



**THE USE OF VIDEO TO IMPROVE SENIOR HIGH SCHOOL STUDENTS'
LISTENING COMPREHENSION ACHIEVEMENT**

THESIS

By

Cantik Widya Pratama Putri

NIM 160210401001

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

2020



**THE USE OF VIDEO TO IMPROVE SENIOR HIGH SCHOOL STUDENTS'
LISTENING COMPREHENSION ACHIEVEMENT**

THESIS

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

By :

Cantik Widya Pratama Putri

NIM 160210401001

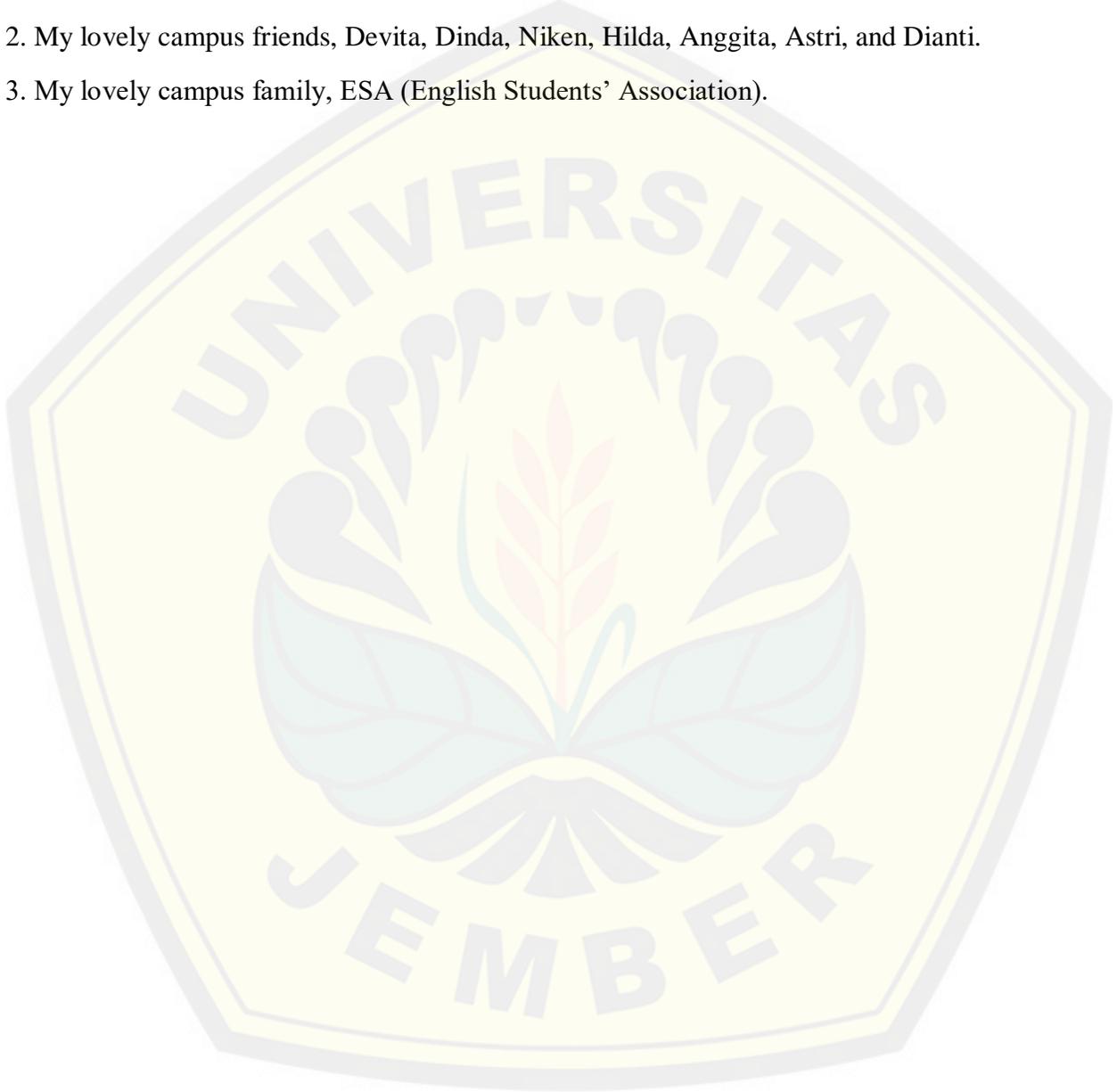
**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

2020

DEDICATION

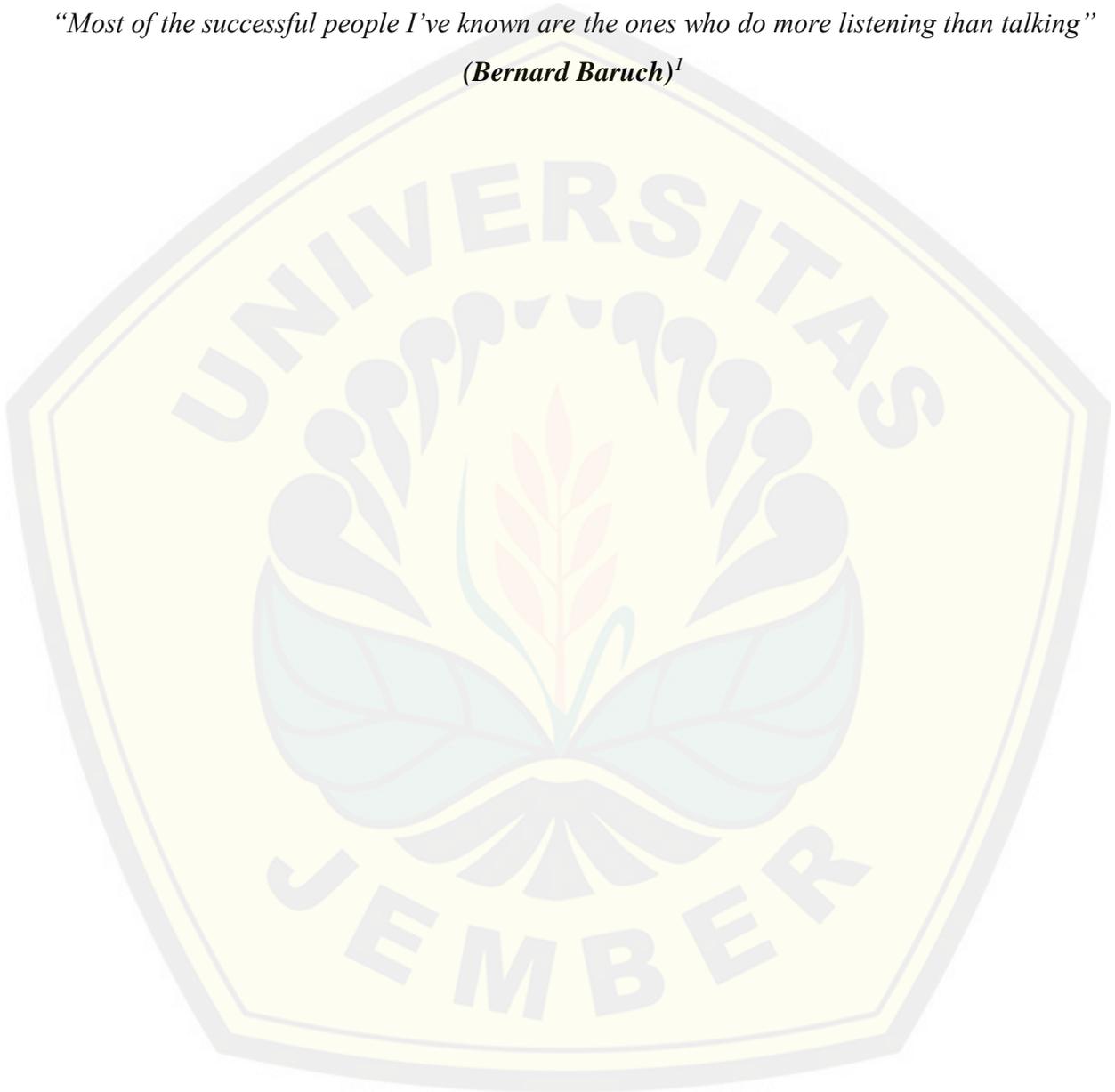
This thesis is honorably dedicated to:

1. My beloved family, Basoeki and Yasin's family.
2. My lovely campus friends, Devita, Dinda, Niken, Hilda, Anggita, Astri, and Dianti.
3. My lovely campus family, ESA (English Students' Association).



MOTTO

“Most of the successful people I’ve known are the ones who do more listening than talking”
(Bernard Baruch)¹



¹Bernard Baruch. Available at

<https://medium.com/@prathiba.vijayasekaran/most-of-the-successful-people-ive-known-are-the-ones-who-do-more-listening-than-talking-bernard-62b8c9945362>

[November 16th, 2019]

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of 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.

I am aware of the potential consequences of any breach of the procedure and guidelines, e.g. cancellation of my academic award. I hereby grant to the University of Jember the wish to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Jember, April 27th, 2020

The writer

Cantik Widya Pratama Putri

160210401001

CONSULTANTS' APPROVAL

**THE USE OF VIDEO TO IMPROVE SENIOR HIGH SCHOOL STUDENTS'
LISTENING COMPREHENSION ACHIEVEMENT**

THESIS

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

By:

Name : Cantik Widya Pratama Putri

Identification Number: 160210401001

Level of Class : 2016

Department : Language and Arts

Place of Birth : Jember

Date of Birth : March 23th, 1998

Approved by:

The First Consultant

The Second Consultant

Dra. Zakiyah Tasnim, M.A

NIP. 19620110 198702 2 001

Drs. Sudarsono, M.Pd

NIP. 19640321 199203 1 002

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “**The Use of Video to Improve Senior High School Students’ Listening Comprehension Achievement**” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day :

Date :

Place : The Faculty of Teacher Training and Education, Jember University

The Examiner Committee,

The Chairperson,

The Secretary,

Dra. Zakiyah Tasnim, M.A.

NIP. 19620110 198702 2 001

Drs. Sudarsono, M.Pd

NIP. 19640321 199203 1 002

The Members,

Member 1,

Member 2,

Prof. Dr. Budi Setyono, M.A

NIP. 19630717 199002 1 001

Eka Wahjuningsih S.Pd, M.Pd

NIP. 19700612 199512 2 001

Acknowledged by

The Dean Faculty of Teacher Training and Education

Jember University

Prof. Drs. Dafik, M. Sc., Ph.D

NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

First of all, I would like to express my deepest gratitude to Allah SWT who always leads and grants me. Because of His blessing and guidance so that I was able to finish my thesis entitled “The Use of Video to Improve Senior High School Students’ Listening Comprehension Achievement”.

Secondly, I would like to express my deepest appreciation and sincere thanks to the following people:

1. The Dean of Faculty of Teacher Training and Education;
2. The Chairperson of the Language and Arts Education Department;
3. The Chairperson of the English Education Study Program;
4. The Consultants, Dra. Zakiyah Tasnim, M.A., and Drs. Sudarsono, M.Pd., for the time, knowledge, guidance, feedback and motivation in accomplishing this thesis;
5. The Principal of MAN 1 Jember, the English Teacher, the Administration Staff, and the Students of X IPS 1 who were involved in this research;
6. My beloved family;
7. My lovely campus friends;
8. My lovely campus family, ESA;
9. My beloved almamater, Jember University.

Lastly, I hope this thesis will be useful for the readers. Any valuable suggestions and criticism would be appreciated.

Jember, April 27th, 2020

The Writer

SUMMARY

The Use of Video to Improve Senior High School Students' Listening Comprehension Achievement; Cantik Widya Pratama Putri, 160210401001; 2020; 82 pages; English Language Education Study Program; Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research aimed to improve the X IPS 1 students' listening comprehension achievement by using video at MAN 1 Jember. According to the preliminary study by interviewing one of the English teachers at MAN 1 Jember, it was found that the X IPS 1 students had difficulties in understanding what the speaker said and interpret the meaning because the audio played by the teacher was fast and not clear enough for the students. It was known from the percentage of the X IPS 1 students' previous listening comprehension achievement was 61.76% got from the English teacher, while the minimum requirement score of English subject in MAN 1 Jember was 75. Thus, the researcher conducted this research to overcome the problem by using video as the medium in teaching listening comprehension. This research was conducted by using Classroom Action Research (CAR) design with the four stages in a cycle model. They were planning, implementing, observing and reflecting. In conducting this research, the researcher collaborated with the English teacher as the observer. The researcher taught listening comprehension by using video as the medium while the English teacher observed the students' participation in the teaching and learning process of listening comprehension. In this research, the researcher collected the data from the results of the students' listening comprehension post-test and observation in the teaching and learning process of listening comprehension. The criteria of success in this research were 75% of the students were active in the teaching and learning process of listening comprehension and the students who got score ≥ 75 could achieved 75%. The result of observation showed that the percentage of the students' participation improved from 76.47% in Meeting 1 to 85.29% in Meeting 2 of Cycle 1. It means that the results of the students' participation in Cycle 1 achieved the criteria of success of this research. Then, the percentage of students' listening comprehension score improved from 61.76% in students' previous listening score to 85.29% in listening post-test score which means that there were 29 of 34 students who got ≥ 75 . This result showed that the target of this research was achieved in Cycle 1, so it did not continue to Cycle 2. According to the result of this research, it was found that the use of video improved the students' participation as well as the students' listening comprehension achievement in

the teaching and learning process of listening comprehension at MAN 1 Jember. In addition, video as the medium in teaching listening could increase the students' motivation. Therefore, the researcher suggested the English teacher to use video as the medium in the teaching and learning process of listening comprehension.



TABLE OF CONTENTS

DEDICATION.....	iii
MOTTO.....	iv
STATEMENT OF THESIS AUTHENTICITY	v
CONSULTANTS' APPROVAL	vi
TABLE OF CONTENTS	xi
LIST OF APPENDICES	xiii
LIST OF TABLES	xiv
LIST OF GRAPHICS	xv
CHAPTER 1. INTRODUCTION.....	1
1.1 Research Background	1
1.2 Research Problems	2
1.3 Research Objectives	3
1.4 Research Contributions	3
1.4.1 Practical Contribution	3
1.4.2 Empirical Contribution	3
CHAPTER 2. LITERATURE REVIEW	4
2.1 The Concept of Listening	4
2.2 The Concept of Video	4
2.3 The Use of Video as an Instructional Medium in Teaching Listening Comprehension	5
2.3.1 The Advantages and Disadvantages of Using Video as an Instructional Medium in Teaching Listening Comprehension	5
2.4 Teaching Listening Strategies.....	6
2.4.1 Top-down Strategy	6
2.4.2 Bottom-up Strategy	7
2.5 The Procedures of Teaching Listening Comprehension by Using Video	7
2.6 The Previous Studies in Teaching Listening Comprehension by Using Video.....	8
CHAPTER 3. RESEARCH METHOD.....	11
3.1 Research Design.....	11
3.2 Research Context	12
3.3 Research Participant	13

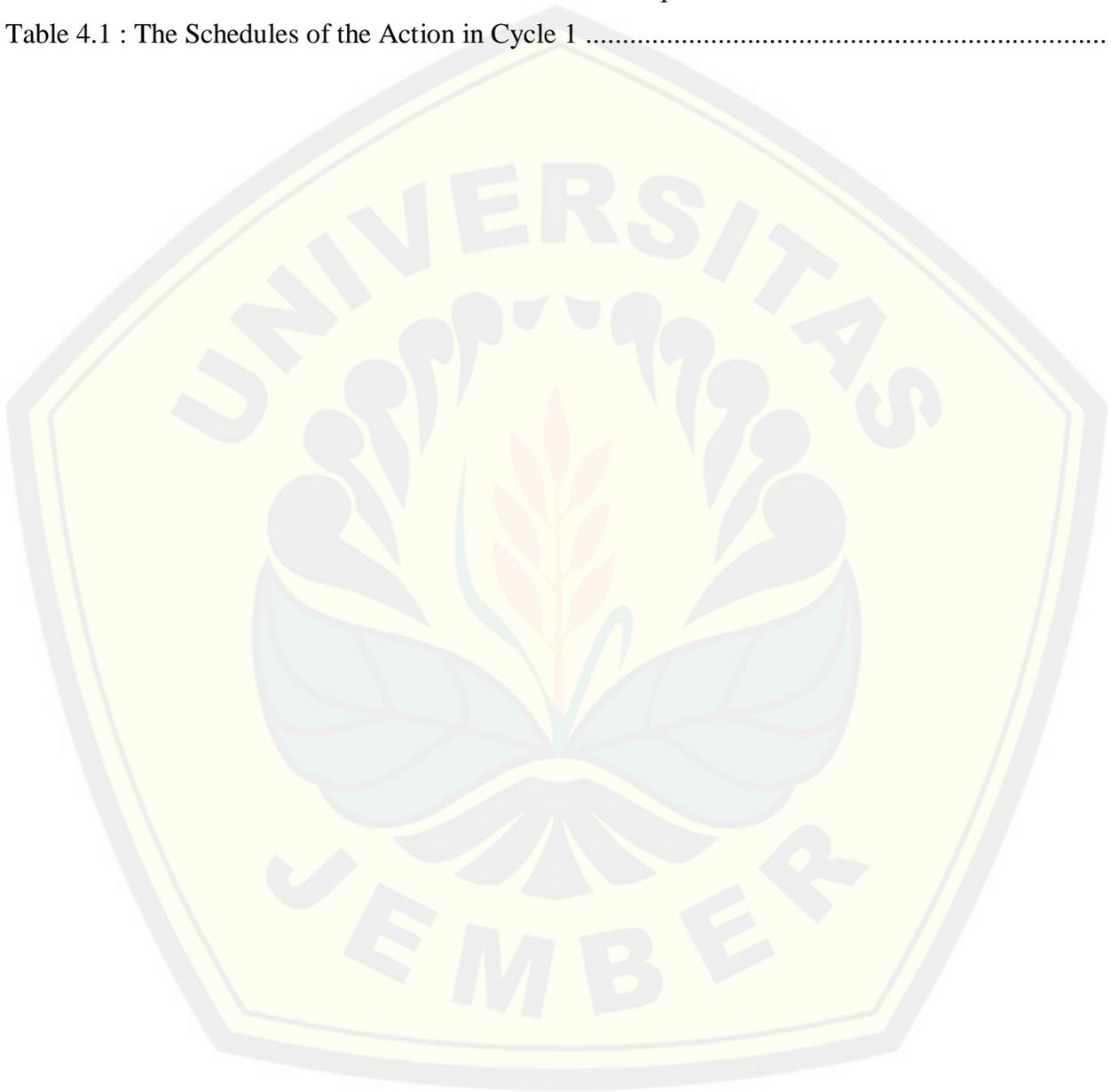
3.4 Data Collection Method.....	13
3.4.1 Listening Comprehension Test.....	13
3.4.2 Observation.....	15
3.5 Data Analysis Method	16
CHAPTER 4. FINDINGS AND DISCUSSION	17
4.1 The Findings of Cycle 1	17
4.1.1 The Implementation of the Actions in Cycle 1.....	17
4.1.2 The Result of the Observation in Cycle 1	19
4.1.3 The Result of Listening Comprehension Test in Cycle 1	22
4.1.4 The Result of Reflection in Cycle 1	23
4.2 Discussion.....	24
CHAPTER 5. CONCLUSION AND SUGGESTIONS	26
5.1 Conclusion.....	26
5.2 Suggestions	26
REFERENCES	28

