX A

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
Improving Vocational High School Students' Listening Comprehension Achievement Through Video of Descriptive Text	<p>1. Can description video enhance the tenth grade vocational high school students' listening comprehension at SMKN 3 Jember?</p> <p>2. Can descriptive video enhance the tenth grade vocational high school students' participation during the teaching learning process at SMKN 3 Jember?</p>	<p>Independent: Using Video of Descriptive Text.</p> <p>Dependent:</p> <ol style="list-style-type: none"> 1. The students' listening achievement 2. The students' active participation 	<p>The indicators observed in the teaching and learning process are:</p> <ol style="list-style-type: none"> 1. The students watch the video attentively (making eye-contact with the video and by looking their facial expression) 2. The students take a note while watching the video 3. The students can answer the question given by the teacher, 4: The students doing the exercises 	<ol style="list-style-type: none"> 1. Research participants: The students of class X Beauty Class at SMKN 3 Jember in the 2017/2018 Academic Year. 2. Informant: The Tenth Grade English teacher of SMKN 3 Jember 3. Document: <ul style="list-style-type: none"> - The names of the research subjects. - The scores of X Beauty class students' listening achievement tested by the researcher. 	<ol style="list-style-type: none"> 1. Research Design: Classroom action research. The steps are: <ol style="list-style-type: none"> a. study and plan, b. take action, c. collect and analyzed evidences and d. reflect. 2. Area Determination Method Purposive Method 3. Research Participant Determination Method Purposive Method 4. Data Collection Method Primary Data: <ol style="list-style-type: none"> 1. Listening achievement test 2. Observation 5. Data Analysis Method The result of the research will be analyzed using descriptive statistic.

APPENDIX B (Interview)

No	Questions	English Teacher's Response
1	What curriculum do you use in the teaching and learning process?	I use 2013 curriculum
2	How do you teach Listening to your students?	I usually teach listening to my student using recording and I ask the students for answer the questions
4	What media or techniques do you use in teaching Listening?	I use audiobook from students modul
5	How does students' participation in Listening class?	They are not actively participated in the teaching and learning process. If I give them task, they will move around and it is hard to manage them.
6	What are the students' difficulties in learn Listening skill?	They are have difficult if find a new word and the audio from students book use british accent so, it make some student difficult to understand
7	How do you overcome their difficulties?	If the students face difficulties in understanding certain word, I will illustrate the word by expression. For example, 'tired', I will show them the expression of tired
8	Have you use video in teaching listening?	No, I Haven't
10	Can we collaboratively conduct action research to improve students' Listening achievement by using descriptive video?	Yes, of course
11	Which class that you suggest to be conducted action research?	I suggest to conduct action research in X Beauty class, because this class got the lowest score among the other classes

APPENDIX C (Students' Previous Score)

No	Name of the Students	Score	Achieved	Not Achieved
1	APQJ	75	✓	
2	AIW	80	✓	
3	AENP	75	✓	
4	AAN	80	✓	
5	BAD	80	✓	
6	CBTF	75	✓	
7	DYA	75	✓	
8	DDPR	75	✓	
9	DNF	70		✓
10	FFR	75	✓	
11	FRAP	72		✓
12	IK	75	✓	
13	KRP	75	✓	
14	MEW	70		✓
15	MU	70		✓
16	NF	72		✓
17	NAA	75	✓	
18	ONDW	72		✓
19	PAS	75	✓	
20	QM	75	✓	
21	RDM	71		✓
22	RA	71		✓
23	R	80	✓	
24	S	70		✓
25	SA	75	✓	
26	VPA	75	✓	
27	YRDA	75	✓	
28	YSF	75	✓	
29	ZA	75	✓	
	<i>total</i>		20	9
	<i>percentage</i>		68.9%	31%

Appendix D.**Lesson Plan 1**

Subject	: English
Level	: Vocational School
Class	: X
Genre	: Descriptive Text
Theme	: Historical Building
Sub Theme	: Eiffel Tower
Language Skill	: Listening
Time	: 2 x 45 minutes

A. Core Competence

KI3:Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.4Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal,	3.4.1 Finding the general information related to the spoken text.
	3.4.2 Finding the specific information related to the spoken text.

pendek dan sederhana, sesuai dengan konteks penggunaannya	
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4.4.1 Finding unfamiliar words in the spoken text.
	4.4.2 Giving the meaning of the unfamiliar words.
	4.4.3 Answering the comprehension questions the forms of WH question, and True or False related to the spoken text.

