



**THE EFFECT OF USING VIDEO ON THE SEVENTH GRADE STUDENTS'
LISTENING COMPREHENSION ACHIEVEMENT AT SMPN 2
SUKOWONO JEMBER IN 2011/2012 ACADEMIC YEAR**

THESIS

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

By

FAHMI MUBAROQ ALI AKBAR

NIM. 060210401224

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved late father, Drs. Machfudz Wibisono and my mother Yusvianti Puji Astutu thanks for your love and support. This thesis is dedicated to you for your endless love.*
- 2. My brother Dodi Wahono Surya Alam, My sister Arlin Sofia, my brother in law Bayu, and all my family that have supported me to finish my thesis, thank you for it.*
- 3. All of my friends, especially my friend at ESA and reyog group Sardulo Anorogo, thank you for the support.*

MOTTO

“Wisdom is the reward you get for a lifetime of listening when you'd have preferred to talk.”

~Doug Larson

“Don't worry that children never listen to you; worry that they are always watching you.”

~Robert Fulghum

CONSULTANT'S APPROVAL

THESIS

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9. The seventh grade students of SMPN 2 Sukowono Jember in the 2011/2012 academic year.

I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, July 14th 2012

The Writer

TABLE OF CONTENTS

	Page
COVER	i
TITLE PAGE	ii
DEDICATION	iii
MOTTO	iv
CONSULTANT’S APPROVAL	v
APROVAL OF THE EXAMINATION COMITEE	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	viii
SUMMARY	xii
CHAPTER 1. INTRODUCTION	1
1.1 Background of the Research	1
1.2 Problem of the Research	4
1.3 Objectives of the Research	4
1.4 Significance of the Research	4
1.4.1 For the English Teacher	4
1.4.2 For the Students.....	4
1.4.3 For Other Researchers	Error! Bookmark not defined.
CHAPTER 2. LITERATURE REVIEW	6
2.1 The Nature of Listening Comprehension	6
2.2 Problems dealing with Listening Comprehension	9
2.3 The Purposes of Teaching Listening	10
2.3.1 Listening for Finding General Information	10
2.3.2 Listening for Finding Specific Information.....	11
2.4 Listening Material	11
2.5 Strategies of Listening Comprehension	13
2.6 Video in Language Learning Classroom	15
2.6.1 The Role of Video	17
2.6.2 Criteria of Selecting Video	17

2.7 The Procedure of Teaching Listening Using video	18
2.8 Null Major Hypothesis	19
2.9 Hypothesis	19
CHAPTER 3. RESEARCH METHODS	20
3.1 Research Design	20
3.2 Treatment	22
3.2.1 Pre-Viewing.....	22
3.2.2 While Viewing.....	23
3.2.3 Post Viewing.....	23
3.3 Area Determination Method	23
3.4 Respondent Determination Method	24
3.5 Data Collection Method	24
3.5.1 Test	24
3.5.2 Interview	29
3.5.3 Documentation.....	29
3.6 Data Analysis Method	29
3.7 Operational Definition	31
3.7.1 The Use of Video.....	31
3.7.2 Listening Comprehension Achievement	31
CHAPTER 4. RESULT AND DISCUSSION	32
4.1 The Selection of Materials for this Research	33
4.1.1 The Materials for Teaching and Learning Activities	33
4.1.2 The Materials for the Pre-test and Post-Test.....	33
4.2 The Result of the Secondary Data	33
4.2.1 The Result of Interview	33
4.2.2 The Result of Documentation.....	34
4.3 The Description of the Treatment	35
4.4 The Analysis of the Test Validity	35
4.5 The Analysis of the Try-Out Result	35
4.5.1 The Analysis of Difficulty Index (P).....	36
4.5.2 The Analysis of the Reliability Coefficient.....	36

