



**A STUDY OF THE LISTENING COMPREHENSION
ACHIEVEMENT OF THE SEVENTH YEAR HIGH
ACHIEVER STUDENTS BY USING VIDEO AT
SMP NEGERI 3 JEMBER IN THE 2014/2015
ACADEMIC YEAR**

THESIS

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**ENGLISH DEPARTMENT EDUCATION STUDY PROGRAM
LANGUAGE AND ART DEPARTMENT
FACULTY OF TEACHER TEACHING TRAINING AND EDUCATION
JEMBER UNIVERSITY
2015**



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the Faculty of Teacher Training and Education
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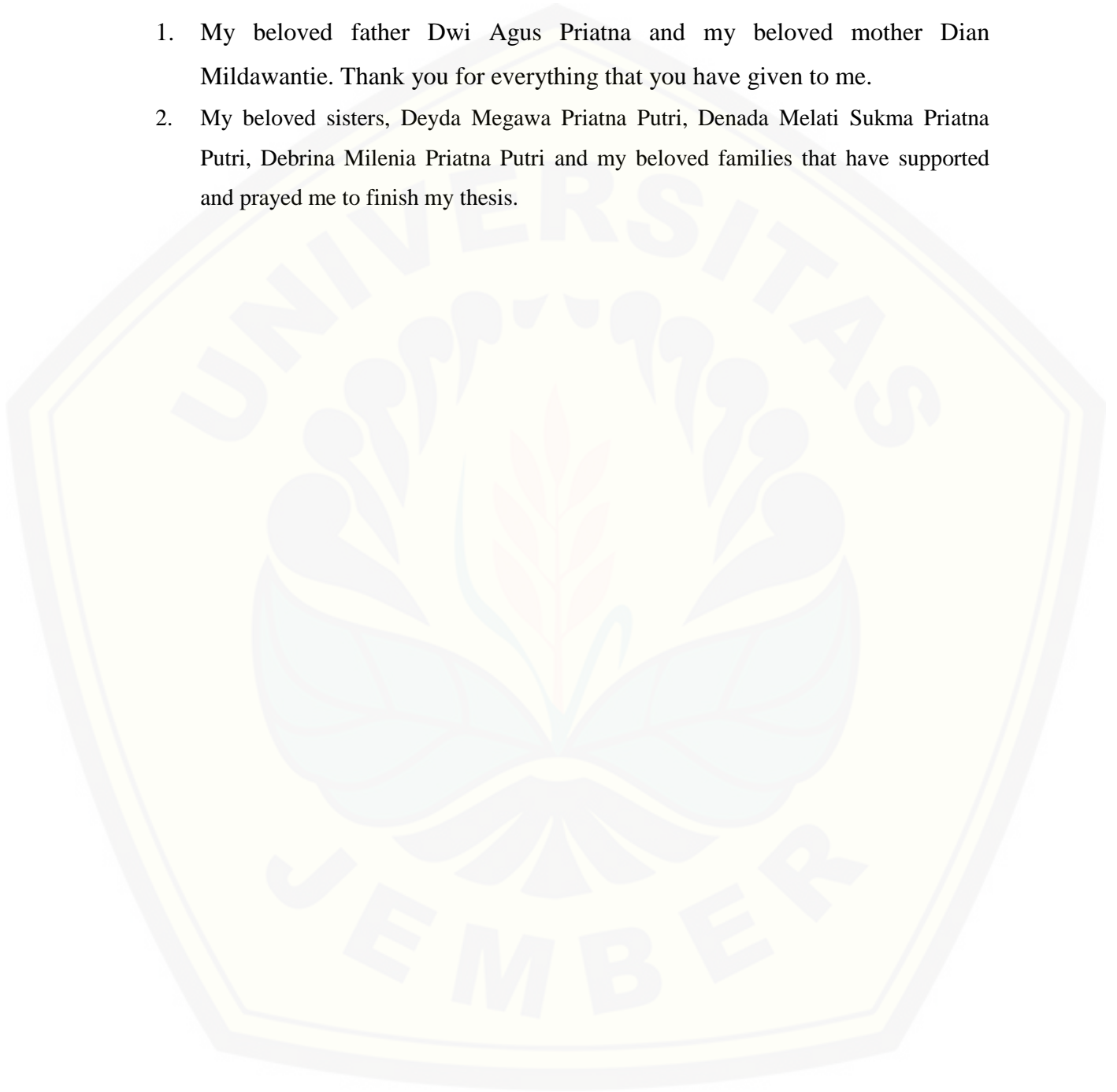
**ENGLISH LANGUAGE EDUCATION PROGRAM
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2015