LIST OF APPENDICES

APPENDIX A : Research Matrix	30
APPENDIX B : The Interview Guide	32
APPENDIX C : The Observation Checklist of Meeting 1	33
APPENDIX D : The Observation Checklist of Meeting 2.....	34
APPENDIX E : The Students' Previous Listening Score.....	35
APPENDIX F : The Scores of the Students' Listening Post-test in Cycle 1	36
APPENDIX G : Lesson Plan 1 (Cycle 1, Meeting 1)	37
APPENDIX H : Lesson Plan 2 (Cycle 1, Meeting 2).....	50
APPENDIX I : Listening Comprehension Test Instrument (Cycle 1).....	63
APPENDIX J : The Samples of Students' Listening Comprehension Task of Meeting 1	71
APPENDIX K : The Samples of Students' Listening Comprehension Task of Meeting 2	74
APPENDIX L : The Samples of Students' Listening Comprehension Post-test	77
APPENDIX M : The Permission Letter of Research from the Dean of Faculty of Teacher Training and Education	80
APPENDIX N : The Statement Letter of Accomplishing the Research from the Principal of MAN 1 Jember	801
APPENDIX O : Another Supporting Documents.....	812

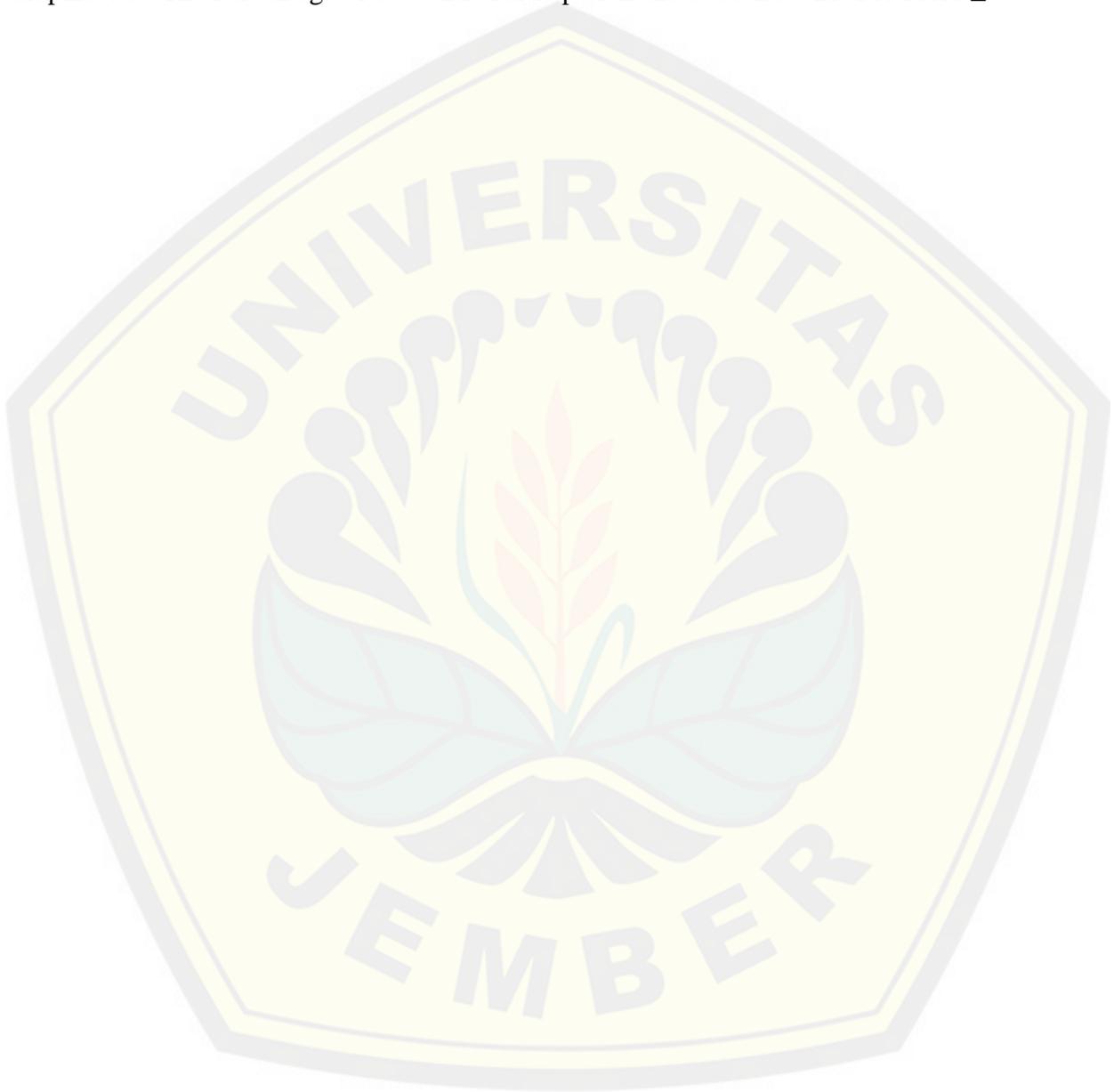
LIST OF TABLES

Table 3.1 : The Distribution of the Listening Comprehension Test Items 14
Table 3.2 : The Listening Comprehension Test Scoring..... 14
Table 3.3 : The Observation Checklist of Students' Participation 15
Table 4.1 : The Schedules of the Action in Cycle 1 17



LIST OF GRAPHICS

Graphic 4.1 : The Percentage of Students' Participation in Meeting 1 and Meeting 2 21
Graphic 4.2 : The Percentage of Students who Got Score ≥ 75 23
Graphic 4.3 : The Percentage of Students' Participation and Students who Got Score ≥ 75 23



CHAPTER 1

INTRODUCTION

This chapter aims to explain some aspects related to the topic of the research. They are research background, research problems, research objectives, and research contributions.

1.1 Research Background

In learning English, one of the basic language skills is listening as the way to listen and understand the process of communication. It is important for the teacher and students to pay enough attention to achieve communication objectives because it has an important role in the development of students' language knowledge (Ahmadi, 2016). Listening comprehension is a students' ability to understand what they have listened. It is an active process in which the students build the meaning from background information and from current knowledge to do the task. Most students, but not all said that listening is difficult to learn because they need high concentration to listen to the speaker which is often native speaker and they find unfamiliar words. In order to overcome this issue, the English teacher should respond to the students' need to improve their listening comprehension achievement because it can help them learn easier and succeed in the teaching and learning process of listening (Ahmadi, 2016).

In Indonesia, English is a foreign language. It means that students learn English at school and the time of the subject is limited. However, listening subject is still rarely taught in MAN 1 Jember. According to the preliminary study by interviewing one of the English teachers at MAN 1 Jember and got the data that MAN 1 Jember has been applying the 2013 curriculum. The minimum requirement score at this school is 75. In addition, the class that had the lowest percentage of listening score and participation was X IPS 1. The English teacher taught English subject once in a week. The percentage of students' listening comprehension achievement of this class was 61,76%. It was based on the students' previous listening test score belongs to the data from the English teacher. The students' had difficulties in understanding what the speaker's main point and finding the meaning of unfamiliar words.

The English teacher of MAN 1 Jember used audio only and never used other media such as video in teaching listening comprehension. Sometimes, the audio played by the teacher was fast and not clear enough for the students, so they found difficulties to understand it. This is a challenge for the teacher to find a way to teach English, especially in teaching listening comprehension. The

teacher should help students to understand the materials easily and improve their listening comprehension achievement. Video is one of the suggested media that can be used for teaching listening comprehension. It is useful for teaching listening because students not only listen to the language but also see the pictures that show the expressions and gestures of the speakers. It makes connections between pictures and language to help them understand the materials easily (Kamilah, 2013).

The issues of using video as a medium in teaching listening comprehension have been investigated by some researchers. They are Chan, et. al (2014), Wottipong (2014), and Saidu (2017) who used experimental research design and Riftiningsih (2017) who used Classroom Action Research (CAR) design. Chan, et. al (2014) investigated that the use of video in the teaching and learning process of listening comprehension. The students had a better and higher score when the researcher used video rather than used audio in teaching listening. Wottipong (2014) found that the use of video for teaching listening comprehension was effective. Saidu (2017) did the research and found that the use of video helped senior secondary school students in listening and it was effective for teaching listening comprehension. Meanwhile, Riftiningsih (2017) reported that the use of video improved senior high school students' listening skill. The score of pre-test and post-test increased from cycle one to cycle two.

Those four previous studies showed that the use of video as a medium in teaching listening comprehension was effective and improved students' listening comprehension achievement. Three of the studies above used experimental research design. However, the research of using video to improve students' listening comprehension achievement in Indonesia with CAR design was rarely conducted. Therefore, to fill the gap, the researcher will conduct Classroom Action Research (CAR) design on improving senior high school students' listening comprehension achievement and participation by using video.

1.2 Research Problems

Based on the research background, the research problems were stated as follows.

1. How can the use of video as the medium in teaching listening comprehension enhance senior high school students' participation?
2. How can the use of video as the medium in teaching listening comprehension improve senior high school students' listening comprehension achievement?

1.3 Research Objectives

Based on the research problems, the objectives of this research were formulated as follows.

1. To enhance senior high school students' participation in the teaching and learning process of listening comprehension.
2. To improve senior high school students' listening comprehension achievement by using video.

1.4 Research Contributions

The aim of this research is expected to be useful in practical and empirical contribution.

1.4.1 Practical Contribution

This research can be useful for English teachers as the reference to use video as the medium in the teaching and learning process of listening comprehension.

1.4.2 Empirical Contribution

This research can be useful for future researchers who are going to conduct a research in similar topic with different research design. For example conducting an experimental research design to know whether there is a significant effect or not of using video as a medium of instruction in the teaching and learning process of listening comprehension.

CHAPTER 2

LITERATURE REVIEW

This chapter aims to explain the theories related to the research problems. It gives the information about the definition of listening, the definition of video, the use of video as an instructional medium in teaching listening comprehension, teaching listening strategies, the procedures of teaching listening comprehension by using video and the previous studies of using video in teaching listening comprehension.

2.1 The Concept of Listening

Listening is a process of hearing sound, choosing an important information, remembering and connecting it. Listening helps listeners to understand what the speakers' mean and it has an important role in making successful communication. Meanwhile, there is a difference between listening and listening comprehension. According to Ahmadi (2016), listening comprehension is a process of understanding what the speaker's mean including the speech sounds and comprehending the meaning of each words. It is not only understanding the general information, but also the specific information. In other words, listening comprehension is the ability to interpret the meaning of information that the hearer get from the speaker, not just hear the speaker's voice.

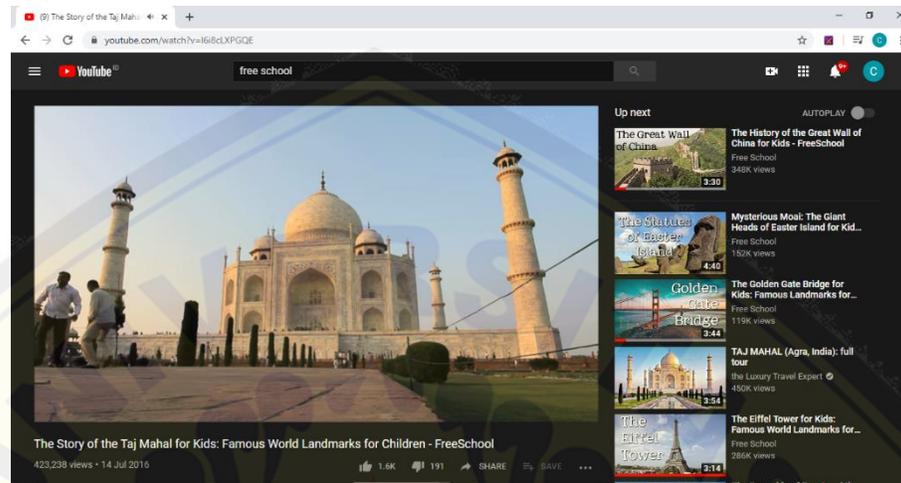
In education, especially in the teaching and learning process of listening comprehension, the students as listeners should have proficiency to listen to the speaker, so they can give response to interpret the meaning. The students should understand the spoken language they hear first if they want to speak (Ahmadi, 2016). For example, if the students want to communicate with others in English, they should learn to understand in real language situations to comprehend the meaning of what the speakers' said.

2.2 The Concept of Video

Video is an audiovisual medium that has sound and pictures of itself. It is defined as digitally recorded content that has sound and vision that can be stored or may be streamed to any kind of device (Woolfitt, 2015). There are many kinds of video such as video for educational purposes, health, business, economic, social, entertainment and others with various duration. Video can be

downloaded on the internet, so it is accessible for anyone who wants to use it. It also provides the setting, emotions, actions, gestures, and other visual clues that represent the speaker's mean.

Picture 2.1 The Example of Video about Historical Building



2.3 The Use of Video as an Instructional Medium in Teaching Listening Comprehension

In this current era, the use of technology is growing fast. It affects many aspects of human life including education. One kind of technology that can be used in education especially in the teaching and learning process of listening comprehension is video. It is one kind of an instructional medium that can be used in the teaching and learning process of listening comprehension and if it is used well, it can help students to learn materials easily because of the visual clues (Saidu, 2017). The use of video as an instructional medium is suggested for the teacher in teaching listening comprehension rather than using audio.

2.3.1 The Advantages and Disadvantages of Using Video as an Instructional Medium in Teaching Listening Comprehension

There are some advantages of using video in teaching listening comprehension (Cakir, 2006). The first is video provides authentic language which means that it is not made for educational purposes, so the students will learn the real context or situation. It will motivate them in learning listening because it is a challenge for them to hear the native speaker. Secondly, the teacher can start, stop, and rewind to repeat the video several times where it is necessary. Third, students can focus on the language in detail and interpret the meaning of the language in the video, repeat it, and predict it. They can also concentrate

on detail because video provides visual clues such as facial expressions and gestures. They will learn something new and different for the language learnt that cannot be found from the cassettes or other audio because when students learn listening by using video they will see the thing that described or talked by the speaker. Lastly, video makes students enjoy the materials because it provides both audio and visual materials that make the teaching and learning process fun.

Besides having advantages, video also has disadvantages. The disadvantages of using video in teaching listening comprehension are cost, inconvenience, and fear of using technology (Cakir, 2006). The first disadvantage of using video as an instructional medium in teaching listening is cost. When the teacher used video as an instructional medium in teaching listening comprehension, the teacher needs to prepare other tools such as LCD projector, laptop/computer, and speaker. Those tools are quite expensive. To overcome this problem, the teacher can rent the tools. It can save the money. The second one is inconvenience. For example there are a few number of students that could not focus on the speaker because the video distracts them. The way to solve this problem is the teacher should play the video more than once. Although the students can be distracted by the video on the first play, they can still focus on the content of the video on the second, the third or the fourth play. The last disadvantage is fear of using technology. Some teachers are not familiar with the use of technologies in the teaching and learning process of listening comprehension. They are still unable to operate tools such as LCD projector and do not know how to find video that they can use for teaching listening comprehension. This can be overcome by asking someone else to teach them how to operate the tools and how to find a video as an instructional medium in the teaching and learning process of listening comprehension on the internet.

2.4 Teaching Listening Strategies

According to Wottipong (2014), there are two teaching listening strategies that can be applied in teaching listening comprehension. They are top-down strategy and bottom-up strategy.

2.4.1 Top-down Strategy

In top-down strategy, students will find the general information. The top-down strategy is a process of delivering and interpreting the information of the materials according to the video in general understanding. It is a macro skill of listening comprehension which is focused on the macro-features of material such as the topic and the speaker's purpose (Nunan, 1998), so in top-down strategy students can identify main idea and the connections between events and deepen their knowledge

about the meaning of the listening materials on the video. They can also get the meaning and interpret the information in the video by using their background knowledge and global understanding (Nunan, 1998).

2.4.2 Bottom-up Strategy

In bottom-up strategy, students will find specific information. It is the micro skill of listening comprehension focusing on students' need, including sound, rhyme, and grammatical structures, so the aim of bottom-up strategy is listening and understanding the detail of language components that support the main idea (Wottipong, 2014). In bottom-up strategy, students understand the message by listening to the individual sounds and joining the sounds together to make syllables and words. Then, it combined into phrases, clauses, sentences and finally become a text of conversation.

In this research, the researcher used two teaching listening strategies in teaching listening comprehension, both of top-down strategy and bottom-up strategy. In top-down strategy, students answered the questions about the general information from the spoken text such as the topic and the speaker's purpose. In the bottom-up strategy, the students answered the questions related to specific information from the spoken text that support the main idea.

2.5 The Procedures of Teaching Listening Comprehension by Using Video

In order to improve students' listening comprehension achievement by using video, there are four guidelines that should be followed by the teacher (Wei, 2012). The first is the video must be authentic. Secondly, the length of the video used in the teaching and learning process is maximum of five minutes. Thirdly, the video should be played not only once to make sure whether students are getting the meaning or not. Fourthly, the teacher should design the tasks that are sequenced from easy to difficult ones.

According to Wei (2012), there are three activities in teaching listening comprehension by using video. They are pre-listening activities, while-listening activities, and post-listening activities. In pre-listening activities, the teacher should give related information that will facilitate students to learn. These activities can help teacher to attract students' interests and stimulate them to use their current background knowledge. In while-listening activities, the teacher helps students to improve their listening comprehension by understanding and interpreting the meaning from the video. In post-listening activities, the teacher checking students' understanding in learning materials.

In this research, the researcher followed the three activities in the teaching and learning process of listening comprehension by Wei (2012). The procedures were stated as follows:

1. Pre-listening activities
 - a. The researcher greet the students, prayed, and checked their attendance.
 - b. The researcher asked the students to guess the topic by giving leading questions related to the video.
 - c. The researcher stated the learning objectives.
2. While-listening activities
 - a. The students paid attention to the video when the researcher playing it for the first time and the students were not permitted to take notes.
 - b. The researcher played the video for the second time and allowed the students to take notes to make sure they understand the video.
 - c. The researcher asked the students to find unfamiliar words that they found from the video.
 - d. The researcher asked the students to give the meaning of unfamiliar words.
 - e. The researcher asked the students to mention and analyze the social function, the generic structure, and the language features of descriptive text orally.
 - f. The researcher asked the students to do the task in the form of Multiple choice and True or False questions individually.
 - g. The researcher played the video for the third time and asked the students to check their answers.
3. Post-listening activities
 - a. The researcher discussed the answers of the task together,
 - b. The researcher did reflection by asking the students whether the materials are interesting or not.
 - c. The researcher asked the students to make a conclusion of what they have learnt and discussed before.
 - d. The researcher parted the students.