4.6 The Results of the Main Data	37
4.6.1 The Analysis of the Pre-test and Post-Test Result	37
4.7 The Hypothesis Verification	39
4.8 Discussion	39
CHAPTER 5. CONCLUSION AND SUGGESTION	42
5.1 Conclusions	42
5.2 Suggestions	42
5.2.1 The English Teacher	42
5.2.2 The Students	42
5.2.3 The Other Researchers	43
REFERENCES	44
APPENDICES	
A. RESEARCH MATRIX	48
B. SUPPORTING DATA INSTRUMENT	49
C. THE RESULT OF INTERVIEW WITH ENGLISH TEACHER	50
D. THE TOTAL NUMBER OF SEVENTH GRADE STUDENTS OF SMPN 2 SUKOWONO JEMBER IN THE 2011/2012 ACADEMIC YEAR	51
E. THE SCHUDLE OF THE RESEARCH	52
F. THE NAME OF THE RESPONDENT SAMPLE	53
G. PRE-TEST	54
H. LISTENING SCRIPT AND ANSWER KEY OF PRE-TEST	56
I. LESSON PLAN 1	58
J. LESSON PLAN 2	67
K. LESSON PLAN 3	77
L. POST-TEST	86
M. LISTENING SCRIPT AND ANSWER KEY OF POST-TEST	88
N. DIFFICULTY INDEX	90
O. RELIABILITY OF THE PRE-TEST	91
P. RELIABILITY OF THE POST-TEST	93
Q. CORELATIONS	95

R. SPECIFICATION TABLE OF THE TEST ITEMS IN THE PRE-TEST AND POST TEST	97
S. THE RESULT OF MAIN DATA	98
T. THE OUTPUT OF INDEPENDENT SAMPLE T-TEST	100
U. T-TABLE	104
V. CERTIFICATE OF RESEARCH.....	105

LIST OF TABLES

Table 2.1 The example of listening for finding general information and specific information.....	12
Table 2.2 The differences between bottom-up and top-down processing.....	15
Table 3.1 The design of the research.....	24
Table 3.2 The example of the validity of the test.....	28
Table 4.1 The Schedule of Administering the Research.....	34
Table 4.2 The Total Number of the Eighth Grade Students of SMPN 2 Sukowono Jember in the 2011/2012 Academic Year.....	36
Table 4.3 The Schedule of Administering the Treatment	37

SUMMARY

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Listening is one of the language skills that are very important in foreign language learning. In contrast, listening does not get full attention in school. Of all the language skills, listening continues to be the most neglected skill. It is frequently ignored by educational researchers as well as classroom teachers (Fisher and Terry, 1977:126). It is clear that it is hard for students to develop their listening achievement because they rarely get listening activities. Therefore, students still find difficulties in listening.

To solve the condition above, teachers can use media to help students in the teaching and learning process. It is considered to be very useful especially for the second language learning, because it can make the teaching and learning process more interesting. Besides, it also functions as one of the aids to help and facilitate the students understands the materials. The media of teaching listening in EFL classroom that can be used is from visual materials, audio materials, and also audio visual materials. This research only focuses on the use of audio visual media, that is video, in the listening class.

The design that was used in this research was quasi experimental research design, with Nonequivalent-Groups Pre-test-Post-test Design (McMillan, 1992:176). This research used two classes, one as the experimental class and another one as control class taken from the seven classes of grade seven at SMPN 2 Sukowono in 2011/2012 academic year. The experimental class got a treatment by using the video

to enlarge their listening comprehension achievement; while the control class got no treatment, meaning that the teacher in this class taught listening by audio recording.

Based on the analysis of the pre-test and post-test scores with Microsoft excel (Appendix T), especially with independent sample t-test the value of t was 2.24 and this value was greater than The value of t table ($p=5\%$ Df=52, $t\text{-table}=2.00655$, 2-tailed). Consequently, the hypothesis: “There is a significant effect of using video on the seventh grade students listening comprehension achievement at SMPN 2 Sukowono Jember” was accepted.