DEDICATION

I proudly dedicate this thesis to:

1. My beloved father Dwi Agus Priatna and my beloved mother Dian Mildawantie. Thank you for everything that you have given to me.
2. My beloved sisters, Deyda Megawa Priatna Putri, Denada Melati Sukma Priatna Putri, Debrina Milenia Priatna Putri and my beloved families that have supported and prayed me to finish my thesis.



MOTTO

“The most important thing in communication is to hear what isn’t being said.”¹

(Peter Drucker)



¹ <https://www.pinterest.com/drjls/effective-communication/>

STATEMENT OF THESIS AUTHENTICITY

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

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Jember, June, 2015

The writer

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SUMMARY

A Study of the Listening Comprehension Achievement of the Seventh Year High Achiever Students by Using Video at SMP Negeri 3 Jember in the 2014/2015 Academic Year, jember; Dewinda Mazita Priatna Putri, 110210401046; 2015; 71 pages; English Language Education Study Program, Language and Art Education Department, The Faculty of Teacher Training and Education, Jember University.

Listening is one of the four skills in English that EFL Students such as in Indonesia consider difficult to be learnt. In listening skill, students have to deal with the stress, pronunciation, accents and other aspects in the spoken language. For this reason, the idea of using authentic video material in the classroom for teaching listening is highly needed in order to help teacher in teaching listening in a better way. Video in teaching and learning process helps students visualize things in listening class. Authentic video gives the opportunity for the students to explore the real language in the real context of language used.

The purpose of this research was to describe the listening comprehension achievement of the seventh year high achiever students by using video in which it covered the students' listening comprehension skill for finding main idea and specific information.

The design of this research was descriptive research. The research respondents were the seventh year high achiever students. In collecting the data, this research used interview, listening test and documentation. The interview method was used to collect the information from the English teacher about the students' listening comprehension and the teacher's way in teaching listening. The listening test was used to measure the students' listening comprehension achievement especially the ability in comprehending main idea and specific information from the listening material. Moreover, documentation was used to collect the data about the students' English score, the teacher's lesson plan and the syllabus. Further, the data in this research was in the form of qualitative data and quantitative data. The qualitative data was analyzed by describing the real condition of the students' listening comprehension achievement and the

quantitative data was analyzed statistically using percentage formula to get the result of the students' listening comprehension test.

The result of interview showed that the teacher used video in teaching listening, but in teaching and learning process, the time allocation for teaching listening was not as much as other skills. It was because the teacher had to teach the four skills that were integrated in one meeting. Further, in teaching listening, the teacher usually asked the students to observe the video in order to get the main idea and the detail information from the video.

The result of the listening comprehension test showed that the seventh year high achiever students' listening comprehension achievement by using video at SMP Negeri 3 Jember in 2014-2015 academic year was categorized fair. In this case, most of the students got score in range 60-74 in which it was categorized fair based on Nurgiyantoro's (2001) table of classification. The result of this research discovered that the students' listening comprehension was showing positive result. It means that video as the listening material gave positive impact on the students' listening comprehension. In general, the students were having fair comprehension in comprehending the listening material because 39% of the total number of students was classified fair in comprehending the listening material and only 9% of them were classified poor in comprehending the listening material.