2.6 The Previous Studies in Teaching Listening Comprehension by Using Video

To identify studies on the issue of using video as a medium in teaching listening comprehension, eight relevant articles have been reviewed in this research in the last 10 years from

many countries in the world.

A study done by Kamilah (2013) in Indonesia showed that video was an effective way for teaching listening comprehension of the eighth-grade students. She used an experimental research design for her study. The result revealed that the students' scores in the experimental class ($M=79.45$, $SE=1.69$, $p<0.05$) was higher than the students' scores ($M=73.21$, $SE=1.96$, $p<0.05$) in the control class.

In China, Chan, Lei, and Lena (2014) investigated the effect of two different media (audio and video) on L2 university students' listening comprehension achievement. They used an experimental research design for their study. The finding of this research showed that the students with video in class A and class B got a better and higher score ($M=4.18<4.35$, $M=1.04<1.46$) compared to those who were given the treatment by using audio in class a and b ($M=4.74>4.53$, $M=2.69>2.53$). It means that the use of video was effective for teaching listening comprehension.

Woottipong (2014) conducted his study on 41 first-year English major students' listening comprehension of the second semester of the academic year 2012 at Thaksin University, Thailand. He used an experimental research design. The score of students' post-test was significantly higher than the pre-test. The t-test was -20.248 with the significance level of 0.05 . It showed that there was a significant effect after the students learnt by using video in the teaching and learning process of listening comprehension.

A study that was conducted by Kim (2015) in South Korea on 86 students of Seoul Women's University by using an experimental research design, showed that the paired sample t-tests revealed that students' listening comprehension scores among the students given the treatment by using video were much higher than students who used audio-only. The score of the pre-test was 11.41 with ($SD=2.76$) and the post-test was 12.48 with ($SD=2.49$). In addition, the use of authentic video materials had a significant effect in teaching listening comprehension.

Khodareza and Delvand (2016) conducted a study on the participants of 60 Iranian intermediate students and reported that the results of t-test ($0<0.05$) was significantly difference between the experimental and the control group. The experimental group's mean score is significantly higher than the control group's mean score. The result of t-test ($t_{obs}= 3.93$, $p<.05$), so it can be concluded that there was a significant effect of using video in teaching listening comprehension and it was effective using video in teaching listening comprehension.

In Malaysia, Sulaiman, et. al (2017) had a study on the students of the University M Diploma

level. The results showed that the performance of the participants were significantly different in the two tests and the majority of students performed better in video media assessment rather than audio-only assessment. The results of the paired sample t-test were significantly higher for the video media method ($M=11.163$, $SD=2.022$) than the audio method ($M=9.924$, $SD=2.248$).

In Nigeria, the experimental research design study conducted by Saidu (2017) on Senior Secondary School in Yobe State reported that the use of video-based instruction develop senior secondary school students' listening achievement. He used experimental research design. The t-test showed that the calculated t-value of experimental group mean score was higher (6.002) than the control group (1.96). He concluded that there was a significant difference between two groups given the treatment by using video materials and audio materials and video was an effective resource in teaching listening comprehension than the conventional method.

Riftiningsih (2017) conducted her study in Indonesia on the second grade students of senior high school and reported that the use of video media improved the students' listening comprehension achievement. It could be seen from the mean score of pre-test in the first cycle was 54.333 and post-test was 59.333. Meanwhile, in the second cycle the mean score of pre-test was 74 and post-test was 82.

From those, it can be concluded that there was a significant difference achievement of listening comprehension between the control group taught with audio and the experimental group taught by video, so it was an effective way to use video than audio as a medium in the teaching and learning process of listening comprehension. Therefore, the present research will use CAR design to know whether video can improve students' listening comprehension achievement.

CHAPTER 3 RESEARCH METHOD

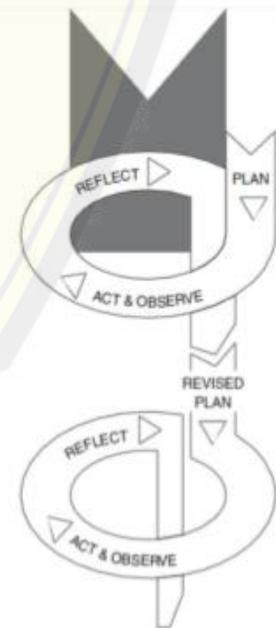
This chapter aims to discuss the method used in this research. It consists of the design of the research, the context of the research, the participants of the research, the data collection method, and the data analysis method.

3.1 Research Design

This research aimed to improve senior high school students' listening comprehension achievement by using video. Based on the preliminary study, the X IPS 1 students' listening comprehension score of MAN 1 Jember needed to be improved. It could be seen that there was only 21 students of 34 students (61.76%) who got ≥ 75 and reached the minimum requirement score. Therefore, the researcher conducted this research by using Classroom Action Research (CAR) design to improve their listening comprehension achievement. It was a research design used to find out the best of the researcher's work in the classroom to improve students' learning (McMillan, 1992). It focused on improving the real situation of the teaching and learning process to achieve the improvement of students' listening comprehension.

This research was done in collaboration with one of the English teachers at MAN 1 Jember. The researcher used Kemmis and Mc Teggart's Model (2000) in which the activities of the research design were explained in detail below.

1. The researcher did the preliminary study by interviewing one of the English teachers to identify the use of video as a medium in teaching listening comprehension.
2. The planning of the action started from choosing the topic for listening based on the syllabus and curriculum used at MAN 1 Jember in which the researcher chose descriptive text, constructing the lesson plans for the first cycle (lesson plan 1 and lesson plan 2), preparing the listening materials and students' tasks, preparing the listening test, preparing the answer of the listening test, preparing the observation checklist that contain the indicators to be observed, and preparing the teaching and learning tools.



3. Implementing the actions that was teaching listening comprehension by using video as a medium. Each cycle was done in two meetings (2x45 minutes/meeting). Cycle 1 covered two meetings and followed by a listening test in meeting 3.
4. Doing observation in each meeting of the cycle by using observation guide in the form of an observation checklist. The observation checklist was used to observe the students' participation with the following indicators: (1) watching the video, (2) taking notes while watching video, (3) doing the exercise individually, and (3) answering the researcher's oral questions. The students were categorized as active if they fulfilled at least three of four indicators stated in an observation checklist. Meanwhile, the students were categorized as passive if they only fulfilled one or two of four indicators. The criteria for the research success were as follows.
 - a. The use of video in teaching listening could enhance the students' participation if at least 75% of the students were active in the teaching and learning process.
 - b. The use of video in teaching listening could improve the students' listening comprehension achievement, if at least 75% of the students got score ≥ 75 in the listening test.
5. Doing the reflection of the results of the listening comprehension test and observation in the first cycle to find the strengths and the weaknesses of using video in teaching listening comprehension and to solve the problem by revising the weak aspects to produce the lesson plans for the second cycle. The results of the action in the first cycle achieved the research objectives, so the cycle was stopped and was not continued to the second cycle.

3.2 Research Context

This study was conducted in MAN 1 Jember. The researcher chose MAN 1 Jember to conduct the Classroom Action Research (CAR) design according to these reasons. First, there was listening problems there. Second, the principal and the English teacher gave permission to the researcher to conduct CAR collaboratively with the English teacher. Third, the school has already been using the 2013 Curriculum. Third, the school has proper facilities such as computer, LCD projector, and sound system. Then, the English teacher rarely and almost never uses video as a medium in teaching listening comprehension.

3.3 Research Participant

The participants in this research were the X IPS 1 students of MAN 1 Jember. The researcher chose that class because the students had a problem with listening comprehension that is difficulties in understanding what the speaker means and finding the meaning of unfamiliar words. The students' previous listening score showed that only 21 of 34 students (61.76%) got score ≥ 75 and reached the minimum requirement score and 13 students (38.23%) did not reach the minimum requirement score. Therefore, the teaching and learning process of listening comprehension needed to be improved in this class.

3.4 Data Collection Method

There were 4 data collection methods used in this research. They were a listening comprehension test, observation, interview and documentation. The details of the data collection methods are explained below.

3.4.1 Listening Comprehension Test

A test is the way to measure or to know how successful the students achieve the objectives of the teaching and learning process (Hughes, 2003). In this research, the test is used to measure or to know how successful the students achieve the objectives of the teaching and learning process of listening comprehension. According to (Hughes, 2003) there are two criteria for a good test. They are validity and reliability. Validity means a test can produce the data, such as test scores, that become accurate representation of language knowledge or skills (Weir, 2005). In this research, the listening comprehension test is constructed according to the indicators to be measured for the tenth grade, to find general information, specific information, stating the generic structures of descriptive text, and stating the language features of descriptive text. Meanwhile, reliability refers to the consistency of the test result which means that the scores are relatively the same although it is used repeatedly.

There are some characteristics of video that used in the teaching and learning process of listening comprehension. The first is the video must be authentic. Secondly, the duration of the video was three up to five minutes. Thirdly, the video is about historical building that consists of indicators to be measured. Lastly, the video must be without any subtitles. In this research, the researcher used video without subtitle by turned it off before downloading and rechecked the video to make sure that it was not showed any subtitles.

The researcher used post-test which aimed to collect the data after the action was implemented to know how successful the students mastered their listening comprehension. The listening comprehension test was given to the students in the third meeting. In this research, the researcher used Multiple Choice questions and True or False questions to measure students' listening comprehension achievement because Multiple Choice questions made the students more thorough to answer the questions and knew how far they understand the materials. Meanwhile, True or False questions used for the listening comprehension test because it can be answered quickly by the students because it only had two choices (True and False) and it took no longer time to answer. The researcher conducted the listening comprehension test in the form of Multiple Choice questions with four-options and True or False questions. Each correct answer for Multiple Choice questions got 4 points and each correct answer for True or False questions got 2 points because Multiple Choice questions is more difficult than True or False questions. Therefore, the total score of the listening comprehension test was 100.

Table 3.1 The Distribution of the Listening Comprehension Test Items

Listening Indicators	The Number of the Test Items		
	Task 1 (Multiple choice)	Task 2 (True or False)	
Finding general information	5 items	6 items	11 items
Finding specific information	8 items	10 items	18 items
Stating the generic structures of the text	1 item	2 items	3 items
Stating the language features of the text	1 item	2 items	3 items
Total number of the test items	15 items	20 items	35 items

Table 3.2 The Listening Comprehension Test Scoring

Type of Questions	Description	Score	Maximum Score
Multiple choice questions (15 items)	Right answer	4	60
True or false questions (20 items)	Right answer	2	40
Total Score = (score from multiple-choice questions + true or false questions)			100

3.4.2 Observation

Observation was also used to collect the data. It helped the researcher to explain the process of teaching and learning process of listening comprehension (McMillan, 1992). In observation, the researcher used an observation checklist to collect the data. The most effective way of observation is by using an observation checklist (Arikunto, 2010). The researcher collaborated with the English teacher to observe the students' participation. In the teaching and learning process of listening comprehension by using video with the following indicators: 1) watching video, 2) taking notes while watching video, 3) doing the listening tasks individually, and 4) answering the researcher's oral questions.

Table 3.3 The Observation Checklist of Students' Participation

NO	Name	Indicators				Active	Passive
		1	2	3	4		

The indicators that will be observed are:

1. Watching video.
2. Taking notes while watching video.
3. Doing the listening tasks individually.
4. Answering the researcher's oral questions.

The students were categorized as active when they could fulfil at least three of four indicators. Meanwhile, the students were categorized as passive if they only fulfilled one or two of four indicators.

3.5 Data Analysis Method

The collected data concerning the students' participation and students' listening comprehension achievement were analyzed by using statistics with the following formula:

a. Students' Participation

The data analysis method used to know the percentage of students' participation is as the following:

$$E = \frac{A}{n} \times 100\%$$

Notes:

- E = the percentage of the students who are active in the classroom
- A = the number of the students who are active in the classroom
- n = the total number of the students in the listening class

b. The Students' Listening Comprehension Achievement

The analysis method used to analyze the percentage of students' listening comprehension achievement is as the following:

$$E = \frac{A}{n} \times 100\%$$

Notes:

- E = the percentage of the number of students who get score ≥ 75
- A = the number of the students who get score ≥ 75
- n = the total number of the students in the listening class

CHAPTER 5

CONCLUSION AND SUGGESTIONS

This chapter aims to explain about the research conclusion and the suggestions for the English teachers and the future researchers.

5.1 Conclusion

According to the research result and discussion, the following conclusion can be drawn:

- a. The use of video in teaching listening comprehension could enhance the X IPS 1 students' participation of MAN 1 Jember. The result of the observation showed that the percentage of students' participation improved from 76.47% in Meeting 1 to 85.29% in Meeting 2.
- b. The use of video in teaching listening could improve the X IPS 1 students' listening comprehension achievement of MAN 1 Jember. It was proved by the result of the students who got score ≥ 75 from the students' listening comprehension test. The percentage of students' listening comprehension score improved from 61.76% in students' previous listening score to 85.29% in students' listening post-test score. Meanwhile, the percentage of students' listening comprehension test fulfilled the target. It was proved by the result of post-test percentage that 85.29% students got score ≥ 75 .

5.2 Suggestions

Based on the result of this research, the use of video in the teaching and learning process of listening comprehension could enhance the students' participation and students' listening comprehension achievement. There are some suggestions for the English teacher and the future researchers, stated as follows:

- a. The English Teacher

Based on the research results, the English teachers are suggested to use video as a medium in teaching listening comprehension. Video can enhance students' participation and students' listening comprehension achievement because it provides both of audio and visual. It attracts students' interest and help them to learn materials easier. The English teacher can find many materials from the video on the internet, so they have various material to teach listening.

b. The Future Researchers

Future researchers who will conduct a research in similar topic by using video with different research design are suggested to use this research finding as the reference to be considered.



REFERENCES

- Ahmadi, S, M. (2016). The Importance of Listening Comprehension in Language Learning. *International Journal of Research in Language Learning*, 1(1), 7-10. Retrieved from <http://ijreeonline.com/article-1-22-en.pdf>
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. (Edisi Revisi). Yogyakarta: Rineka Cipta.
- Çakir, D. I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology*, 5(4). 67-72. Retrieved from <http://www.tojet.net/articles/v5i4/549.pdf>
- Chan, C., Lei, W., Lena. (2014). Study of Video Effects on English Listening Comprehension. *Studies in Literature and Language*, 8(2), 53-58. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.860.6888&rep=rep1&type=pdf>
- Hughes, A. (2003). *Testing for Language Teachers*. (Second Edition). Cambridge: Cambridge University Press. <http://catdir.loc.gov/catdir/samples/cam034/2003268576.pdf>
- Kamilah, M. (2013). The Use of Contextual Video to Improve Students' Listening Ability. *Journal of English and Education*, 1(1), 122-132. Retrieved from <https://media.neliti.com/media/publications/193276-EN-the-use-of-contextual-video-to-improve-s.pdf>
- Kemmis., McTaggart. (2000). *Research Methodology: Action Research*. Retrieved from <https://research-methodology.net/research-methods/action-research/>
- Khodareza, M., Delvand, S, A. (2016). The Effect of Watching Authentic Videos on Improvement of Iranian EFL Learners' Listening Comprehension Ability. *Indian Journal of Fundamental and Applied Life Sciences*, 6(S2), 92-100. Retrieved from <http://www.cibtech.org/sp.ed/jls/2016/02/12-JLS-S2-013-SHAHIN-WATCHING.pdf>
- Kim, H. (2015). Using Authentic Videos to Improve EFL Students' Listening Comprehension. *International Journal of Contents*, 11(4), 15-24. <http://dx.doi.org/10.5392/IJoC.2015.11.4.015>
- McMillan, J. H. (1992). *Educational Research: Fundamental for Consumers*. New York: Harper Collin Publisher.
- Nunan, D. (1998). *Language Teaching and Methodology*. Kuala Lumpur: Pearsen Education. Retrieved from https://archive.org/details/ilhem_20150321_1903/page/n9

- Riftiningsih, F. (2017). The Use of Video Media to Improve the Students' Listening Skill for the Second Grade Students of Senior High School in SMAN 2 Grabag Magelang in the Academic Year of 2017/2018. 1-35. Retrieved from <http://e-repository.perpus.iainsalatiga.ac.id/3876/1/skripsi%20word.pdf>
- Saidu, J. (2017). Effect of Using Video Materials in the Development of Speaking and Listening in the English Language in Senior Secondary School in Yobe State. *International Journal of Innovative Language, Literature & Art Studies*, 5(4), 6-13. Retrieved from <http://seahipaj.org/journals-ci/dec-2017/IJILLAS/full/IJILLAS-D-2-2017.pdf>
- Sulaiman, N., Muhammad, A, M., Ganapathy, N, N, D, F., Khairuddin, Z., Othman, S. (2017). A Comparison of Students' Performances Using Audio Only and Video Media Methods. *English Language Teaching*, 10(7), 210-215. <http://doi.org/10.5539/elt.v10n7p210>
- Taherdoost, H. (2016). Validity and Reliability of the Research Instrument; How to Test the Validation of a Questionnaire/Survey in a Research. *International Journal of Academic Research in Management (IJARM)*. 5(3), 28-36. Retrieved from https://www.researchgate.net/publication/319998004_Validity_and_Reliability_of_the_Research_Instrument_How_to_Test_the_Validation_of_a_QuestionnaireSurvey_in_a_Research
- Wei, Laura. (2012). Teaching Listening in EFL Classroom in Senior High School in Taiwan. Taiwan: National Wen-Hwa High School. Retrieved from https://www.academia.edu/30090772/Teaching_Listening_in_EFL_Classrooms_in_Senior_High_Schools_in_Taiwan
- Weir, C, J. (2005). Language Testing and Validation: An Evidence-based Approach. Retrieved from <http://englishlangkan.com/produk/E%20Book%20Language%20Testing%20and%20Validation%20Cyril%20J%20Weir%202005.pdf>
- Woolfitt, Z. (2015). The Effective Use of Video in Higher Education. *Lectorat Teaching, Learning, and Technology*, 1-49. Retrieved from <https://www.inholland.nl/media/10230/the-effective-use-of-video-in-higher-education-woolfitt-october-2015.pdf>
- Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening s for University Students. *International Journal of Linguistics*, 6(4), 200-212. <http://dx.doi.org/10.5296/ijl.v6i4.5870>