C. Learning Objectives

Students are expected to be able to:

- 3.4.1 finding the general information related to the spoken text.
- 3.4.2 finding the specific information related to the spoken text.
- 4.4.1 finding unfamiliar words in the spoken text.
- 4.4.2 giving the meaning of the unfamiliar words..
- 4.4.3 answering the comprehension questions in the forms of WH question, and True or False related to the spoken text.

D. Teaching and Learning Materials

Materials are enclosed

E. Teaching Approach / Model

Technique : Scientific approach (*using video*)

F. Media, Tools, and Teaching Sources

1. Media :Video
2. Tools :Board markers, a white board, LCD, Active speakers.

Learning source :<http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-patung.html>

G. Teaching and Learning Activities

Description	Time
Pre-viewing Activities	10'
<i>Set Induction</i>	
1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving riddle and leading questions about Eiffel Tower to the students.	4'
1. Stating the topic and the learning objective.	3'
While-viewing Activities	55'
<i>Observing</i>	8'
1. Playing the video for the first time (the students are not permitted to take any notes).	4'
2. Playing the video for the second time and letting the students to take notes.	4'
<i>Questioning</i>	18'
1. Guiding the students to ask some questions related to the content of the video.	5'
2. Asking the students to find unfamiliar words.	5'
3. Asking the students to give the meaning of the unfamiliar words.	5'
4. Giving the exercise to the students.	3'
<i>Collecting Information</i>	5'
1. Asking the students to find general and specific information from the video.	5'
<i>Associating</i>	24'
1. Asking the students to do WH questions on the exercise individually.	10'
2. Asking the students to do True or False questions from the exercise individually.	10'
1. Playing the video for the third time and letting the	4'

students to check their answer.	
Post-viewing Activities	20'
<i>Communicating</i>	<i>10'</i>
1. Asking the students to discuss the results of the exercises together with the teacher.	10'
<i>Closing</i>	<i>10'</i>
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting.	2'

H. LEARNING ASSESSMENT *(enclosed)*

1. Assessment
Exercise (*Listening comprehension*)
2. Instrument Form
3. Fill in the blank and true or false questions.

Learning materials

❖ *Leading questions*

1. It is the famous building in French
2. It is the highest building in Paris.
3. It is a big iron tower.
4. Do you know the name of this place?
5. Do you know the name of the big tower in Paris, which is known as a symbol of love?
6. Do you know the name of the monument on this picture?



❖ *The definition of descriptive text*

Descriptive text is a text which tells what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

❖ *The generic structure of a descriptive text*

The generic structures of descriptive text are classified into two parts.