Furthermore, this research had also examined the students' listening comprehension achievement by using video in finding main idea and specific information. The result of the listening comprehension achievement test found that most of the students were succeed in comprehending 1 main idea only from 2 videos. It can be said that 85% of total number of the students were having excellent comprehension in comprehending the main idea of video 2. On the other hand, The result of the listening comprehension achievement test in finding specific information found that most of the students were right in answering 12-15 questions from 18 questions which asking about specific information. It revealed that about 77% of the total numbers of the students succeed in comprehending the specific information from video 1.

I. INTRODUCTION

This chapter presents some aspects underpinning the topic of the research. It consists of background of the research, problem of the research, objective of the research, and significance of the research.

1.1 Background of the Research

Students learn English through educational process. Students learn listening, speaking, reading and writing as well as grammar, pronunciation and vocabulary in English subject. Listening is one of the four skills in English that EFL Students such as in Indonesia consider difficult to be learnt because as Rost (in Oahn, 2011:4) says that listening process is very complex and it requires the students to not only listening to the spoken language but also understanding it. Students believe that learning listening skill is not as easy as learning other skills. It is because in listening skill, they have to deal with the stress, pronunciation, accents and other aspects in the spoken language.

In teaching and learning process, teaching listening is a demanding task for the teacher because in teaching listening, the teacher do not only teach the students about understanding the spoken language but also the expression used in the conversation, structures, and other aspects that deal with understanding the spoken language. For this reason, the idea of using authentic video material in the classroom for teaching listening is highly needed in order to help teacher in teaching listening in a better way. Video in teaching and learning process helps students visualize things in listening class. As Latifi et al (2013:1197) said that visual material contains the nonverbal part of a spoken text which is valuable for the students to understand the spoken language. Authentic video gives the opportunity for the students to explore the real language in the real context of language used. It means that authentic video material is very useful in teaching listening because it helps the students visualize things which cannot be justified from the audio only.

Dealing with the students' listening achievement and the use of video on the students' listening achievement, in this research, descriptive research design was used in order to know the students' listening achievement by using video due to the fact that the characteristics of descriptive research is to understand the phenomena and describe the current condition in a situation in order to obtain the information from the research subject (Key, 1997:1). Since video material has been used by the teacher in teaching listening, therefore this research did not analyze the implementation of video in teaching and learning process, rather it described the students' listening achievement by using video. It was because the teacher did not really know about the students' achievement in listening class and how effective she taught her students. Furthermore, the purpose of this research was to describe how the students' listening achievement was.

This research had the intention to identify the students' listening achievement by using video especially on the skill which covers main idea and specific information. This research was implemented on the seventh' grade students at SMP Negeri 3 Jember. The limitation of this research was to describe the listening comprehension achievement of the seventh year high achiever students by using video. Further, the idea of this research was to get the information about the high achiever of the seventh' grade students' listening achievement by using video since few studies about listening and the use of video as the media in teaching listening skill have been conducted in Indonesia, or at least in the region where this research study take place. Besides, this research had never been conducted in SMP Negeri 3 Jember before. It clearly gave advantages to the school because the result of this research showed the students' listening achievement by using video at SMP Negeri 3 Jember.

The participant of this research was the high achiever of the seventh grade students at SMP Negeri 3 Jember. The data collection methods for this research were interview, the listening achievement test by using video and documentation. The interview was conducted before the listening achievement test by using video in order to get the information about the teaching and learning process and after listening achievement test by using video in order to get the information about the

teacher's way in teaching listening by using video which influences the result of the research. Finally, the finding of this research was described as the information about the students' listening achievement by using video by considering the teacher's way in teaching listening which influences the result of the research.

Some previous studies had proved that the use of video gives positive effect on the students' listening comprehension. Rohman (2014) with the title of his research is "Using Short Story Video in Teaching Listening" had the purpose to find out the effectiveness of using short story video in teaching listening. He conducted the research at second grade of SMP Islam Assaadah, the sample of his research was 70 students of second grade SMP Assaadah divided into two groups, he used quasi-experiment research control and experiment group with pre-test and post-test as an instrument. The result of his research showed that there was a significant effect of using short story video in increasing student's score in learning listening, it can be seen from the t_o is higher than t_t ($9.91 > 2.65$). This proved that there was an effect of using short story video in teaching listening.