APPENDIX A

RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Use of Video to Improve Senior High School Students' Listening Comprehension Achievement	<ol style="list-style-type: none"> How can the use of video as the medium in teaching listening comprehension enhance senior high school students' participation? How can the use of video as the medium in teaching listening comprehension improve senior high school students' listening comprehension achievement? 	<p>Independent variable :</p> <p>Using video as the medium in teaching listening comprehension.</p> <p>Dependent variable :</p> <p>The senior high school students' listening comprehension achievement</p>	<p>The activities by using video as the medium in teaching listening comprehension :</p> <ol style="list-style-type: none"> Pre-listening activities While-listening activities Post-listening activities <p>The students' listening comprehension achievement test score covering :</p> <ol style="list-style-type: none"> Top down strategy (find the general information according to the video). Bottom up strategy (find the specific information according to the video). Stating the generic structures of the text. Stating the language features of the text. 	<ol style="list-style-type: none"> Participant of the research : The participants of this research were X IPS 1 students of MAN 1 Jember. Informant and collaborator : One of the English teachers at MAN 1 Jember. Documentation : <ol style="list-style-type: none"> The names of the students of class X IPS 1. The previous listening scores of class X IPS 1. Students' listening tasks and listening test. 	<ol style="list-style-type: none"> Research design A classroom action research with the cycle model. The stages of each cycle are as follows: a) The planning of the action, b) The implementation of the action, c) Observation of the action, d) Evaluation of the action, f) Reflection of the action (<i>Kemmis McTeggart's, 2000</i>) Research area determination method : Purposive method Research participant determination method : Purposive method Data collection method : The data collection that used in this research are: a) Listening comprehension test, b) Observation, c) Interview, d) Documentation. Data analysis method : <ol style="list-style-type: none"> Students' Participation The data analysis method used to know the percentage of students' participation is in this following formula :

$$E = \frac{A}{n} \times 100\%$$

Notes :

E = the percentage of the students who are active in the classroom

A = the number of the students who active in the classroom

n = the total number of the students in listening class

b. The Students' Listening

Comprehension Achievement

The analysis method used analyze the students listening comprehension achievement is in this following formula

:

$$E = \frac{A}{n} \times 100\%$$

Notes :

E = the percentage of the students who get score ≥ 75

A = the number of the students who got score ≥ 75

n = the total number of the students in listening class

APPENDIX B

The Interview Guide

No.	Questions	Answers
1	What curriculum do you use in teaching English at MAN 1 Jember?	MAN 1 Jember applies 2013 curriculum.
2	How many times do you teach English in a week?	I teach English once in a week.
3	What does the minimum requirement score for English at this school?	The minimum requirement score for English at this school is 75.
4	Which class has the lowest score in listening?	The class has the lowest score in listening is X IPS 1.
5	What percentage of students that reaches the minimum requirement score?	The percentage is 61.76%.
6	What are the students' difficulties in listening English comprehension?	Sometimes, the students do not understand about what the speaker's mean and find unfamiliar words, so they lose a lot of information.
7	What media do you apply in teaching listening comprehension?	I apply audio only in teaching listening.
8	Have you ever used video in teaching listening comprehension?	No. I have not.
9	Why do you use or do not use video in teaching listening comprehension?	I never use video in teaching listening because I don't know how to operate the LCD projector. I need more time to prepare the material from internet and I don't know how to teach listening using video.

APPENDIX C

The Observation Checklist of Meeting 1

NO	Name	Meeting 1						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	AZZ	√	√	-	-	2		√
2	ANF	√	√	√	-	3	√	
3	ANWE	√	√	√	√	4	√	
4	AHM	√	√	√	-	3	√	
5	AAM	√	√	√	√	4	√	
6	ANAI	√	√	√	√	4	√	
7	CAN	√	√	√	-	3	√	
8	CHZS	√	√	√	-	3	√	
9	CPO	√	√	-	√	3	√	
10	DAD	√	√	√	√	4	√	
11	ENZ	√	√	√	-	3	√	
12	FAI	√	√	√	-	3	√	
13	GSS	√	√	-	-	2		√
14	GSG	√	√	√	-	3	√	
15	LK	√	√	√	√	4	√	
16	MMN	√	√	-	-	2		√
17	MAY	-	√	-	-	1		√
18	MAN	√	√	-	√	3	√	
19	MRKU	√	√	-	√	3	√	
20	MYHAG	√	√	√	-	3	√	
21	NJBW	√	√	√	√	4	√	
22	NF	√	√	√	-	3	√	
23	NAZ	√	√	-	√	3	√	
24	NLF	√	√	-	-	2		√
25	PSA	√	√	-	-	2		√
26	RH	√	√	√	√	4	√	
27	SAZ	√	√	√	-	3	√	
28	SAM	√	√	-	√	3	√	
29	SN	√	√	-	-	2		√
30	SAMY	√	√	√	-	3	√	
31	TER	√	√	-	-	2		√
32	VAM	√	√	√	-	3	√	
33	WA	√	√	√	-	3	√	
34	ZFM	√	√	√	-	3	√	
Total							26	8
Percentage							76.47%	23.53%

APPENDIX D

The Observation Checklist of Meeting 2

No	Name	Meeting 2						
		Indicators				Total	Category	
		1	2	3	4		Active	Passive
1	AZZ	√	√	√	√	4	√	
2	ANF	√	√	√	-	3	√	
3	ANWE	√	√	√	-	3	√	
4	AHM	√	-	√	-	2		√
5	AAM	√	√	√	-	3	√	
6	ANAI	√	√	√	√	4	√	
7	CAN	√	√	√	√	4	√	
8	CHZS	√	-	√	√	3	√	
9	CPO	√	√	-	√	3	√	
10	DAD	√	-	√	√	3	√	
11	ENZ	√	√	√	√	4	√	
12	FAI	√	√	√	√	4	√	
13	GSS	√	√	-	√	3	√	
14	GSG	√	√	√	-	3	√	
15	LK	√	√	√	-	3	√	
16	MMN	√	√	-	√	3	√	
17	MAY	-	√	-	-	1		√
18	MAN	√	√	-	√	3	√	
19	MRKU	√	√	-	√	3	√	
20	MYHAG	√	√	-	√	3	√	
21	NJBW	√	√	√	-	3	√	
22	NF	√	-	-	√	2		√
23	NAZ	√	√	-	-	2		√
24	NLF	√	√	-	√	3	√	
25	PSA	√	√	-	√	3	√	
26	RH	√	√	√	√	4	√	
27	SAZ	√	√	√	-	3	√	
28	SAM	√	√	-	√	3	√	
29	SN	√	√	-	√	3	√	
30	SAMY	√	-	√	√	3	√	
31	TER	√	√	-	√	3	√	
32	VAM	√	√	√	-	3	√	
33	WA	√	√	√	-	3	√	
34	ZFM	√	-	-	√	2		√
Total							29	5
Percentage							85.29%	14.71%

APPENDIX E

The Students' Previous Listening Score

No	Students' Names (Initials)	Students' Scores	Achieved	Not Achieved
1	AZZ	83	√	
2	ANF	74		√
3	ANWE	81	√	
4	AHM	74		√
5	AAM	74		√
6	ANAI	86	√	
7	CAN	85	√	
8	CHZS	85	√	
9	CPO	83	√	
10	DAD	81	√	
11	ENZ	65		√
12	FAI	84	√	
13	GSS	82	√	
14	GSG	71		√
15	LK	82	√	
16	MMN	81	√	
17	MAY	85	√	
18	MAN	64		√
19	MRKU	71		√
20	MYHAG	61		√
21	NJBW	84	√	
22	NF	62		√
23	NAZ	58		√
24	NLF	81	√	
25	PSA	63		√
26	RH	84	√	
27	SAZ	82	√	
28	SAM	81	√	
29	SN	82	√	
30	SAMY	81	√	
31	TER	67		√
32	VAM	79	√	
33	WA	71		√
34	ZFM	83	√	
Total			21	13
Percentage			61.76%	38.24%

APPENDIX F

The Scores of the Students' Listening Post-test in Cycle 1

No	Students' Names (Initials)	Students' Scores	Achieved	Not Achieved
1	AZZ	76	√	
2	ANF	72		√
3	ANWE	76	√	
4	AHM	76	√	
5	AAM	76	√	
6	ANAI	82	√	
7	CAN	74		√
8	CHZS	86	√	
9	CPO	82	√	
10	DAD	80	√	
11	ENZ	76	√	
12	FAI	86	√	
13	GSS	78	√	
14	GSG	76	√	
15	LK	82	√	
16	MMN	76	√	
17	MAY	74		√
18	MAN	78	√	
19	MRKU	72		√
20	MYHAG	78	√	
21	NJBW	82	√	
22	NF	76	√	
23	NAZ	80	√	
24	NLF	84	√	
25	PSA	80	√	
26	RH	76	√	
27	SAZ	76	√	
28	SAM	76	√	
29	SN	74		√
30	SAMY	76	√	
31	TER	76	√	
32	VAM	86	√	
33	WA	76	√	
34	ZFM	76	√	
Total			29	5
Percentage			85.29%	14.71%

APPENDIX G

LESSON PLAN 1 (Cycle 1, Meeting 1)

Subject	: English
Level	: Senior High 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
3.4 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,	3.4.1 Stating the generic structures of the text.
	3.4.2 Stating the language features of the text.

sesuai dengan konteks penggunaannya.	
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	4.4.1 Finding the general information according to the video.
	4.4.2 Finding the specific information according to the video.

C. Learning Objectives

1. Students will be able to state the generic structures of the text.
2. Students will be able to state the language features of the text.
3. Students will be able to find the general information according to the video.
4. Students will be able to find the specific information according to the video.

D. Teaching and Learning Materials

1. The Concept of the Descriptive Text

❖ *The definition of descriptive text*

Descriptive text is a text that tells us about a person, place, animal or a thing is like. The purpose is to describe a particular person, place, animal, or thing.

❖ *The generic structures of a descriptive text*

The generic structures of descriptive text are:

1. Identification.

Identification is a part that introduce the object being described.

2. Description.

Description is a part that gives the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

❖ *The language features of descriptive text*

- a. Using specific participant: has a certain object, is not common and unique (only one).
- b. Using an adjective to clarify the noun.

- c. Using simple present tense: The sentence pattern used is simple present because it tells us about the fact of the object being described.
- d. Using an action verb: verbs that show the act.

❖ *The definition of general information*

General information is an information that tells us about the main idea of a text, a video, or audio etc.

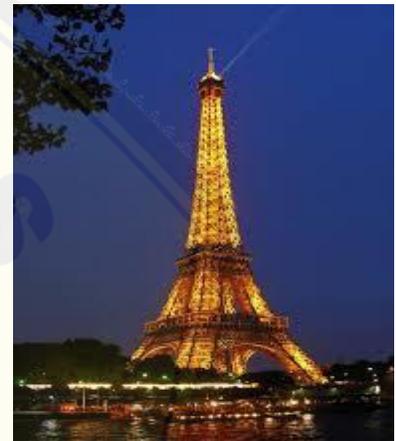
❖ *The definition of specific information*

Specific information tells us about the idea of a text, a video, or audio etc. in details.

2. Leading Questions

❖ *Leading questions*

1. Do you know the name of this country?
2. It is the famous building in France.
3. It is the highest building in Paris.
4. Do you know the name of the building that known as the icon of Paris, France?



E. Teaching Approach / Model

Approach	: Scientific Approach (with powerpoint and video)
Steps	: Observing, questioning, experimenting, associating
Method	: Discussion

F. Media, Tools, and Teaching Sources

1. Media : Video
2. Tools : Board marker, white board, LCD projector, laptop/computer, an active speakers.
3. Learning source : <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
<https://www.youtube.com/watch?v=DUafW5QkASA>

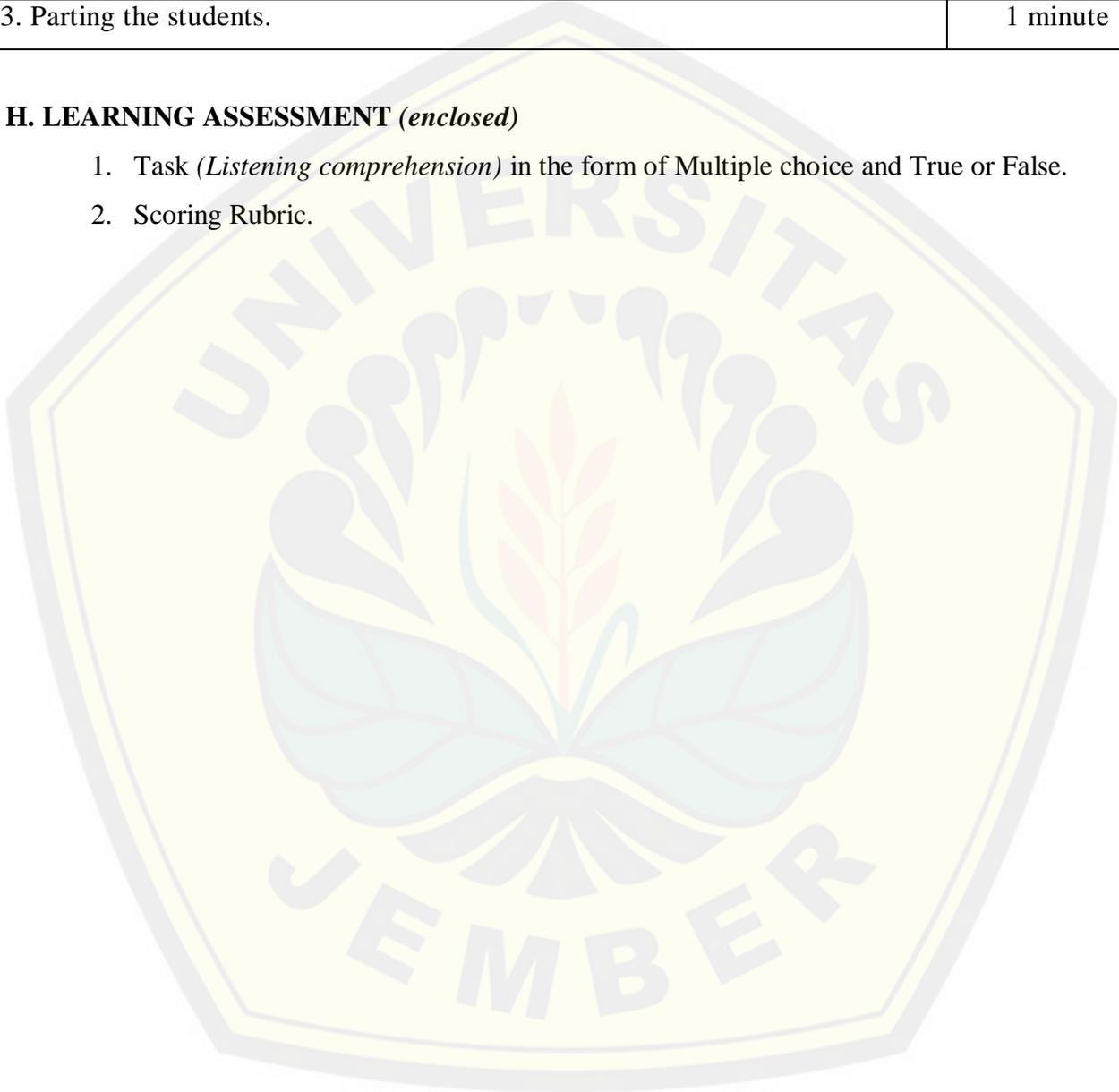
G. Teaching and Learning Activities

Activities	Time
Pre-listening activities	5 minutes
<i>Set Induction</i>	<i>5 minutes</i>
1. Greeting the students, praying, and checking their attendance.	2 minutes
2. Asking the students to guess the topic by giving leading questions about Eiffel Tower.	2 minutes
3. Stating the learning objectives.	1 minutes
While-listening Activities	65 minutes
<i>Observing</i>	<i>8 minutes</i>
1. Students pay attention to the video when the researcher plays it for the first time (the students are not permitted to take notes).	4 minutes
2. Playing the video for the second time (the students are allowed to take notes).	4 minutes
<i>Questioning</i>	<i>10 minutes</i>
1. Asking the students to find unfamiliar words.	5 minutes
2. Asking the students to give the meaning of unfamiliar words.	5 minutes
<i>Collecting Information</i>	<i>14 minutes</i>
1. Asking the students to mention the social function, the generic structure, and the language features of descriptive text orally.	10 minutes
2. Playing the video for the third time.	4 minutes
<i>Associating</i>	<i>34 minutes</i>
1. Asking the students to do the task in the form of Multiple choice individually.	15 minutes
2. Asking the students to do the task in the form of True or False individually.	15 minutes
3. Playing the video for the fourth time to check the students' answers.	4 minutes
Post-listening Activities	20 minutes
<i>Communicating</i>	<i>15 minutes</i>
1. Discussing the task together.	15 minutes
<i>Closing</i>	<i>5 minutes</i>

1. Doing reflection by asking the students whether the materials are interesting or not.	2 minutes
2. Asking the students to make a conclusion of what they have learnt and discussed before.	2 minutes
3. Parting the students.	1 minute

H. LEARNING ASSESSMENT (*enclosed*)

1. Task (*Listening comprehension*) in the form of Multiple choice and True or False.
2. Scoring Rubric.



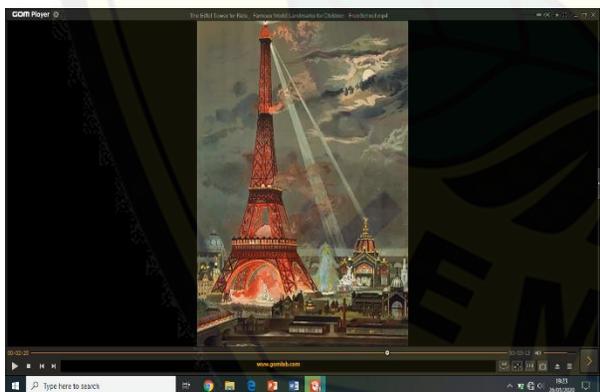
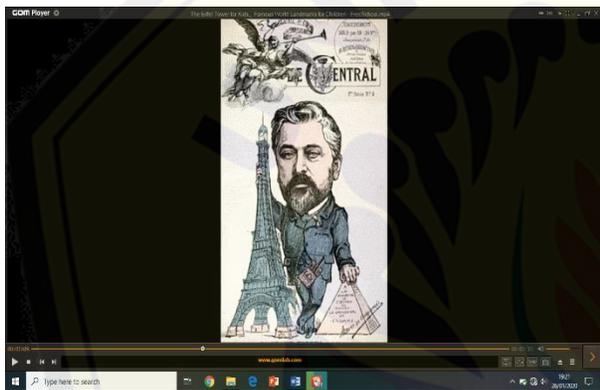
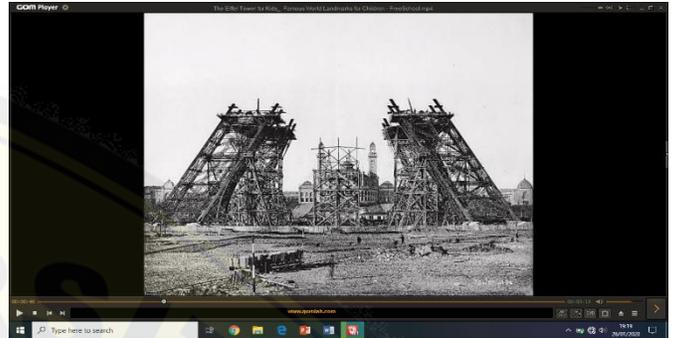
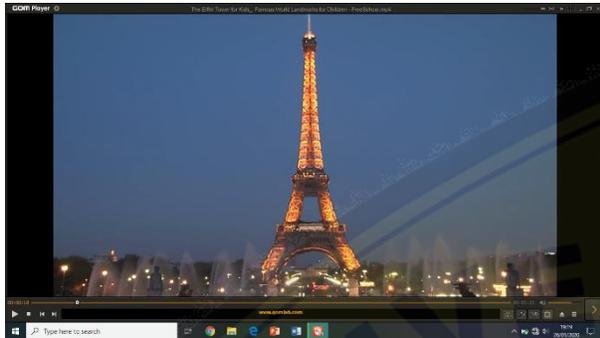
Transcript of Video