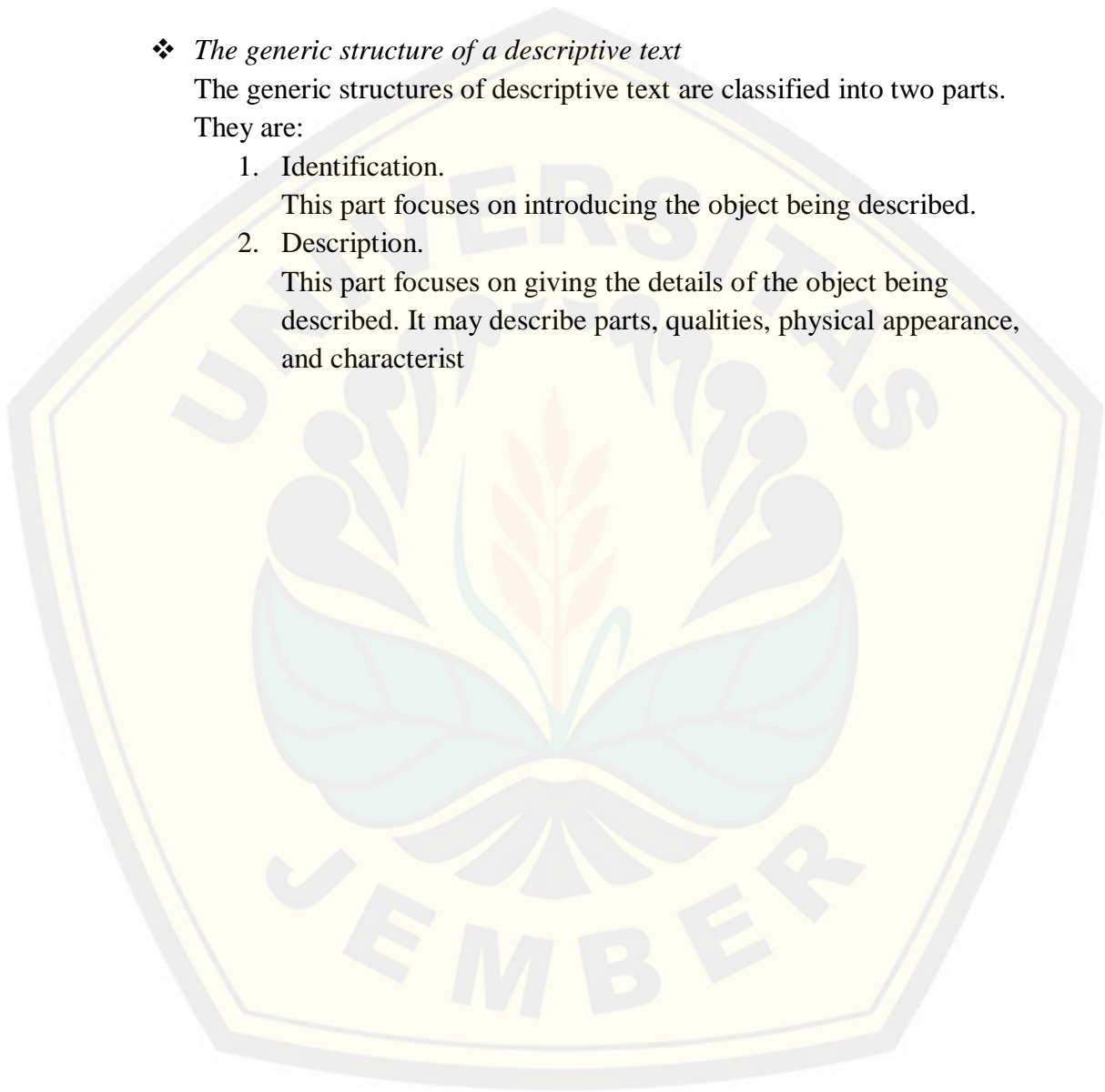
They are:

1. Identification.

This part focuses on introducing the object being described.

2. Description.

This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characterist



Exercise

Spoken Text

Eiffel Tower

Eiffel tower is very famous as a symbol of love. Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finished, started from 1887 until 1889. The building is located in Paris, France.

Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction are made of iron with a weight of approximately 7.300 tons. There are three levels of the tower that can be accessed by tourist. On the first and second levels, the visitors will find the restaurants, on the first level is *Le 58 Tour Eiffel* restaurant, on the second level is *Le Jules Verne* restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel tower is also used as an aerial to transmit radio and digital television signals; therefore we will find the additional part on the top of the tower in the form of transmitters.

(Adapted from:<http://www.wordcliff.com/2017/05/descriptive-text-tentang-eiffel-tower.html>)

STUDENTS' WORKSHEET

Name :	
Student's Number / Class :	/

Task 1

Please answer the following questions based on the spoken text you have heard!

1. What does the spoken text tell us about?
2. What was the purpose of French in building the Eiffel Tower?
3. Where is the Eiffel Tower located?
4. How long was the construction process of Eiffel Tower?
5. How tall is the Eiffel Tower?
6. How large is the Eiffel Tower?
7. How many elevators can the visitors use in Eiffel tower?
8. What is the other function of Eiffel Tower besides as a tourism place?
9. How many restaurants can the visitors find in Eiffel Tower?
10. What is the purpose of the spoken text you listened to?

Task 2

Write T if the statement is true and write F if the statement is false according to the information you have heard!

No.	Statements	T/F
1.	This landmark is a symbol of love	
2.	Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution	
3.	The total weight of the tower is 7.300 pounds.	
4.	We can find the observation deck in the top level of Eiffel Tower	
5.	The spoken text tells us about the historical building	
6.	All parts of the Eiffel Tower construction are made of stone	
7.	Eiffel Tower is the highest building in Paris	
8.	The construction process took 2 years to finish, started from 1887 until 1889.	
9.	The best title of the spoken text is the Tokyo Tower.	
10.	The name of the restaurant on the first level of Eiffel Tower is <i>Le 58 Tour Eiffel</i> restaurant.	