Another research dealing with the use of video on the students' listening comprehension was Potosí, Loaiza and Garcia with their title of research is "Using Video Materials as a Teaching Strategy for Listening Comprehension". The purpose of their research is to find out the effectiveness of using video material as a teaching strategy for listening comprehension. Their research is focused on analyzing the impact that video on listening skill for a group of 5 students of first semester in a TEFL program of a public university in Colombia. The result of their research showed that video activities as teaching strategies in a TEFL class have a positive effect on English listening comprehension. It can be evidenced how students obtained better results in the final test after implementing the video sessions. Consequently, those results let us to conclude that the use of video gives positive effect on the students' listening comprehension. Thus, this research wants to analyze the students' listening comprehension by using video.

1.2 Problem of the Research

Based on the background above, the research problem was formulated as follows:

How was the listening comprehension achievement of the seventh year high achiever students by using video at SMPN 03 Jember in 2014/2015 academic year?

1.3 Objective of the Research

Based on the background of the research above, the objectives of the research was to describe the listening comprehension achievement of the seventh year high achiever students by using video at SMPN 03 Jember in 2014/2015 academic year

1.4 Significance of the Research

The results of the research are expected to give some benefits to the following people:

a. The writer

The result can give some new information for the writer about the students' listening achievement by using video especially the high achiever of the 7th grade students at SMP Negeri 3 Jember. In this case, this research is conducted to know whether the students' listening achievement by using video is good or not.

b. The English teacher

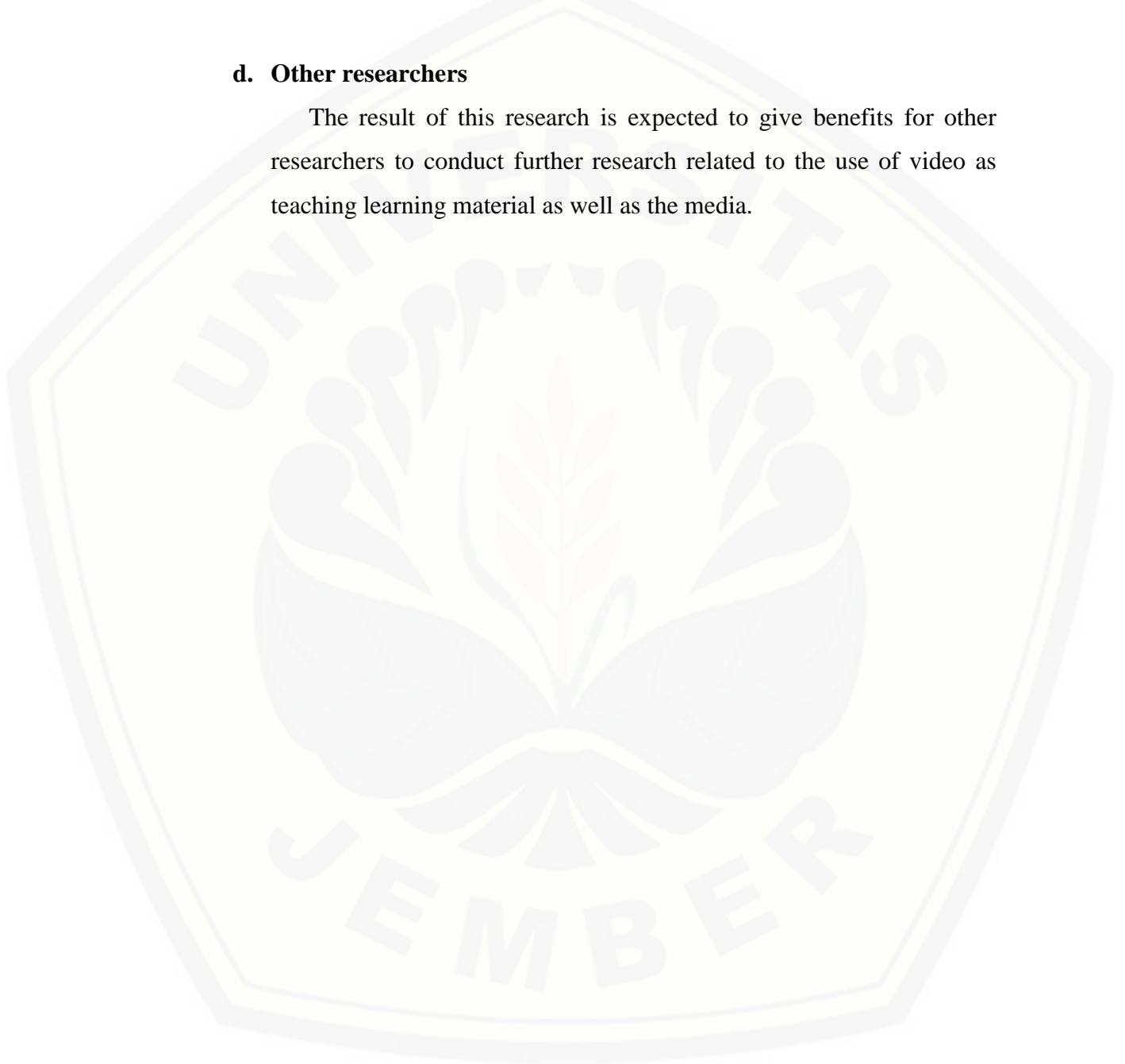
The result can be used as the information for the English teacher to know better about the students' listening achievement by using video in order to help the teacher develop teaching strategy especially by using video.