The Eiffel Tower

Over the streets of Paris, France, rises the Eiffel Tower. An internationally recognized symbol of France and one of the most famous structures in the world, the Eiffel Tower was originally built as the entrance to the 1889 World's Fair, to celebrate the 100th anniversary of the French Revolution. More than 100 artists competed with plans for the monument, but the contract was given to Alexandre-Gustave Eiffel, a bridge builder, architect, and metals expert who had already designed the framework for the Statue of Liberty. The final design required more than 18,000 pieces of iron and 2.5 million rivets to construct. It took hundreds of workers more than 2 years to finish, and when it was completed in March of 1889 it was almost 1,000 feet or more than 300 meters high - more than twice the height of the pyramids at Giza - making it the tallest structure in the world until the Chrysler building was completed in 1930. The tower was originally meant to be a temporary structure, and only stand for 20 years. Many of the people of Paris disliked the tower. They thought it was ugly, or that it was dangerous and might fall down. By the time the tower was supposed to be removed, however, people had realized that it was a valuable way to transmit wireless telegraph and radio signals, and city officials decided to keep it. It continues to be used for communications today, with more than 100 antennas on it. Despite its height, the Eiffel Tower is incredibly wind-resistant. It only sways up to five inches in wind, but when the side facing the sun heats up and expands, the top may move up to seven inches from its original position. The tower is completely repainted every seven years to protect it from rusting, using 60 tons of paint each time. Originally, the tower was reddish brown and the color was changed sometimes when it was repainted. It was once even painted yellow! These days it is painted a bronze color called "Eiffel Tower Brown." Today, the Eiffel tower is the most popular paid attraction in the world, with about 7 million visitors each year. It has been the inspiration for replicas and imitations around the world, from Japan to Guatemala to Las Vegas. No longer considered an eyesore, the Eiffel Tower is an icon of France and is inside the World Heritage Site that includes certain parts of Paris. I hope you enjoyed learning about the Eiffel Tower today! Goodbye till next time.

<https://www.youtube.com/watch?v=DUafW5QkASA>

The Pictures of Video



LISTENING COMPREHENSION TASK

Name	:	
Student's Number / Class	:	/

Task 1

Choose the most correct answer according to the information you have watched and heard!

- The location of the tower is in.....
 - London
 - America
 - Paris
 - America
- How many visitors come to the tower in each year?
 - 6 million
 - 7 million
 - 8 million
 - 9 million
- What is the original color of the tower?
 - Reddish brown
 - Brown
 - Yellow
 - Bronze
- In what year was the tower completely constructed?
 - 1899
 - 1930
 - 1889
 - 1913
- The speaker's purpose of the video is.....
 - to inform the wonderful of Paris
 - to describe the Eiffel Tower
 - to entertain people about the story of Eiffel Tower
 - to tell the story of Paris
- The tower was once even painted
 - Brown
 - Reddish Bronze
 - Red
 - Yellow
- Who built the tower?
 - Alexander Gustav Eiffel
 - Alexander Graham
 - Christopher Colombus
 - Abraham Lincoln

D. To build the tower needs hundreds of workers

15. According to the video, we know that.....

- A. Eiffel Tower is a recognized symbol of France that belongs to one of the World Heritage Sites
- B. Eiffel Tower is not attracts people from around the world
- C. Eiffel Tower was built as the symbol of unity in peace
- D. Eiffel Tower is the one and only World Heritage Site



Task 2

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

No.	Task 1	T/F
1.	This symbol of France is one of the most famous structures in the world	
2.	Eiffel is one of the World Heritage Site	
3.	Specific information is an information that tells us about the main idea of the text or video	
4.	The video is about the description of historical building	
5.	The speaker tells us about someone's experience in Paris	
6.	The sentence "...making it the tallest structure in the world until the Chrysler building was completed in 1930" doesn't use an action verb	
7.	The tower was built in less than 2 years to finish	
8.	The tower is completely repainted every seven years to protect it from rusting	
9.	It was almost 10,000 feet or more than 3000 meters high	
10.	These days it is painted a bronze color called "Eiffel Tower Brown"	
11.	The final design required more than 18.000 pieces of iron and 2,5 million rivets to construct	
12.	It has not been the inspiration for replicas and imitations around the world	
13.	The tower has more than 100 antennas on it	
14.	Despite its height, Eiffel tower is not wind-resistant	
15.	Generic structure of the descriptive text are identification and description	
16.	The identification of the video is "The tower was built to celebrate the 100 th anniversary of the French Revolution"	
17.	Descriptive text uses specific participant which means it has a general and common object	
18.	The description in the video is "... Eiffel Tower uses 60 tons of paint each time"	
19.	Eiffel Tower is the most popular paid attraction in the world	
20.	Paris is one of the street in France which the location of Eiffel Tower	

ANSWER KEY

No.	Task 1 (Multiple-choice question)	Task 2 (True or False question)
1.	C	T
2.	B	T
3.	A	F
4.	C	T
5.	B	F
6.	D	F
7.	A	F
8.	B	T
9.	B	F
10.	D	T
11.	B	T
12.	C	F
13.	A	T
14.	B	F
15.	A	T
16.		T
17.		F
18.		T
19.		T
20.		F

The Distribution of the Task Items

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (Multiple choice)	Task 2 (True or False)	
Finding general information	4 Items (1, 5, 12, 13, 15)	5 Items (1, 2, 4, 5, 19, 20)	11 items
Finding specific information	8 items (2, 3, 4, 6, 7, 8, 9, 11)	10 items (3, 7, 8, 9, 10, 11, 12, 13, 14, 19)	18 items
Stating the generic structures of the text	1 item (10)	2 items (6, 17)	3 items
Stating the language features of the text	1 item (14)	2 items (15, 16)	3 items
Total Items	15 items	20 items	35 items

Listening Comprehension Task Scoring

Type of Questions	Description	Score	Maximum Score
Multiple choice (15 items)	Right answer	4	60
True or False (20 items)	Right answer	2	40
Total Score = (score from true or false questions + multiple choice questions) x 5			100

APPENDIX H

LESSON PLAN 2 (Cycle 1, Meeting 2)

Subject	: English
Level	: Senior High School
Class	: X
Genre	: Descriptive Text
Theme	: Historical Building
Sub Theme	: The Great Wall of China
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
3.4 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,	3.4.1 Stating the generic structures of the text.
	3.4.2 Stating the language features of the text.

sesuai dengan konteks penggunaannya.	
4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.	4.4.1 Finding the general information according to the video.
	4.4.2 Finding the specific information according to the video.

C. Learning Objectives

1. Students will be able to state the generic structures of the text.
2. Students will be able to state the language features of the text.
3. Students will be able to find the general information according to the video.
4. Students will be able to find the specific information according to the video.

D. Teaching and Learning Materials

1. The Concept of the Descriptive Text

❖ *The definition of descriptive text*

Descriptive text is a text that tells us about a person, place, animal or a thing is like. The purpose is to describe a particular person, place, animal, or thing.

❖ *The generic structures of a descriptive text*

The generic structures of descriptive text are:

1. Identification.

Identification is a part that introduce the object being described.

2. Description.

Description is a part that gives the details of the object being described. It may describe parts, qualities, physical appearance, and characteristics.

❖ *The language features of descriptive text*

- b. Using specific participant: has a certain object, is not common and unique (only one).
- c. Using an adjective to clarify the noun.

- d. Using simple present tense: The sentence pattern used is simple present because it tells us about the fact of the object being described.
- e. Using an action verb: verbs that show the act.

❖ *The definition of general information*

General information is an information that tells us about the main idea of a text, a video, or audio etc.

❖ *The definition of specific information*

Specific information tells us about the idea of a text, a video, or audio etc. in details.



2. Leading Questions

❖ *Leading questions*

1. It is a famous building in China.
2. It is the longest building.
3. Do you know the name of the building?

E. Teaching Approach / Model

Approach	: Scientific Approach (with powerpoint and video)
Steps	: Observing, questioning, experimenting, associating
Method	: Discussion

F. Media, Tools, and Teaching Sources

1. Media : Video
2. Tools : Board marker, whiteboard, LCD projector, laptop/computer, an active speakers.
3. Learning source : <http://britishcourse.com/descriptive-text-definition-generic-structures-purposes-language-features.php>
<https://www.youtube.com/watch?v=9dIyk65vR-g&t=1s>

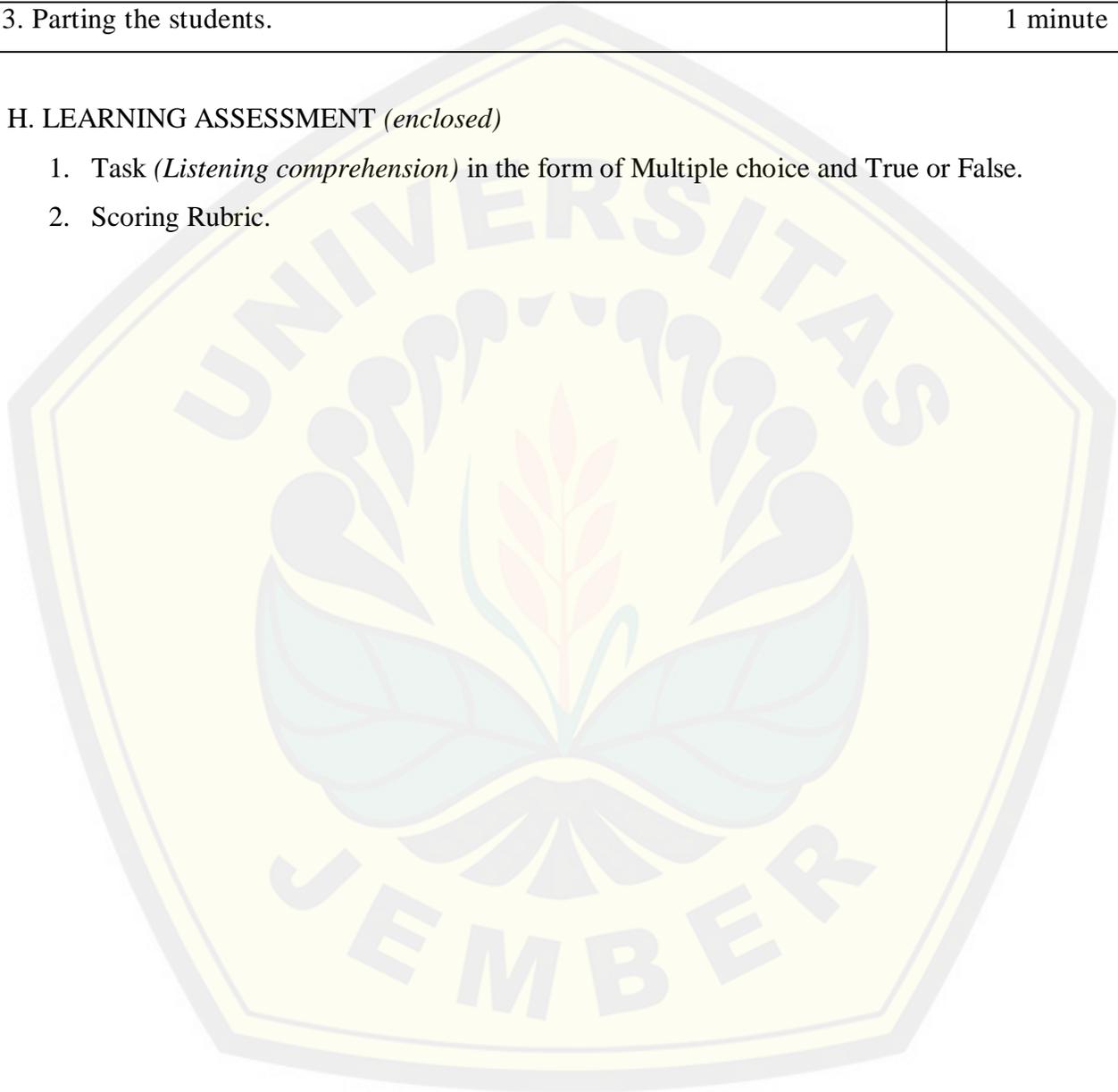
G. Teaching and Learning Activities

Activities	Time
Pre-listening activities	5 minutes
<i>Set Induction</i>	<i>5 minutes</i>
1. Greeting the students, praying, and checking their attendance.	2 minutes
2. Asking the students to guess the topic by giving leading questions about Eiffel Tower.	2 minutes
3. Stating the learning objectives.	1 minutes
While-listening Activities	65 minutes
<i>Observing</i>	<i>8 minutes</i>
1. Students pay attention to the video when the researcher plays it for the first time (the students are not permitted to take notes).	4 minutes
2. Playing the video for the second time (the students are allowed to take notes).	4 minutes
<i>Questioning</i>	<i>10 minutes</i>
1. Asking the students to find unfamiliar words.	5 minutes
2. Asking the students to give the meaning of unfamiliar words.	5 minutes
<i>Collecting Information</i>	<i>14 minutes</i>
1. Asking the students to mention the social function, the generic structure, and the language features of descriptive text orally.	10 minutes
2. Playing the video for the third time.	4 minutes
<i>Associating</i>	<i>34 minutes</i>
1. Asking the students to do the task in the form of Multiple choice individually.	15 minutes
2. Asking the students to do the task in the form of True or False individually.	15 minutes
3. Playing the video for the fourth time to check the students' answers.	4 minutes
Post-listening Activities	20 minutes
<i>Communicating</i>	<i>15 minutes</i>
1. Discussing the task together.	15 minutes
<i>Closing</i>	<i>5 minutes</i>

1. Doing reflection by asking the students whether the materials are interesting or not.	2 minutes
2. Asking the students to make a conclusion of what they have learnt and discussed before.	2 minutes
3. Parting the students.	1 minute

H. LEARNING ASSESSMENT (*enclosed*)

1. Task (*Listening comprehension*) in the form of Multiple choice and True or False.
2. Scoring Rubric.



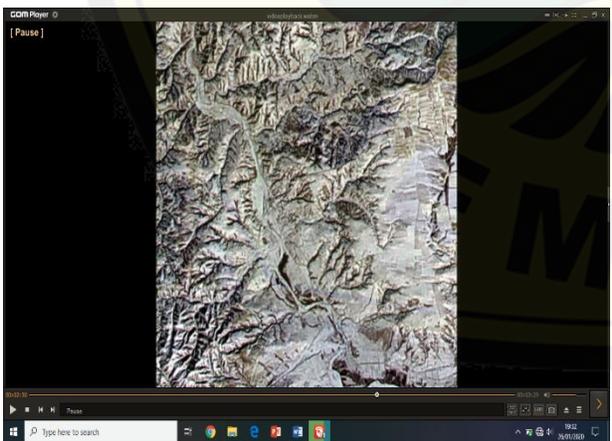
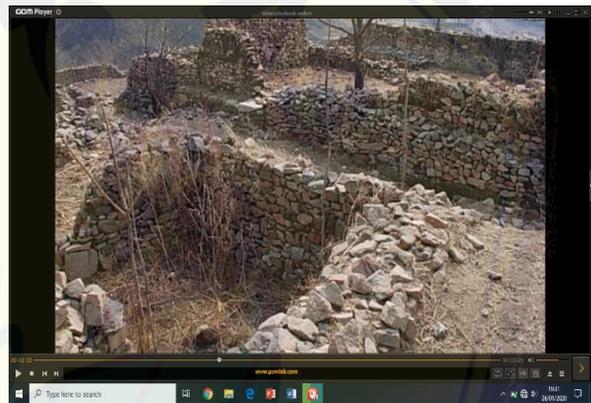
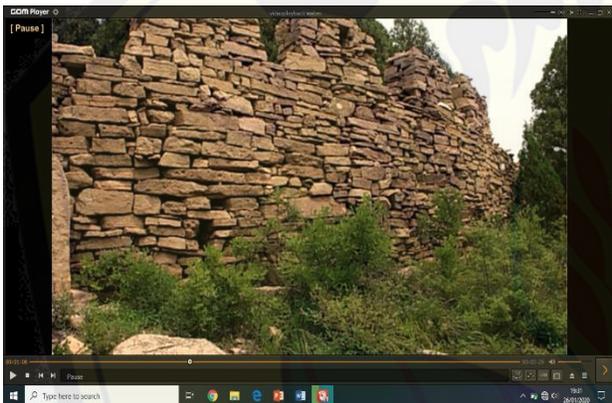
Transcript of Video

The Great Wall of China

One of the most recognizable symbols of China, the Great Wall of China has a long and complicated history. It is not just one wall, but many different walls and fortifications that were built over the course of thousands of years. The walls built at different times were often built with different materials, everything from packed dirt or wood to stone and brick. These walls were meant to protect China from invasion. The earliest walls were built more than two thousand years ago when individual states built walls of packed earth and gravel between boards to protect their territories from attackers with swords and spears. Hundreds of years later in 221 BC the first Emperor of China, Qin Shi Huang, ordered that walls that divided his empire should be destroyed and a new wall connecting the remaining pieces should be built, creating fortifications that protected the empire from northern attackers. No one knows exactly how long that wall was or where it was built, as most of it has worn down or been destroyed. Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall. The leaders of the Ming dynasty, which began in 1368, constructed the most famous version of the Great Wall. They began by building watchtowers and garrisons, later adding walls of stone and earth. New construction on the wall ended in 1644. At its height the Great Wall stretched more than 13,000 miles or about 22,000 kilometers in total length, making it the longest structure ever built by humans. In some places, the walls were 30 feet or 9 meters thick, and 25 feet or 7.5 meters tall, and it was studded with as many as 25,000 watchtowers. You may have heard that the Great Wall is so big that it can be seen from space, but that is only partially true. It cannot be seen at all from the moon, but from a much closer orbit, it could be seen by someone who knew exactly where to look and what it would look like. Today the Great Wall of China is a World Heritage site, protected and maintained for all of humanity to enjoy. Only some pieces of the wall are taken care of, however, as it is simply too big and too damaged by time and old battles to repair and take care of it all. In fact, nearly 1/3 of the wall has completely disappeared, fallen down and even the stones taken away by local people to use in building. Still, the Great Wall is the most popular place for tourists to visit in China, attracting millions of people each year. I hope you enjoyed learning about the Great Wall of China today.