ANSWER KEY

No.	Task 1	Task 2
1.	Eiffel Tower.	T
2.	To celebrate 100th year anniversary of the French Revolution.	T
3.	In Paris, French	F
4.	2 years	T
5.	324 meters	T
6.	Its square base size is 125 meters	F
7.	Eight (8) elevators	T
8.	Eiffel Tower is used as aerial to transmit radio and digital television signals	T
9.	Two (2) Restaurants	F
10.	To describe The Eiffel Tower	T

The Distribution of the Test Items

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (WH Question)	Task 2 (True False)	
Finding General Information	1,10	1,9	4
Finding Specific Information	2,3,4,5,6,7,8	2,3,4,6,7,8,10	16
			20

Scoring

Type of Questions	Description	Score	Max.Score
True-false questions (10 items)	Right answer	5	50
Fill in the blank questions (10 items)	Right answer	5	50
Total Score = (score from WH questions + Fill in the blank questions) x5			100

Appendix E.**Lesson Plan 2**

Subject	: English
Level	: Senior High School
Class	: X
Genre	: Descriptive Text
Theme	: Historical Building
Sub Theme	: Liberty Statue
Language Skill	: Listening
Time	: 2 x 40 minutes

A. Core Competence

KI3:Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.4.1 Finding the general information related to the spoken text.
	3.4.2 Finding the specific information related to the spoken text.
4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4.4.1 Finding unfamiliar words in the spoken text.
	4.4.2 Giving the meaning of the unfamiliar words.
	4.4.3 Answering the comprehension questions the forms of Fill in the blank, and True or False related to the spoken text.

C. Learning Objectives

Students are expected to be able to:

3.4.1 finding the general information related to the spoken text.

3.4.2 finding the specific information related to the spoken text.

4.4.1 finding unfamiliar words in the spoken text.

4.4.2 giving the meaning of the unfamiliar words..

4.4.3 answering the comprehension questions the forms of Fill in the blank, and True or False related to the spoken text.

D. Teaching and Learning Materials

Materials are enclosed

E. Teaching Approach / Model

Technique : Scientific approach (*using video*)

H. Media, Tools, and Teaching Sources

1. Media : 1. Video
2. Tools : Board markers, a white board, LCD, Active speakers.
3. Learning source : <http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-patung.html>

I. Teaching and Learning Activities

Description	Time
Pre-viewing activities	10'
1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving riddle and leading questions about Liberty Statue monument to the students.	4'
2. Stating the topic and the learning objective.	3'
While-viewing Activities	55'
<i>Observing</i>	8'
3. Playing the video for the first time (the students are not permitted to take any notes).	4'
4. Playing the video for the second time and letting the students to take notes.	4'
<i>Questioning</i>	18'
1. Guiding the students to ask some questions related to the content of the video.	5'
2. Asking the students to find unfamiliar words.	5'
5. Asking the students to give the meaning of the unfamiliar words.	5'
6. Giving the exercise to the students.	3'

<i>Collecting Information</i>	5'
1. Asking the students to find general and specific information from the video.	5'
<i>Associating</i>	24'
1. Asking the students to do True or False questions on the exercise individually.	10'
2. Asking the students to do Fill in the blank questions on the exercise individually.	10'
2. Playing the video for the third time and letting the students to check their answer.	4'
Post-viewing Activities	20'
<i>Communicating</i>	10'
1. Asking the students to discuss the results of the exercises together with the teacher.	10'
<i>Closing</i>	10'
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting.	2'

H. LEARNING ASSESSMENT (*enclosed*)

1. Assessment
Exercise (*Listening comprehension*)
2. Instrument Form
3. Fill in the blank and true or false questions.

Learning materials

❖ *Leading questions*

1. It is a famous landmark of America.
2. It is a statue with a crown.
3. It stands on the small island in the middle of the big river.
4. Do you know the name of this place?
5. Do you know the name of the big female statue used as the symbol of freedom of America?

6. Do you know the name of the monument on this picture?



❖ *The definition of descriptive text*

Descriptive text is a text which tells what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, animal, or thing.

❖ *The generic structure of a descriptive text*

The generic structures of descriptive text are classified into two parts. They are:

1. Identification.

This part focuses on introducing the object being described.

2. Description.

This part focuses on giving the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

Exercise

- Spoken Text

Statue of Liberty

The Statue of Liberty is located in Liberty Island in New York Harbor, United States. This national building is a symbol of freedom. It was a gift from The French to the United States to celebrate the centennial of the American Declaration of the Independence.