c. The students

The study is expected to give information to the students about their listening achievement in listening class in order to help them perform better in listening class in the future.

d. Other researchers

The result of this research is expected to give benefits for other researchers to conduct further research related to the use of video as teaching learning material as well as the media.



II. LITERATURE REVIEW

This chapter presents some theoretical aspects of teaching listening by using video in English language teaching (ELT). The discussion includes listening comprehension in ELT, the purpose of listening, listening material in ELT, factors that influence students' listening comprehension, video in teaching listening, the advantages of using video in teaching listening, and the disadvantages of using video in teaching listening.

2.1 Listening Comprehension in ELT

Listening comprehension refers to the process of comprehending the spoken language. Rost (in Oanh 2011:4) says that listening refers to a difficult process that allows the students to understand verbal language. Cameron (in Sevik 2012:10) also says that listening is the receptive skill of language use which the focus is on the meaning and sense of language rather than the language itself. It can be said that listening is an active process which needs the listener to activate their prior knowledge in order to get the meaning of the spoken language. In addition, Saricoban (1999:1) states that listening is the skill to recognize and comprehend what people are saying. It means that listening process is not only the process of hearing the spoken language but also understanding and identifying what people are saying. In this case, the listener can catch the message about what people are trying to share.

In teaching learning process, listening activity is done by listening to the teacher, an audio tape, a recording, an audio visual record and any other sources that deal with the spoken language. Sevik (2012:11) claims that "for students, listening is how spoken language becomes input." This means that listening is the essential step in learning a new language before students learn to speak, read, and write in order to master English. Since the process of listening is different from hearing, the students have to develop their listening ability through practice so that they have good comprehension in English. Moreover, Jarvinen (Ed., 2009:33) says that listening skill can be developed through practice. Therefore, the teachers

have to provide listening task to increase the students' listening comprehension. Philips (in Sevik, 2012:11) says that listening tasks are essential to give the input for the students of how the foreign language workings. It means that listening tasks are important to build up the students' ideas of how the foreign language works.