<https://www.youtube.com/watch?v=9dIyk65vR-g&t=1s>

The Pictures of Video



LISTENING COMPREHENSION TASK

Name	:	
Student's Number / Class	:	/

Task 1

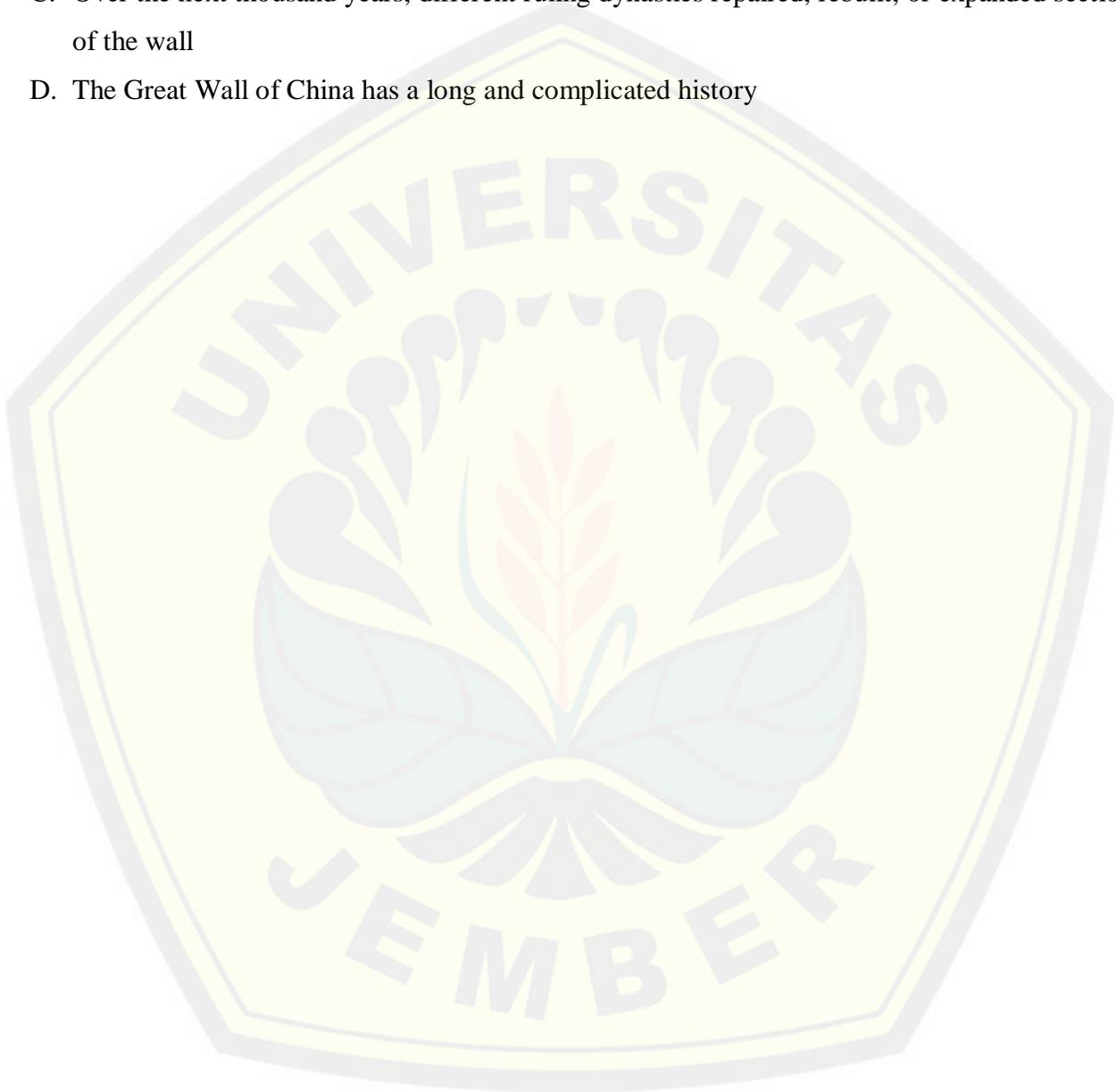
Choose the most correct answer according to the information you have watched and heard!

- What is the video about?
 - the history of China
 - Ming Dynasty
 - the story of China's war
 - the description about The Great Wall of China
- Why did the dynasty build the wall?
 - to attract many visitors around the world
 - to protect China from invasion
 - to make China as an aesthetic country
 - to be the biggest country in the world
- In the first Emperor of China ordered that a new wall connecting the remaining pieces should be built
 - 31 BC
 - 241 BC
 - 221 BC
 - 21 BC
- The height of the Great Wall stretched more than miles
 - 13.000
 - 22.000
 - 25.000
 - 16.000
- According to the speaker, we know that the Chinese government at that time was.....
 - Kingdom
 - Democracy
 - Republic
 - Empire
- Who ordered to build watchtowers and garrisons?
 - Local people of China
 - Ming Dynasty
 - Qin Shi Huang
 - The attackers
- The wall was studded with as many as watchtowers
 - 22.000
 - 15.000
 - 25.000
 - 13.000

8. One of the most recognizable symbols of China, the has a long and complicated history.
- A. the Great Wall of China
 - B. the Ming Dynasty
 - C. temple
 - D. Chinese people
9. What is the aim of the video?
- A. to share someone's experience in China
 - B. to describe the Great Wall of China
 - C. to inform how amazing the Great Wall of China is
 - D. to entertain about the story of China
10. How long does the Great Wall of China stretch in total length?
- A. More than 27.000 kilometers
 - B. Less than 22.000 kilometers
 - C. More than 22,000 kilometers
 - D. Less than 27.000 kilometers
11. What is the function of the Great Wall of China nowadays?
- A. As a way to move from one place to another
 - B. To protect China's people from attackers
 - C. To expand China's territory
 - D. As a World Heritage site for people to enjoy
12. One of the generic structure of a descriptive text is identification. What does it mean?
- A. It is a part that gives the details of the object being described
 - B. It is a part that introduces the object being described
 - C. It is a part that shows the reason why the object should be described
 - D. It is a part that tells us the steps to inform the object being described
13. Nearly 1/3 of the wall has fallen down and even the stones taken away by local people to use in building
- A. completely disappeared
 - B. totally built
 - C. significantly repaired
 - D. originally built
14. According to the video, we can conclude that.....
- A. The Ming Dynasty rebuilt the wall to attract visitors
 - B. The wall is one of historical building in China
 - C. The wall is not protected nowadays
 - D. The wall attracts local people to visit

15. Which one of these sentences uses an action verb?

- A. In fact, nearly 1/3 of the wall has completely disappeared and fallen down
- B. The Great Wall of China is the most popular place for tourists
- C. Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall
- D. The Great Wall of China has a long and complicated history



Task 2

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

No.	Statements	T/F
1.	The wall is a symbol of the Ming Dynasty	
2.	The generic structure of descriptive text is identification and body	
3.	The great wall of China is the most popular place for tourists to visit in China	
4.	Ming Dynasty constructed the most famous version of the Great Wall. The sentence doesn't use an adjective to clarify noun	
5.	The video is about the historical building	
6.	Ming Dynasty began to construct the most famous version of the Great Wall in 1358	
7.	The new construction of the wall ended in 1644	
8.	The walls built at different times were often built with a different materials such as packed dirt, soil, steel and wood	
9.	In some places, the walls were 13 feet or 9 meters thick and 35 feet or 7.5 meters tall	
10.	The first emperor of China was Qin Shi Huang	
11.	Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall	
12.	The Great Wall of China attracting a hundred people each year	
13.	The Great wall can't be seen at all from the moon, but from a much closer orbit, it could be seen by someone who knew exactly where to look and what it would look like	
14.	Is totally true that the Great Wall is so big that it can be seen from space	
15.	The Great Wall of China has a long and complicated history	
16.	The function of identification on descriptive text is to gives the details of the object being described	
17.	In that video, the Great Wall of China is a specific participant	
18.	From the video, we know that the function of the wall in the past was to protected China from attackers	
19.	The great wall of China is one of World Heritage Site in the world	
20.	There are a few number of visitors attracted to come to the Great Wall of China	

ANSWER KEY

No.	Task 1 (Multiple-choice question)	Task 2 (True or False question)
1.	D	F
2.	B	F
3.	C	T
4.	A	F
5.	D	T
6.	B	F
7.	C	T
8.	A	F
9.	B	F
10.	C	T
11.	D	T
12.	B	F
13.	A	T
14.	B	F
15.	C	T
16.		F
17.		T
18.		T
19.		T
20.		F

The Distribution of the Task Items

Listening Indicators	The Number of the Task Items		Total Items
	Task 1 (Multiple choice)	Task 2 (True or False)	
Finding general information	5 Items (1, 5, 9, 11, 14)	6 Items (1, 3, 5, 12, 19, 20)	11 items
Finding specific information	8 items (2, 3, 4, 6, 7, 8, 10, 13)	10 items (6, 7, 8, 9, 10, 11, 13, 14, 15, 18)	18 items
Stating the generic structures of the text	1 item (12)	2 items (2, 16)	3 items
Stating the language features of the text	1 item (15)	2 items (4, 17)	3 items
Total Items	15 items	20 items	35 items

Listening Comprehension Task Scoring

Type of Questions	Description	Score	Maximum Score
Multiple choice (15 items)	Right answer	4	60
True or False (20 items)	Right answer	2	40
Total Score = (score from multiple choice questions+ true or false questions) x 5			100

APPENDIX I**LISTENING COMPREHENSION TEST INSTRUMENT (Cycle 1)**

Subject	: English
Level	: Senior High School
Class	: X
Genre	: Descriptive Text
Theme	: Historical Building
Sub Theme	: The Statue of Liberty
Language Skill	: Listening
Time	: 60 minutes

Transcript of Video

The History of Liberty Statue

Located in New York Harbor, the Statue of Liberty is one of the most recognizable landmarks in the world. But what is it doing there? And where did it come from? Officially called 'Liberty Enlightening the World,' the Statue of Liberty was a gift to America from the French in 1886 as a representation of international friendship, but its story really began more than 20 years earlier in 1865 when Frenchman Edouard de Laboulaye proposed that France should create a monument for the United States. It would be a long time before Laboulaye's dream was realized: it wasn't until ten years later that the sculptor Auguste Bartholdi was commissioned to design the statue. The American people agreed to pay for the pedestal for the statue to stand on, while the French people would fund the Statue of Liberty itself, but raising enough money was difficult. The statue was completed in France in 1884, almost ten years after it was commissioned, but the pedestal wasn't finished for another two years, in April of 1886. The statue was transported in 350 individual pieces which were packed in 214 separate crates. Once the pedestal was completed, it took four months to reassemble the statue. Finally, on October 28, 1886, President Grover Cleveland dedicated the Statue of Liberty, an event celebrated by bands, parades, speeches, and fireworks. The Statue of Liberty quickly became a famous landmark. For many immigrants who came to the United States through New York, it was their first sight of their new country. For others, it symbolized the idea of freedom that America was built on. The statue

depicts a woman in a robe, representing Libertas, the Roman goddess of liberty. She has a crown on her head with seven points, said to represent the seven seas or the seven continents of the Earth. She is holding a stone tablet in one hand which reads July 4, 1776 in roman numerals, honoring the date of the signing of the Declaration of independence. In her other hand, she holds high a flaming torch covered in gold leaf. The Statue of Liberty itself is covered in a layer of copper less than 2 pennies thick. Originally, the statue was the same bright copper color as a new penny, but after less than 20 years of standing out in the sun and the rain the copper began to oxidize, turning her the green color we recognize today. The statue weighs 450,000 lbs or 225 tons, and stands over 151 feet or 46 meters high, not including the pedestal she stands on. With the pedestal, from the ground to the tip of the torch, the Statue of Liberty stands as tall as a 22 story building! About 4 million people visit the Statue of Liberty every year. Those who go inside it can see a poem by Emma Lazarus, written to help raise money for the construction of the pedestal. It reads, in part: "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tost to me, I lift my lamp beside the golden door!" Now nearly 130 years old, the Statue of Liberty has long been a symbol of hope and welcome to people seeking freedom and a new life in America, as well as a symbol of the friendship between France and the United States. It is now also a World Heritage Site, which means that it is considered so special and important that it should be protected and preserved for people all around the world to enjoy. I hope you enjoyed learning about the Statue of Liberty today. Goodbye till next time!

<https://www.youtube.com/watch?v=usHRc7G0gVo>

The Pictures of Video



LISTENING COMPREHENSION TEST

Name	:	
Student's Number / Class	:	/

Test 1

Choose the most correct answer according to the information you have watched and heard!

1. Where is the location of the thing described in the video?
 - A. England
 - B. France
 - C. New York Harbor
 - D. Canada
2. Why was French gave America the Statue of Liberty?
 - A. To represent the international friendship
 - B. For a peace agreement
 - C. As a gift for cooperation
 - D. As a form of sympathy
3. Who was proposed that France should create a monument for the United States?
 - A. Auguste Bartholdi
 - B. French government
 - C. United States people
 - D. Frenchman Edouard de Laboulaye
4. The statue has a on her head with seven points.
 - A. cap
 - B. crown
 - C. diamond
 - D. jewelry
5. What is the topic of the video?
 - A. The Statue of Liberty
 - B. The United Kindom's History
 - C. Wonderful of America
 - D. People of United Kingdom
6. The statue is holding a in the left hand
 - A. stone tablet
 - B. torch
 - C. lamp
 - D. bok
7. According to the speaker, how many people visit the Statue of Liberty every year?
 - A. 2 million
 - B. 3 million
 - C. 4 million
 - D. 5 million
8. Which one is the identification in from the video?
 - A. The Statue of Liberty was a gift to America from the French in 1886
 - B. The Statue of Liberty is one of the most recognizable landmarks in the world

- C. The statue was transported in 350 individual pieces which were packed in 214 separate crates
- D. Once the pedestal was completed, it took four months to reassemble the statue
16. What is the video about?
- A. Exploring United States
- B. Retelling the history of America
- C. Informing about the amazing Liberty Statue
- D. Describing the Statue of Liberty as historical building
17. What is holding by the statue in the right hand?
- C. A crown
- D. A stone tablet
- C. A flaming torch
- D. A book
18. Who was dedicate the Statue of Liberty?
- A. Alexander Gustav Eiffel
- B. President Grover Cleveland
- C. Auguste Bartholdi
- D. American
19. What is meant by specific participant?
- A. It is a common object which is most of people know about it
- B. It is a popular object
- C. It is an object described in general
- D. It is a certain object which is not common and unique
20. Originally, the color of the Statue of Liberty was.....
- A. Bright copper
- B. Green
- C. Grey
- D. Brown
21. How long was the Statue of Liberty stand based on the video?
- A. 213 years old
- B. 224 years old
- C. 130 years old
- D. 113 years old
22. Why was the color of the Statue of Liberty changed into green?
- A. Because the government wants to repainted the color
- B. Because standing out in the sun and the rain, it began to oxidize and become green
- C. Because the America people does not like the original color
- D. Because it must be change to attract the visitors

Test 2

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

No.	Statements	T/F
1.	The Statue of Liberty most recognizable landmarks in the world.	
2.	Located in New York Harbor, the Statue of Liberty is one of the most recognizable landmarks in the world. The sentence is clarified as identification.	
3.	Identification and objective are the generic structure of descriptive text.	
4.	The Statue of Liberty is a symbol of glory of the country.	
5.	The speaker only tells us about the general information about the Statue of Liberty.	
6.	The Statue of Liberty is officially called “Liberty Brightening the World”	
7.	With the pedestal, from the ground to the tip of the torch, the Statue of Liberty stands as tall as a 22 story building.	
8.	The best title of the video is The History of United States.	
9.	The statue was originally the same bright copper color as a new penny.	
10.	The function of identification on descriptive text is to gives the details of the object being described	
11.	The generic structure of descriptive text is identification and body	
12.	The video tells us about the historical building.	
13.	The Statue of Liberty is a symbol of the friendship between France and the United States.	
14.	A stone tablet in one hand of the statue reads July 4, 1776 in roman numerals.	
15.	The crown on the head has seven points represent the countries in the Earth.	
16.	Descriptive text uses adjectives to clarify the noun.	
17.	“American people agreed to pay for the pedestal for the statue to stand on”. That sentence uses an action verb.	
18.	The Statue of Liberty symbolized the idea of freedom.	
19.	Emma Lazarus wrote the poem to remember the Statue of Liberty.	
20.	The celebration event of the Statue of Liberty was celebrated by bands, parades, speeches, and fireworks.	

ANSWER KEY

No.	Task 1 (Multiple-choice question)	Task 2 (True or False question)
1.	C	T
2.	A	T
3.	D	F
4.	B	F
5.	A	F
6.	A	F
7.	C	T
8.	B	F
9.	D	T
10.	C	F
11.	B	F
12.	D	T
13.	A	T
14.	C	T
15.	B	F
16.		T
17.		T
18.		T
19.		F
20.		T

The Distribution of the Test Items

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (Multiple choice)	Task 2 (True or False)	
Finding general information	5 items (1,2,4,5,9)	6 items (1,2,4,5,8,12)	11 items
Finding specific information	8 items (3,6,7,10,11,13,14,15)	10 items (6,7,9,13,14,15,17,18,19,20)	18 items
Stating the generic structures of the Text	1 item (8)	2 items (10,11)	3 items
Stating the language features of the text	1 item (12)	2 items (3,16)	3 items
Total Items	15 items	20 items	35 items

Listening Comprehension Test Scoring

Type of Questions	Description	Score	Maximum Score
Multiple choice (15 items)	Right answer	4	60
True or False (20 items)	Right answer	2	40
Total Score = (score from true or false questions + multiple choice questions) x 5			100

APPENDIX J

The Samples of Students' Listening Comprehension Task of Meeting 1

76

LISTENING COMPREHENSION TASK

Name : Tita wiyana rasyida
 Student's Number / Class : 24 / X IPA 1

Task 1
 Choose the most correct answer according to the information you have watched and heard!