Liberty Statue is made of 3.16 inch thick of copper sheets. The appearance of the statue is believed to represent the Roman goddess of freedom. Its right hand is holding a torch, and the left hand is holding a book with the date of the American Declaration of Independence written on it. The colour of the statue was rusty brown, but after 30 years of the oxidation process, it turns into green as we can see now.

The height of the statue measured from its base is 46 meters, but when it is measured from the ground, it is 93 meters. The height of the head is 14 feet. The width of the eye is 28 inches. The length of the nose is 3 feet 9 inches. The length of the forefinger is 8 feet. The total weight of the statue is 440.000 pounds.

(Adapted from:<http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-patung.html>)

STUDENTS' WORKSHEET

Name	:	
Student's Number / Class	:	/

Task 1

Write *T* if the statement is true and write *F* if the statement is false according to the information you have heard!

No.	Statements	T/F
1.	This national building is a symbol of freedom.	
2.	The total weight of the statue is 445.000 pounds.	
3.	It was a gift from The Russia to the United States to celebrate the centennial of the American Declaration of the Independence.	
4.	The appearance of the statue is believed to represent the Roman goddess of freedom.	
5.	The spoken text tells us about the historical building	
6.	The colour of the statue was blue.	
7.	The width of the eye is 28 inches.	
8.	This monument was built by the American people	
9.	The best title of the spoken text is the Great Wall	
10.	The height of the statue measured from its base is 46 meters	

Task 2

Fill in the blank space by using the correct option on the box related with the material!

A. Liberty Island	B. oxidation process	C. describing	D. torch
E. 3 feet 9 inches	F. New York Island	G. Eight (8) feet	H. The facts
I. book	J. Liberty statue	K. The French	L.10 feet

11. is the topic of the spoken text.
12. Liberty statue is located in in New York Harbor.
13. given to the United States to celebrate the centennial of the American Declaration of the Independence.
14. After 30 years of,the statue turns into green as we can see now.
15. the purpose of this spoken text is about something
16. is the length of the noseof this monument.
17. The statue is holding a in the right hand.
18. The statue is holding a in the left hand.
19. of Liberty Statue is the main idea of the spoken text
20. . The length of the forefinger is

ANSWER KEY

No.	Task 1	Task 2
1.	T	Liberty statue.
2.	F	Liberty Island
3.	T	The French
4.	T	oxidation process
5.	T	Describing
6.	F	3 feet 9 inches
7.	T	torch
8.	F	book
9.	F	The facts
10.	T	8 feet

The Distribution of the Test Items

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (True False)	Task 2 (Fill in the blank)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10	2,3,4,6,7,8,10	15
			20

SCORING

Type of Questions	Description	Score	Max.Score
True-false questions (10 items)	Right answer	5	50
Fill in the blank questions (10 items)	Right answer	5	50
Total Score = (score from true-false questions + Fill in the blank questions) x5point			100

APPENDIX F

Taj Mahal

Taj Mahal or The Taj is a well known architectural object in India for its finest design which combines elements from India, Persian and Islamic architectural style. This historical building was built on the south of the Yamuna River and 2.5 km from AgraFort. It was built in the 17th century to represent the story of Eternal Love of the Mughal Emperor, Shah Jahan, to his dearest wife Mumtaz Mahal. In 1983 UNESCO placed Taj Mahal into the list of World Heritage Site and consider it as “the jewel of Muslim art in India and one of the universally admired masterpieces of the world’s heritage”.

Taj Mahal is a very large tomb made of ivory-white marble. The building looks like a mosque, we will get the impression that Islamic architectural style is very strong in the building, starting with the wall and the calligraphy decorations on it, a huge dome on top of the building along with 4 minarets on every corner of the base walls. The dome is also made of marble with a size nearly 35 meters and the top of it is decorated with a lotus design. The minarets are also decorated with a very detailed lotus motif.

If we come from the main entrance, we will see a large pool in front of the building, this pool is called the reflecting pool as it will reflect the image of The Taj to the sky. Once we enter the building, we will find that there are more decorations on the inner wall. The tomb as the central focus of the building is located at the lower level. The graves of Mumtaz Mahal and Shah Jahan were positioned next to each other in a large room with Persian style decorations.

(Adapted from: <http://www.wordcliff.com/2017/05/contoh-descriptive-text-bahasa-inggris.html>)

Name / Class :	/
Student's Number :	
Time allocation :	50 minutes

Task 1

Please answer the following questions based on the spoken text you have heard!

1. What does the spoken text tell us about?
2. Where is the location of Taj Mahal?
3. Who is the name of the king in that era?
4. How large is the dome of Taj Mahal?
5. How far is Taj Mahal from Agra Fort?
6. When was Taj Mahal build by the King?
7. Where is the location of the large pool of Taj Mahal?
8. What is the purpose of the spoken text you have listened to?
9. When the UNESCO was placed it into the list of World Heritage Site?
10. What are people called the pool of the Taj Mahal?

Task 2

Write *T* if the statement is true and write *F* if the statement is false according to the information you have heard!

No.	Statements	T/F
1.	This building is a symbol of peace	
2.	Taj Mahal is near Gangga River	
3.	We can find the tomb of the King and Queen outside Taj Mahal	
4.	The spoken text tells us about the historical building	
5.	The dome of Taj Mahal construction is made of marble	
6.	Taj Mahal has 5 minarets on every corner of the base walls.	
7.	The best title of the spoken text is Taj Mahal mosque.	
8.	The dome of Taj Mahal is decorated with a lotus motif.	
9.	The minarets are decorated with a very detailed rose motif.	
10	Taj Mahal is a very large mosque in India.	

ANSWER KEY

No.	Task 1
1.	Taj Mahal
2.	South of Yamuna River
3.	Shah Jahan
4.	35 meters
5.	2.5 km
6.	It was built in the 17 th century
7.	In front of the Taj Mahal
8.	To describe the Taj Mahal
9.	In 1983
10.	The reflecting pool

Task 2			
No.	Answer	No.	Answer
1.	F	6.	F
2.	F	7.	F
3.	F	8.	T

4.	T	9	F
5.	T	10	F

The Distribution of the Test Items

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (WH Questions)	Task 2 (True False)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10,	2,3,4,6,7,8,10,	15
			20

SCORING

Type of Questions	Description	Score	Max.Score
WH questions (10 items)	Right answer	6	60
True-false questions (10 items)	Right answer	4	40
Total Score			100
\sum correct answer of WH question + True-false question			

APPENDIX G The Result Students' Listening Achievement Test

No	Name of the Students	Score	Achieved	Not Achieved
1	APQJ	82	✓	
2	AIW	88	✓	
3	AENP	82	✓	
4	AAN	82	✓	
5	BAD	88	✓	
6	CBTF	82	✓	
7	DYA	82	✓	
8	DDPR	82	✓	
9	DNF	70		✓
10	FFR	82	✓	
11	FRAP	76	✓	
12	IK	78	✓	
13	KRP	82	✓	
14	MEW	74		✓
15	MU	88	✓	
16	NF	82	✓	
17	NAA	82	✓	
18	ONDW	82	✓	
19	PAS	76	✓	
20	QM	82	✓	
21	RDM	88	✓	
22	RA	72		✓
23	R	85	✓	
24	S	70		✓
25	SA	74		✓
26	VPA	88	✓	
27	YRDA	76	✓	
28	YSF	76	✓	
29	ZA	76	✓	

The percentage of the students who got score ≥ 75 :

$$E_1 = \frac{24}{29} \times 100\% = 82\%$$

The percentage of the students who got score < 75 :

$$E_1 = \frac{5}{29} \times 100\% = 17\%$$

APPENDIX H The Observation Checklist of Students Participations

No	Name of the Students	Meeting 1						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	APQJ	✓	✓	✓	✓	4	✓	
2	AIW	✓	✓	-	✓	3	✓	
3	AENP	✓	✓	✓	✓	4	✓	
4	AAN	✓	✓	✓	✓	4	✓	
5	BAD	✓	✓	✓	✓	4	✓	
6	CBTF	✓	✓	-	✓	3	✓	
7	DYA	✓	✓	✓	✓	4	✓	
8	DDPR	✓	✓	✓	✓	4	✓	
9	DNF	✓	-	-	✓	2		✓
10	FFR	✓	✓	✓	✓	4	✓	
11	FRAP	✓	✓	-	✓	3	✓	
12	IK	✓	✓	✓	✓	4	✓	
13	KRP	✓	✓	✓	✓	4	✓	
14	MEW	✓	✓	-	✓	3	✓	
15	MU	✓	-	-	✓	2		✓
16	NF	✓	✓	✓	✓	4	✓	
17	NAA	✓	✓	✓	✓	4	✓	
18	ONDW	✓	-	-	✓	2		✓
19	PAS	✓	✓	✓	✓	4	✓	
20	QM	✓	✓	✓	✓	4	✓	
21	RDM	✓	✓	-	✓	3	✓	
22	RA	✓	-	✓	-	2		✓
23	R	✓	✓	✓	✓	4	✓	
24	S	✓	-	-	✓	2		✓
25	SA	✓	-	-	✓	2		✓
26	VPA	✓	✓	-	✓	3	✓	
27	YRDA	✓	✓	✓	✓	4	✓	
28	YSF	✓	-	✓	-	2		✓
29	ZA	✓	✓	✓	✓	4	✓	
	Total						22	7
	Percentage						75.8 %	24.2 %