- The location of the tower is in.....
 A. London
 B. America
 C. Paris
 D. America
 C
- How many visitors come to the tower in each year?
 A. 6 million
 B. 7 million
 C. 8 million
 D. 9 million
 B
- What is the original color of the tower?
 A. Reddish brown
 B. Brown
 C. Yellow
 D. Bronze
 A
- In what year was the tower completely constructed?
 A. 1899
 B. 1930
 C. 1889
 D. 1913
 C
- The speaker's purpose of the video is.....
 A. to inform the wonderful of Paris
 B. to describe the Eiffel Tower
 C. to entertain people about the story of Eiffel Tower
 D. to tell the story of Paris
 B
- The tower was once even painted.....
 A. Brown
 B. Reddish Bronze
 C. Red
 D. Yellow
 D
- Who built the tower?
 A. Alexander Gustav Eiffel
 B. Alexander Graham
 C. Christopher Columbus
 D. Abraham Lincoln
 A

D. To build the tower needs hundreds of workers

15. According to the video, we know that.....
 Eiffel Tower is a recognized symbol of France that belongs to one of the World Heritage Sites
 B. Eiffel Tower is not attracts people from around the world
 C. Eiffel Tower was built as the symbol of unity in peace
 D. Eiffel Tower is the one and only World Heritage Site

P = 9
T = 10 x 9
= 90

- By the time the tower was supposed to be removed, however, people had realized that it was..... why
 A. an incredible
 B. a valuable
 C. an understandable
 D. a horrible
 B
- How many artists competed with plans to construct the tower?
 A. 1000 artists
 B. 100 artist
 C. 10 artists
 D. 10.000 artists
 B
- One of the generic structure of descriptive text is description. It is a part that gives the details of the object being described. The example of description from the video is.....
 A. Eiffel Tower is a symbol of France
 B. Over the streets of Paris, rises the Eiffel Tower
 C. Eiffel Tower is one of the famous structures in the world
 D. The final design of the tower required more than 18.000 pieces of iron
 B
- The builder of the tower is not only a bridge builder, but also.....
 A. a contractor and mental expert
 B. an architect and metals expert
 C. a consultant expert and supervisor
 D. a designer and architect
 B
- When we visit Paris, France, what building attracts us?
 A. The icon of France, Tuileries Garden
 B. The symbol of the city, a delicious Croissant
 C. The icon of France, Eiffel Tower
 D. The symbol of France, Louvre Museum
 C
- Nowadays, how many the visitors are attracted by the Eiffel Tower?
 A. There are a lot of visitors from around the world
 B. There are a little number of visitors from many countries
 C. There are some of visitors from around the world and many people from France itself
 D. There are only a few visitors come to visit the Eiffel Tower
 A
- One of the language features of descriptive text is using an adjective to clarify the noun. Which sentence below that use an adjective?
 A. Many people of Paris don't like the tower
 B. The tower is the symbol of France and it is one of the most famous structures in the world
 C. The people of Paris was thought that it was ugly built the tower
 B

Task 2
 Write T if the statement is true and write F if the statement is false according to the information you have watched and heard!

No.	Task 1	T/F
1.	This symbol of France is one of the most famous structures in the world	T
2.	Eiffel is one of the World Heritage Site	T
3.	Specific information is an information that tells us about the main idea of the text or video	F
4.	The video is about the description of historical building	T
5.	The speaker tells us about someone's experience in Paris	f
6.	The sentence "...making it the tallest structure in the world until the Chrysler building was completed in 1930" doesn't use an action verb	f
7.	The tower was built in less than 2 years to finish	F
8.	The tower is completely repainted every seven years to protect it from rusting	T
9.	It was almost 10,000 feet or more than 3000 meters high	F
10.	These days it is painted a bronze color called "Eiffel Tower Brown"	f
11.	The final design required more than 18.000 pieces of iron and 2,5 million rivets to construct	T
12.	It has not been the inspiration for replicas and imitations around the world	f
13.	The tower has more than 100 antennas on it	T
14.	Despite its height, Eiffel tower is not wind-resistant	f
15.	Generic structure of the descriptive text are identification and description	T
16.	The identification of the video is "The tower was built to celebrate the 100 th anniversary of the French Revolution"	T
17.	Descriptive text uses specific participant which means it has a general and common object	F
18.	The description in the video is "... Eiffel Tower uses 60 tons of paint each time"	T
19.	Eiffel Tower is the most popular paid attraction in the world	f
20.	Paris is one of the street in France which the location of Eiffel Tower	F

71

LISTENING COMPREHENSION TASK

Name	1. Muhammad Rafi Khairul Umam
Student's Number / Class	19 X Social One

Task 1

Choose the most correct answer according to the information you have watched and heard!

- The location of the tower is in.....
 - A. London
 - B. America
 - C. Paris
 - D. America
- How many visitors come to the tower in each year?
 - A. 6 million
 - B. 7 million
 - C. 8 million
 - D. 9 million
- What is the original color of the tower?
 - A. Reddish brown
 - B. Brown
 - C. Yellow
 - D. Bronze
- In what year was the tower completely constructed?
 - A. 1899
 - B. 1930
 - C. 1889
 - D. 1913
- The speaker's purpose of the video is.....
 - A. to inform the wonderful of Paris
 - B. to describe the Eiffel Tower
 - C. to entertain people about the story of Eiffel Tower
 - D. to tell the story of Paris
- The tower was once even painted.....
 - A. Brown
 - B. Reddish Bronze
 - C. Red
 - D. Yellow
- Who built the tower?
 - A. Alexander Gustav Eiffel
 - B. Alexander Graham
 - C. Christopher Columbus
 - D. Abraham Lincoln

- D. To build the tower needs hundreds of workers
15. According to the video, we know that.....
- A. Eiffel Tower is a recognized symbol of France that belongs to one of the World Heritage Sites
 - B. Eiffel Tower is not attracts people from around the world
 - C. Eiffel Tower was built as the symbol of unity in peace
 - D. Eiffel Tower is the one and only World Heritage Site

P = 4
T = 1 x 4
= 4

By the time the tower was supposed to be removed, however, people had realized that it was..... way

- A. an incredible
 - B. a valuable
 - C. an understandable
 - D. a horrible
- How many artists competed with plans to construct the tower?
 - A. 1000 artists
 - B. 100 artist
 - C. 10 artists
 - D. 10.000 artists
 - One of the generic structure of descriptive text is description. It is a part that gives the details of the object being described. The example of description from the video is.....
 - A. Eiffel Tower is a symbol of France
 - B. Over the streets of Paris, rises the Eiffel Tower
 - C. Eiffel Tower is one of the famous structures in the world
 - D. The final design of the tower required more than 18.000 pieces of iron
 - The builder of the tower is not only a bridge builder, but also.....
 - A. a connector and mental expert
 - B. an architect and metals expert
 - C. a consultant expert and supervisor
 - D. a designer and architect
 - When we visit Paris, France, what building attracts us?
 - A. The icon of France, Tuileries Garden
 - B. The symbol of the city, a delicious Croissant
 - C. The icon of France, Eiffel Tower
 - D. The symbol of France, Louvre Museum
 - Nowadays, how many the visitors are attracted by the Eiffel Tower?
 - A. There are a lot of visitors from around the world
 - B. There are a little number of visitors from many countries
 - C. There are some of visitors from around the world and many people from France itself
 - D. There are only a few visitors come to visit the Eiffel Tower
 - One of the language features of descriptive text is using an adjective to clarify the noun. Which sentence below that used an adjective?
 - A. Many people of Paris don't like the tower
 - B. The tower is the symbol of France and it is one of the most famous structures in the world
 - C. The people of Paris was thought that it was ugly built the tower

Task 2

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

No.	Task 1	T/F
1.	This symbol of France is one of the most famous structures in the world	T
2.	Eiffel is one of the World Heritage Site	T
3.	Specific information is an information that tells us about the main idea of the text or video	T
4.	The video is about the description of historical building	T
5.	The speaker tells us about someone's experience in Paris	F
6.	The sentence "...making it the tallest structure in the world until the Chrysler building was completed in 1930" doesn't use an action verb	T
7.	The tower was built in less than 2 years to finish	F
8.	The tower is completely repainted every seven years to protect it from rusting	T
9.	It was almost 10,000 feet or more than 3000 meters high	F
10.	These days it is painted a bronze color called "Eiffel Tower Brown"	F
11.	The final design required more than 18.000 pieces of iron and 2,5 million rivets to construct	F
12.	It has not been the inspiration for replicas and imitations around the world	F
13.	The tower has more than 100 antennas on it	T
14.	Despite its height, Eiffel tower is not wind-resistant	F
15.	Generic structure of the descriptive text are identification and description	T
16.	The identification of the video is "The tower was built to celebrate the 100 th anniversary of the French Revolution"	T
17.	Descriptive text uses specific participant which means it has a general and common object	T
18.	The description in the video is "... Eiffel Tower uses 60 tons of paint each time"	T
19.	Eiffel Tower is the most popular paid attraction in the world	T
20.	Paris is one of the street in France which the location of Eiffel Tower	P.

Nama: Adyca Amelia M
Absen: 02

No. _____
Date _____

Generic Structures of Descriptive Text

- Identification ⇒ is a part that introduce the object being described
- Description ⇒ is a part that gives the details of the object being described.

Language Features of Descriptive Text

- using specific participant
- using simple present
- using an adjective
- using action

1. eiffel tower March, 1889
2. dangerous and might fall down
3. two years finish
4. in the world
5. many people appears in the tower
6. to las vegas
7. this tower is a icon of france
8. I hope you enjoy it
9. good bye

Ayu Cynthia Ningsih
X IPS 1

No. _____
Date _____

A. Generic structures of descriptive text

- 1) Identification
Identification is a part that introduce the object being described
- 2) ~~Identificatio~~ Description
Description is a part that gives a details of the object being described.

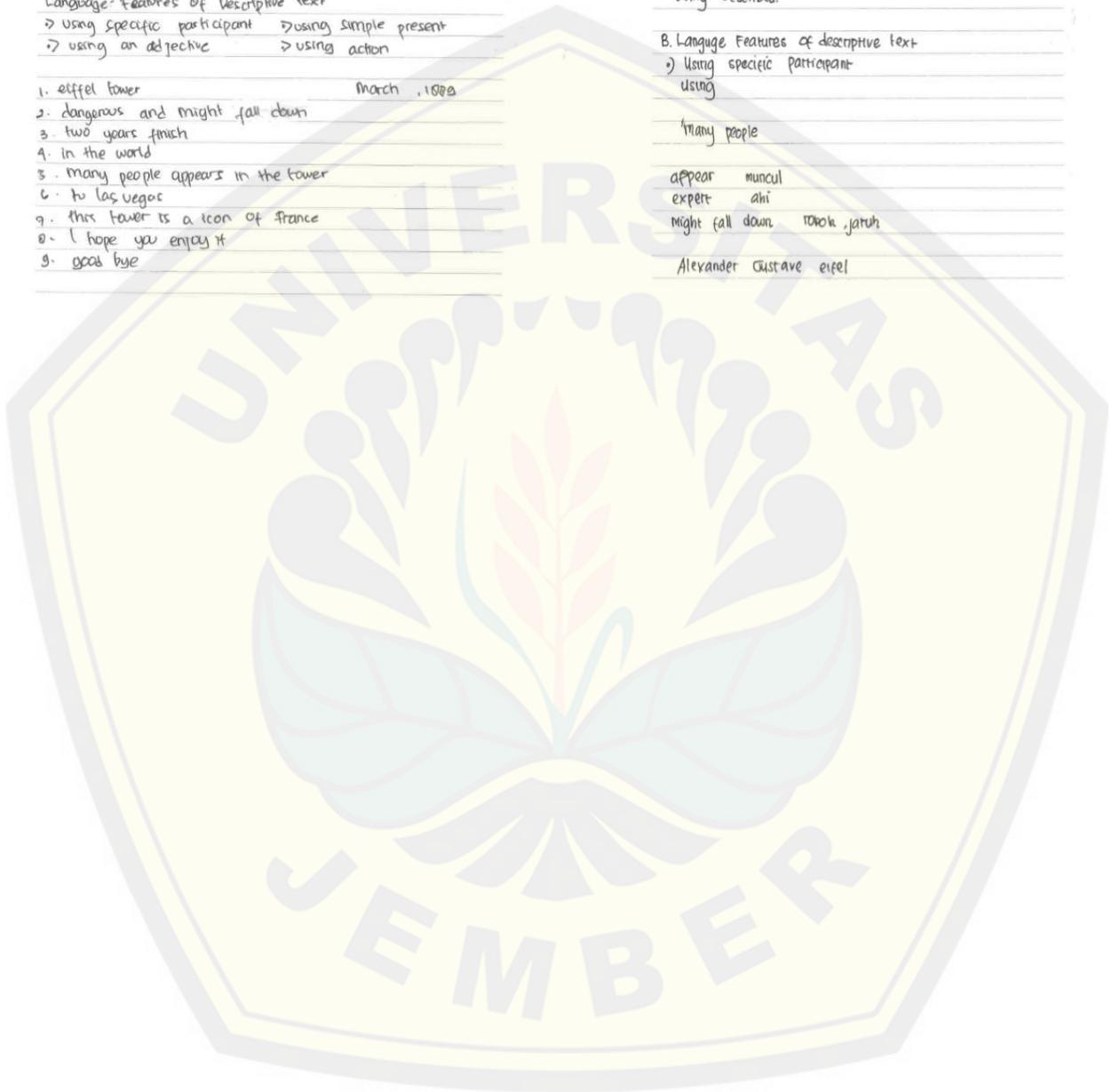
B. Language Features of descriptive text

- 1) Using specific participant
- using

many people

appear muncul
expert ahli
might fall down roboh, jatuh

Alexander Gustave eifel



APPENDIX K

The Samples of Students' Listening Comprehension Task of Meeting 2

(8)

LISTENING COMPREHENSION TASK

Name	HYVA ALANA ZAZIL
Student's Number / Class	23 / X ips 1.

Task 1

Choose the most correct answer according to the information you have watched and heard!

- What is the video about?
 - A. the history of China
 - B. Ming Dynasty
 - C. the story of China's war
 - D. the description about The Great Wall of China
- Why did the dynasty build the wall?
 - A. to attract many visitors around the world
 - B. to protect China from invasion
 - C. to make China as an aesthetic country
 - D. to be the biggest country in the world
- In the first Emperor of China ordered that a new wall connecting the remaining pieces should be built.
 - A. 31 BC
 - B. 241 BC
 - C. 221 BC
 - D. 21 BC
- The height of the Great Wall stretched more than miles.
 - A. 13.000
 - B. 22.000
 - C. 25.000
 - D. 16.000
- According to the speaker, we know that the Chinese government at that time was.....
 - A. Kingdom
 - B. Democracy
 - C. Republic
 - D. Empire
- Who ordered to build watchtowers and garrisons?
 - A. Local people of China
 - B. Ming Dynasty
 - C. Qin Shi Huang
 - D. The attackers
- The wall was studded with as many as watchtowers.
 - A. 22.000
 - B. 15.000
 - C. 25.000
 - D. 13.000

15. Which one of these sentences uses an action verb?
- A. In fact, nearly 1/3 of the wall has completely disappeared and fallen down
 - B. The Great Wall of China is the most popular place for tourists.
 - C. Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall
 - D. The Great Wall of China has a long and complicated history

F = 2
T = 13 x 9
= 52

- One of the most recognizable symbols of China, the has a long and complicated history.
 - A. the Great Wall of China
 - B. the Ming Dynasty
 - C. Temple
 - D. Chinese people
- What is the aim of the video?
 - A. to share someone's experience in China
 - B. to describe the Great Wall of China
 - C. to inform how amazing the Great Wall of China is
 - D. to entertain about the story of China
- How long does the Great Wall of China stretch in total length?
 - A. More than 27.000 kilometers
 - B. Less than 22.000 kilometers
 - C. More than 22,000 kilometers
 - D. Less than 27.000 kilometers
- What is the function of the Great Wall of China nowadays?
 - A. As a way to move from one place to another
 - B. To protect China's people from attackers
 - C. To expand China's territory
 - D. As a World Heritage site for people to enjoy
- One of the generic structure of a descriptive text is identification. What does it mean?
 - A. It is a part that gives the details of the object being described
 - B. It is a part that introduces the object being described
 - C. It is a part that shows the reason why the object should be described
 - D. It is a part that tells us the steps to inform the object being described
- Nearly 1/3 of the wall has fallen down and even the stones taken away by local people to use in building.
 - A. completely disappeared
 - B. totally built
 - C. significantly repaired
 - D. originally built
- According to the video, we can conclude that.....
 - A. The Ming Dynasty rebuilt the wall to attract visitors
 - B. The wall is one of historical building in China
 - C. The wall is not protected nowadays
 - D. The wall attracts local people to visit

Task 2

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

No.	Statements	T/F
1	The wall is a symbol of the Ming Dynasty	F
2	The generic structure of descriptive text is identification and body	T
3	The great wall of China is the most popular place for tourists to visit in China	T
4	Ming Dynasty constructed the most famous version of the Great Wall. The sentence doesn't use an adjective to clarify noun	F
5	The video is about the historical building	T
6	Ming Dynasty began to construct the most famous version of the Great Wall in 1358	F
7	The new construction of the wall ended in 1644	T
8	The walls built at different times were often built with different materials such as packed dirt, soil, steel and wood	T
9	In some places, the walls were 13 feet or 9 meters thick and 33 feet or 7.5 meters tall	T
10	The first emperor of China was Qin Shi Huang	T
11	Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall	T
12	The Great Wall of China attracting a hundred people each year	F
13	The Great Wall can't be seen at all from the moon, but from a much closer orbit, it could be seen by someone who knew exactly where to look and what it would look like	T
14	It is totally true that the Great Wall is so big that it can be seen from space	T
15	The Great Wall of China has a long and complicated history	T
16	The function of identification on descriptive text is to give the details of the object being described	T
17	In this video, the Great Wall of China is a specific participant	T
18	From the video, we know that the function of the wall in the past was to protect China from attackers	T
19	The great wall of China is one of World Heritage Site in the world	T
20	There are a few number of visitors attracted to come to the Great Wall of China	T

F = 2
T = 15 x 9
= 52

84

LISTENING COMPREHENSION TASK

Name : Ananda Raito Febriyanti
 Student's Number / Class : 02 / K IPC 3

Task 1

Choose the most correct answer according to the information you have watched and heard!