No	Name of the Students	Meeting 2						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	APQJ	✓	✓	✓	✓	4	✓	
2	AIW	✓	✓	-	✓	3	✓	
3	AENP	✓	✓	✓	✓	4	✓	
4	AAN	✓	✓	✓	✓	4	✓	
5	BAD	✓	✓	✓	✓	4	✓	
6	CBTF	✓	✓	✓	✓	4	✓	
7	DYA	✓	✓	✓	✓	4	✓	
8	DDPR	✓	✓	✓	✓	4	✓	
9	DNF	✓	-	-	✓	2		✓
10	FFR	✓	✓	✓	✓	4	✓	
11	FRAP	✓	✓	-	✓	3	✓	
12	IK	✓	✓	✓	✓	4	✓	
13	KRP	✓	✓	✓	✓	4	✓	
14	MEW	✓	✓	-	✓	3	✓	
15	MU	✓	-	✓	✓	2		
16	NF	✓	✓	✓	✓	4	✓	
17	NAA	✓	✓	✓	✓	4	✓	
18	ONDW	✓	-	✓	✓	3	✓	
19	PAS	✓	✓	✓	✓	4	✓	
20	QM	✓	✓	✓	✓	4	✓	
21	RDM	✓	✓	-	✓	3	✓	
22	RA	✓	-	✓	✓	4	✓	
23	R	✓	✓	✓	✓	4	✓	
24	S	✓	-	-	✓	2		✓
25	SA	✓	-	-	✓	2		✓
26	VPA	✓	✓	-	✓	3	✓	
27	YRDA	✓	✓	✓	✓	4	✓	
28	YSF	✓	-	✓	-	2		✓
29	ZA	✓	✓	✓	✓	4	✓	
	Total						25	4
	Percentage						86.2 %	13.7 %

Indicators:

1. The students watched the video attentively 2
2. The students take a note while watching the video 3
3. The students could answer the question given by the teacher 4
4. The students' did the exercises

Note: Students who perform at least three indicators are categorized as '**active**' students.

Meeting 1

$$\text{Active students} = \frac{22}{29} \times 100\% = 75.8\%$$

$$\text{Passive students} = \frac{7}{29} \times 100\% = 24.2\%$$

Meeting 2

$$\text{Active students} = \frac{25}{29} \times 100\% = 86.2\%$$

$$\text{Passive students} = \frac{4}{29} \times 100\% = 13.7\%$$

APPENDIX I

88

Name / Class	: VINA PUTRI ANA / X KC
Student's Number	: 26
Time allocation	: 50 minutes

Task 1

Please answer the following questions based on the spoken text you have heard!

1. What does the spoken text tell us about? *the spoken text tells us about Taj Mahal*
2. Where is the location of Taj Mahal? *In India*
3. Who is the name of the king in that era? *Shah Jahan*
4. How large is the dome of Taj Mahal? *35 m*
5. How far is Taj Mahal from Agra Fort? *2,5 km*
6. When was Taj Mahal build by the King? *17th century*
7. Where is the location of the large pool of Taj Mahal? *main entrance*
8. What is the purpose of the spoken text you have listened to? *to give information about taj mahal*
9. When the UNESCO was placed it into the list of World Heritage Site? *1983*
10. What are people called the pool of the Taj Mahal? *Reflecting pool*

Task 2

Write T if the statement is true and write F if the statement is false according to the information you have heard!

No.	Statements	T/F
1.	This building is a symbol of peace	F
2.	Taj Mahal is near Gangga River	F
3.	We can find the tomb of the King and Queen outside Taj Mahal	F
4.	The spoken text tells us about the historical building	T
5.	The dome of Taj Mahal construction is made of marble	T
6.	Taj Mahal has 5 minarets on every corner of the base walls.	F
7.	The best title of the spoken text is Taj Mahal mosque.	F
8.	The dome of Taj Mahal is decorated with a lotus motif.	T
9.	The minarets are decorated with a very detailed rose motif.	F
10.	Taj Mahal is a very large mosque in India.	F

70

Name / Class	: Sabika Amani / X KC 1
Student's Number	: 24
Time allocation	: 50 minutes

Task 1

Please answer the following questions based on the spoken text you have heard!

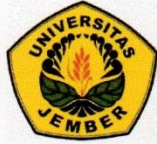
1. What does the spoken text tell us about? Taj mahal
2. Where is the location of Taj Mahal? India
3. Who is the name of the king in that era? Taj mahal mosque Salim Jahan
4. How large is the dome of Taj Mahal? mosque in India
5. How far is Taj Mahal from Agra Fort? 2,5
6. When was Taj Mahal build by the King? 17 Century
7. Where is the location of the large pool of Taj Mahal? Inform of taj mahal give ten
8. What is the purpose of the spoken text you have listened to? give information because taj mahal
9. When the UNESCO was placed it into the list of World Heritage Site? 1983
10. What are people called the pool of the Taj Mahal? reflecting pool

Task 2

Write T if the statement is true and write F if the statement is false according to the information you have heard!

No.	Statements	T/F
1.	This building is a symbol of peace	F
2.	Taj Mahal is near Gangga River	F
3.	We can find the tomb of the King and Queen outside Taj Mahal	F
4.	The spoken text tells us about the historical building	T
5.	The dome of Taj Mahal construction is made of marble	T
6.	Taj Mahal has 5 minarets on every corner of the base walls.	F
7.	The best title of the spoken text is Taj Mahal mosque.	F
8.	The dome of Taj Mahal is decorated with a lotus motif.	T
9.	The minarets are decorated with a very detailed rose motif.	F
10.	Taj Mahal is a very large mosque in India.	F

APPENDIX J



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan 37 Kampus Bumi Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

18 MAR 2019

Nomor : 2082 / UN25.1.5 / LT / 2019
Lampiran : -
Perihal : Permohonan Izin Penelitian

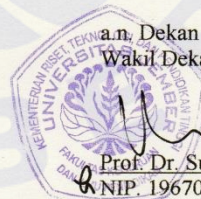
Yth. Kepala SMKN 3 Jember
Jember

Diberitahukan dengan hormat, bahwa mahasiswa FKIP Universitas Jember di bawah ini.

Nama : Yanuar Rizal Putra Utama
NIM : 140210401017
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "Improving Vocational High School Students' Listening Comprehension Achievement Through Video of Descriptive Text". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terima kasih.



a.n. Dekan
Wakil Dekan I,

Prof. Dr. Suratno, M.Si.
NIP. 1967062519992031003

APPENDIX K



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH MENENGAH KEJURUAN NEGERI 3 JEMBER
Jl. dr. Subandi No. 31 Telp/Fax : 0331- 484566 /488069
Website :www.smk3jember.sch.id>Email :smk3_jember@yahoo.co.id
JEMBER Kode Pos68118

SURAT KETERANGAN

Nomor: 005/094/101.6.5.21/2019

Yang bertanda tangan di bawahini:

Nama : AGUS BUDIARTO,S.P.M.Pd
NIP : 19611003 198403 1 003
Pangkat / Golongan : Pembina TK.I , IV/b
Jabatan : Kepala Sekolah
Unit Kerja : SMK Negeri 3 Jember

Menerangkan dengan sebenarnya bahwa :

Nama : **Yanuar Rizal Putra Utama**
NIM : 140210401017
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris
Fakultas : FKIP
Institusi : UNEJ

Judul : IMPROVING VOCATIONAL HIGH SCHOOL STUDENTS' LISTENING COMPREHENTION ACHIEVEMENT THROUGH VIDEO OF DESCRIPTIVE TEXT.

Yang bersangkutan benar – benar telah melaksanakan penelitian mulai tanggal 04 Februari s/d 18 Februari 2019 di SMK Negeri 3 Jember

Demikian Surat Keterangan ini di buat untuk dipergunakan sebagaimana biasanya

Jember, 04 Maret 2019

Kepala Sekolah,

AGUS BUDIARTO,S.P.M.Pd
NIP. 19611003 198403 1 003