- What is the video about?
 A. the history of China
 B. Ming Dynasty
 C. the story of China's war
 D. the description about The Great Wall of China
- Why did the dynasty build the wall?
 A. to attract many visitors around the world
 B. to protect China from invasion
 C. to make China as an aesthetic country
 D. to be the biggest country in the world
 A
- In the first Emperor of China ordered that a new wall connecting the remaining pieces should be built
 A. 31 BC
 B. 241 BC
 C. 221 BC
 D. 21 BC
 C
- The height of the Great Wall stretched more than miles
 A. 13.000
 B. 22.000
 C. 23.000
 D. 16.500
 C
- According to the speaker, we know that the Chinese government at that time was
 A. Kingdom
 B. Democracy
 C. Republic
 D. Empire
 D
- Who ordered to build watchtowers and garrisons?
 A. Local people of China
 B. Ming Dynasty
 C. Qin Shi Huang
 D. The attackers
 C
- The wall was studded with as many as watchtowers
 A. 22.000
 B. 15.000
 C. 23.000
 D. 13.000
 C

15. Which one of these sentences uses an action verb?

- In fact, nearly 1/3 of the wall has completely disappeared and fallen down
- The Great Wall of China is the most popular place for tourists
- Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall
- The Great Wall of China has a long and complicated history

$$F = 1$$

$$T = 14 \times 4 = 56$$

- One of the most recognizable symbols of China, the has a long and complicated history.
 A. the Great Wall of China
 B. the Ming Dynasty
 C. Temple
 D. Chinese people
 A
- What is the aim of the video?
 A. to share someone's experience in China
 B. to describe the Great Wall of China
 C. to inform how amazing the Great Wall of China is
 D. to entertain about the story of China
 C
- How long does the Great Wall of China stretch in total length?
 A. More than 27.000 kilometers
 B. Less than 22.000 kilometers
 C. More than 22,000 kilometers
 D. Less than 27.000 kilometers
 C
- What is the function of the Great Wall of China nowadays?
 A. As a way to move from one place to another
 B. To protect China's people from attackers
 C. To expand China's territory
 D. As a World Heritage site for people to enjoy
 B
- One of the generic structure of a descriptive text is identification. What does it mean?
 A. It is a part that gives the details of the object being described
 B. It is a part that introduces the object being described
 C. It is a part that shows the reason why the object should be described
 D. It is a part that tells us the steps to inform the object being described
 A
- Nearly 1/3 of the wall has fallen down and even the stones taken away by local people to use in building
 A. completely disappeared
 B. totally built
 C. significantly repaired
 D. originally built
 A
- According to the video, we can conclude that,
 A. The Ming Dynasty rebuilt the wall to attract visitors
 B. The wall is one of historical building in China
 C. The wall is not protected nowadays
 D. The wall attracts local people to visit
 B

Task 2

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

No.	Statements	T/F
1.	The wall is a symbol of the Ming Dynasty	T
2.	The generic structure of descriptive text is identification and body	F
3.	The great wall of China is the most popular place for tourists to visit in China	T
4.	Ming Dynasty constructed the most famous version of the Great Wall. The sentence doesn't use an adjective to clarify nouns	F
5.	The video is about the historical building	T
6.	Ming Dynasty began to construct the most famous version of the Great Wall in 1428	F
7.	The new construction of the wall ended in 1644	T
8.	The walls built at different times were often built with different materials such as packed dirt, soil, steel and wood	T
9.	In some places, the walls were 13 feet or 9 meters thick and 33 feet or 7.5 meters tall	T
10.	The first emperor of China was Qin Shi Huang	T
11.	Over the next thousand years, different ruling dynasties repaired, rebuilt, or expanded sections of the wall	T
12.	The Great Wall of China attracting a hundred people each year	F
13.	The Great wall can't be seen at all from the moon, but from a much closer orbit, it could be seen by someone who knew exactly where to look and what it would look like	T
14.	It is totally true that the Great Wall is so big that it can be seen from space	T
15.	The Great Wall of China has a long and complicated history	T
16.	The function of identification on descriptive text is to give the details of the object being described	T
17.	In that video, the Great Wall of China is a specific participant	F
18.	From the video, we know that the function of the wall in the past was to protect China from attackers	T
19.	The great wall of China is one of World Heritage Site in the world	T
20.	There are a few number of visitors attracted to come to the Great Wall of China	F

$$F = 4$$

$$T = 14 \times 4 = 56$$

Nama: Zilni Fatma Maulida

Class: X IPS 1

Absen: 39

No

Date:

The great Wall is most popular travel Visit in China.

exactly = tepatnya.

No one knows =

Complicated = rumit

Disappeared = runtuh

divide = terbagi

space = tempat

in fact = faktanya

The great wall of China = tembok besar China

Ananda Nailia Febriyanti (02)

X IPS 1

No

Date:

1) It's just one not wall

2) the great wall of China

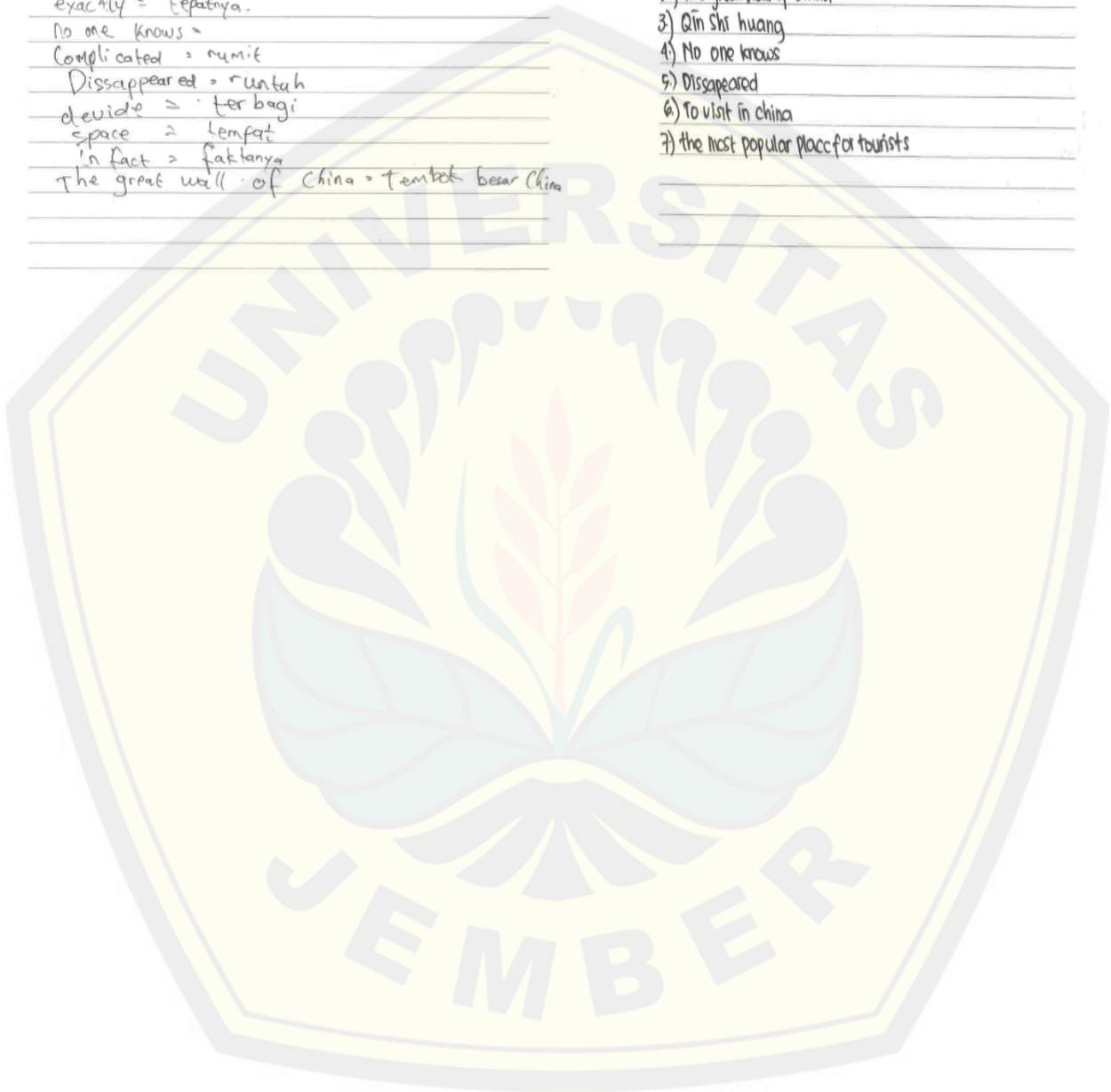
3) Qin Shi Huang

4) No one knows

5) Disappeared

6) To visit in China

7) the most popular place for tourists



APPENDIX L

The Samples of Students' Listening Comprehension Post-test

84

LISTENING COMPREHENSION TEST

Name : ANGGIE LABANITA PRATIWI
 Student's Number / Class : 201 / X / 07 / 1

Test 1
 Choose the most correct answer according to the information you have watched and heard!

- Where is the location of the thing described in the video?
 A. England B. New York Harbor
 C. France D. Canada
- Why was French gave America the Statue of Liberty?
 A. To represent the international friendship
 B. For a peace agreement
 C. As a gift for cooperation
 D. As a form of sympathy
- Who was proposed that France should create a monument for the United States?
 A. Auguste Bartholdi
 B. French government
 C. United States people
 D. Franchon Edouard de Laboulaye
- The statue has a on her head with seven points.
 A. Cap
 B. Crown
 C. Diamond
 D. Jewelry
- What is the topic of the video?
 A. The Statue of Liberty
 B. The United Kingdom's History
 C. Wonderful of America
 D. People of United Kingdom
- The statue is holding a in the left hand
 A. Stone tablet
 B. Torch
 C. Lamp
 D. Book
- According to the speaker, how many people visit the Statue of Liberty every year?
 A. 2 million
 B. 3 million
 C. 4 million
 D. 5 million
- Which one is the identification in from the video?
 A. The Statue of Liberty was a gift to America from the French in 1886
 B. The Statue of Liberty is one of the most recognizable landmarks in the world

- The statue was transported in 350 individual pieces which were packed in 214 separate crates
 D. Once the pedestal was completed, it took four months to reassemble the statue
- What is the video about?
 A. Exploring United States
 B. Retelling the history of America
 C. Informing about the amazing Liberty Statue
 D. Describing the Statue of Liberty as historical building
- What is holding by the statue in the right hand?
 A. A crown
 B. A stone tablet
 C. A flaming torch
 D. A book
- Who was dedicate the Statue of Liberty?
 A. Alexander Gustav Eiffel
 B. President Grover Cleveland
 C. Auguste Bartholdi
 D. American
- What is meant by specific participant?
 A. It is a common object which is most of people know about it
 B. It is a popular object
 C. It is an object described in general
 D. It is a certain object which is not common and unique
- Originally, the color of the Statue of Liberty was
 A. Bright copper
 B. Green
 C. Grey
 D. Bronze
- How long was the Statue of Liberty stand based on the video?
 A. 213 years old
 B. 224 years old
 C. 130 years old
 D. 113 years old
- Why was the color of the Statue of Liberty changed into green?
 A. Because the government wants to repainted the color
 B. Because standing out in the sun and the rain, it began to oxidize and become green
 C. Because the America people does not like the original color
 D. Because it must be change to attract the visitors

7/2
7/2 Box 9
-52

Test 2
 Write T if the statement is true and write F if the statement is false according to the information you have watched and heard!

No.	Statements	T/F
1.	The Statue of Liberty most recognizable landmarks in the world.	T
2.	Located in New York Harbor, the Statue of Liberty is one of the most recognizable landmarks in the world. The sentence is clarified as identification.	T
3.	Identification and objective are the generic structure of descriptive text.	F
4.	The Statue of Liberty is a symbol of glory of the country. <i>... symbol of glory</i>	T
5.	The speaker only tells us about the general information about the Statue of Liberty.	T
6.	The Statue of Liberty is officially called "Liberty Enlightening the World".	F
7.	With the pedestal, from the ground to the tip of the torch, the Statue of Liberty stands as tall as a 22-story building.	T
8.	The best title of the video is The History of United States.	T
9.	The statue was originally the same bright copper color as a new penny.	T
10.	The function of identification on descriptive text is to give the details of the object being described	F
11.	The generic structure of descriptive text is identification and body	T
12.	The video tells us about the historical building	T
13.	The Statue of Liberty is a symbol of the friendship between France and the United States.	T
14.	A stone tablet in one hand of the statue reads July 4, 1776 in roman numerals.	T
15.	The crown on the head has seven points represent the countries in the Earth.	T
16.	Descriptive text uses adjectives to clarify the noun.	T
17.	"American people agreed to pay for the pedestal for the statue to stand on". That sentence uses an action verb.	T
18.	The Statue of Liberty symbolized the idea of freedom.	T
19.	Emma Lazarus wrote the poem to remember the Statue of Liberty.	T
20.	The celebration event of the Statue of Liberty was celebrated by bands, parades, speeches, and fireworks.	T

7/2
7/2 Box 2
7/2

LISTENING COMPREHENSION TEST

Name : PUTRI GRETA
 Student's Number / Class : 20 / X / 08 / 1

Test 1
 Choose the most correct answer according to the information you have watched and heard!

- Where is the location of the thing described in the video?
 A. England B. New York Harbor
 C. France D. Canada
- Why was French gave America the Statue of Liberty?
 A. To represent the international friendship
 B. For a peace agreement
 C. As a gift for cooperation
 D. As a form of sympathy
- Who was proposed that France should create a monument for the United States?
 A. Auguste Bartholdi
 B. French government
 C. United States people
 D. Franchon Edouard de Laboulaye
- The statue has a on her head with seven points.
 A. Cap
 B. Crown
 C. Diamond
 D. Jewelry
- What is the topic of the video?
 A. The Statue of Liberty
 B. The United Kingdom's History
 C. Wonderful of America
 D. People of United Kingdom
- The statue is holding a in the left hand
 A. Stone tablet
 B. Torch
 C. Lamp
 D. Book
- According to the speaker, how many people visit the Statue of Liberty every year?
 A. 2 million
 B. 3 million
 C. 4 million
 D. 5 million
- Which one is the identification in from the video?
 A. The Statue of Liberty was a gift to America from the French in 1886
 B. The Statue of Liberty is one of the most recognizable landmarks in the world

- C. The statue was transported in 350 individual pieces which were packed in 214 separate crates
- D. Once the pedestal was completed, it took four months to reassemble the statue
9. What is the video about?
- A. Exploring United States
 - B. Retelling the history of America
 - C. Inferring about the amazing Liberty Statue
 - D. Describing the Statue of Liberty as historical building
10. What is holding by the statue in the right hand?
- A. A crown
 - B. A stone tablet
 - C. A flaming torch
 - D. A book
11. Who was dedicate the Statue of Liberty?
- A. Alexander Gustav Eiffel
 - B. President Grover Cleveland
 - C. Auguste Bartholdi
 - D. American
12. What is meant by specific participant?
- A. It is a common object which is most of people know about it
 - B. It is a popular object
 - C. It is an object described in general
 - D. It is a certain object which is not common and unique
13. Originally, the color of the Statue of Liberty was.....
- A. Bright copper
 - B. Green
 - C. Grey
 - D. Brown
14. How long was the Statue of Liberty stand based on the video?
- A. 213 years old
 - B. 224 years old
 - C. 130 years old
 - D. 113 years old
15. Why was the color of the Statue of Liberty changed into green?
- A. Because the government wants to repainted the color
 - B. Because standing out in the sun and the rain, it began to oxidize and become green
 - C. Because the American people does not like the original color
 - D. Because it must be change to attract the visitors

P=2
T=10x1
10

Test 2

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

No.	Statements	T/F
1.	The Statue of Liberty most recognizable landmarks in the world.	T
<input checked="" type="checkbox"/> 2.	Located in New York Harbor, the Statue of Liberty is one of the most recognizable landmarks in the world. The sentence is clarified as identification.	F
3.	Identification and objective are the generic structure of descriptive text.	F
4.	The Statue of Liberty is a symbol of glory of the country.	F
5.	The speaker only tells us about the general information about the Statue of Liberty.	F
<input checked="" type="checkbox"/> 6.	The Statue of Liberty is officially called "Liberty Enlightening the World".	F
7.	With the pedestal, from the ground to the tip of the torch, the Statue of Liberty stands as tall as a 22 story building.	F
8.	The best title of the video is The History of United States.	F
9.	The statue was originally the same bright copper color as a new penny.	F
<input checked="" type="checkbox"/> 10.	The function of identification on descriptive text is to give the details of the object being described.	T
<input checked="" type="checkbox"/> 11.	The generic structure of descriptive text is identification and body.	F
12.	The video tells us about the historical building.	T
13.	The Statue of Liberty is a symbol of the friendship between France and the United States.	T
14.	A stone tablet in one hand of the statue reads July 4, 1776 in roman numerals.	T
<input checked="" type="checkbox"/> 15.	The crown on the head has seven points represent the countries in the Earth.	F
16.	Descriptive text uses adjectives to clarify the noun.	T
17.	"American people agreed to pay for the pedestal for the statue to stand on". That sentence uses an action verb.	T
18.	The Statue of Liberty symbolized the idea of freedom.	T
<input checked="" type="checkbox"/> 19.	Emma Lazarus wrote the poem to remember the Statue of Liberty.	F
20.	The celebration event of the Statue of Liberty was celebrated by bands, parades, speeches, and fireworks.	T

F=6
T=10x1
16

APPENDIX M

The Permission Letter of Research from the Dean of Faculty of Teacher Training and Education


KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Besi Tugu Pahlawan Jember 68121
 Telp: (0331) 330234, 334267, 337422, 337147 * Fax: (0331) 330609
 Email: rrrrr@ip.ujember.ac.id

Nomor : 0457/UN25.1.6-D.T/2020 20 JAN 2020
 Lampiran : -
 Hal : Permohonan Ijin Penelitian

Yth. Kepala Sekolah
 MAN 1 Jember

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

Nama	Cantik Widya Pratama Putri
NIM	160210401001
Jurusan	Pendidikan Bahasa dan Seni
Program Studi	Pendidikan Bahasa Inggris
Rencana Observasi	Januari 2020

berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian di Sekolah yang Saudara pimpin dengan judul "The Use of Video to Improve Senior High School Students' Listening Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perhatian dan kerjasamanya yang baik kami sampaikan terima kasih.

Dekan
 Fakultas Keguruan dan Ilmu Pendidikan

 106706251992031003

APPENDIX N

The Statement Letter of Accomplishing the Research from the Principal of MAN 1 Jember



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH ALIYAH NEGERI 1
Jalan Imam Bonjol 50, Telepon. 0331-485109, Faksimil. 0331-484651, Jember
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

SURAT KETERANGAN PENELITIAN

Nomor: 168 /Ma.13.32.01/ PP.00.06/02/2020

Yang bertanda tangan di bawah ini ;

Nama : Drs.Anwarudin, M.Si
NIP : 196508121994031002
Jabatan : Kepala
Unit Kerja : MAN 1 Jember
Instansi : Kementerian Agama

dengan ini menerangkan bahwa :

Nama : Cantik Widya Pratama Putri
NIM : 160210401001
Prodi : Pendidikan Bahasa Inggris FKIP UNEJ

Benar benar telah selesai melakukan Penelitian di MAN 1 Jember. Dengan Judul .
The Use of Video to Improve Senior High School Students' Listening
Comprehension Achievement .
Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya
untuk dapat dipergunakan sebagaimana mestinya.



Jember, 17 Pebruari 2020
Kepala Madrasah

Anwarudin
ANWARUDIN,

APPENDIX O

Another Supporting Documents