Teaching listening is the process to deliver information about spoken language to the students. For students, it happens by listening to the teacher in the classroom. Sevik (2012:11) said that listening to the teacher, recording, or other students are the process of understanding information of what people are saying. In order to help the process of listening, teachers have to provide supporting media in the classroom. Jarvinen (Ed., 2009:36) says that "providing aural input such as videos, podcasts, films, and documentaries should be used especially if the teacher is a non-native speaker of the target language." It means that, in listening class, teacher needs to use media such as video or film to give the students input about the target language which is used in the real context. It is a hard task for the teacher to help the students to be successful in listening by not only providing various input but also making the teaching learning process interesting in order to develop the students' listening comprehension. Brown (2006:1) says that listening is a difficult task for the teacher because they have to think carefully about making the listening activities successful and the teaching and learning process interesting. In this case, teacher is the center to make the listening activity interesting and successful.

The process of listening that has been discussed before is to understand and interpret the idea of what the listeners listen to the speaker. Duzer (1997: 2) says that listening is a passive skill but the process is much more active to select and understand the message from aural and visual signs. Yet, listening is an active process which enables the students to activate their knowledge in order to get the speaker's intention because by listening, the students try to understand the spoken language and interpret it in their mind and then relate it into the other aspects of the language skills.

Successful in listening class is done if the students do not only listen to the audio but also understand what is said by the speaker and interpret the idea based on their understanding. Successful listening can also be looked at the strategies the students' used when listening (Richards, 2008:11). Thus, in the process of listening, students are not only listening to someone or something but also understanding the meaning of the spoken language and it is different from hearing which does not need to pay attention to the speaker to comprehend the information.

For EFL students, listening is demanded to help the students understand not only the message delivered by a spoken language but also the culture of the language. Although listening is the first and important skill in communication life, but in fact the students in EFL context are categorized as a poor listener because in the classroom students have never really been taught to listen. Lawson (2007:3) says that "in school, students are taught speaking, reading, and writing skills, but in general, there are no courses for listening." It is because the time allocation to teach listening is limited and not enough to prepare the students to be a good listener. In fact, teacher seems to ignore listening because teacher gives more concerned on the other skills and how the students deal with reading and writing especially for national examination context. If the students have never been taught listening in school, they cannot communicate well especially using foreign language. It is because listening to foreign language is not easy and it needs practicing almost every day to be able to understand and comprehend the meaning of the language. It means that to help the students' comprehension in doing listening session, the students need to perform tasks and practice a lot to get better comprehension.

2.2 The Purpose of Listening

Students always have a purpose in listening. The purpose of listening is not only for academic purpose but also for pleasure. Brown (2006:5) states that people listen in different ways based on their purpose. It means that listening to something always has a purpose though it is only for pleasure, but still it has a purpose. Generally, the purpose of listening covers three general purposes. Brown (2006:5-6) states that there are three purposes in listening such as listening for main ideas, listening for details and listening and making inferences. This research only discusses two purposes of listening, there are listening for main idea and listening for specific information

Main idea is defined as the general idea of the text. Damayanti *et al* (2013:7) said that the main idea of the text is the general idea of the information on the text which is usually put at the beginning of the text (deductive text) or at the end of the text (inductive text). In listening for finding main idea, the students need to list some important points when they are listening to. Further, Berman (2003:5-6) states that there are four keys to identify main idea in listening. First, a speaker may signal a main idea through discourse makers such as *the main point is, the important thing here is, what I'm trying to show is*, etc. Second, repetition is another key to identifying main ideas. If something is repeated several times, it suggests importance. Third, pace or the speed of the speech is important to identify main idea. Main idea is usually spoken slowly and clearly. Fourth, visual aids often provide obvious clues to a speaker's main points.

On the other hands, specific information is the detail information of the text. Damayanti *et al* (2013:2) defined specific information as the detail part of the text which informs the content of the text. Listening for Specific information is used to know the detail information about the topic like parts, qualities and characteristics of the object. For example, students can find the specific information in description part of descriptive text. The specific details in the text help the students to understand the detail of the information. To help the students find specific information, the teacher asks the students to focus their attention on the important part of the text. The use of video helps the students find specific

detail easily because visual aids in the video help the students recognize the detail of the information in the video.

2.3 Listening Material in ELT

Listening material deals with the material which is used in listening class. Listening material depends on the need of the learning process and the purpose of teaching listening. Listening material is varied based on the task which is used in listening class. Listening material is divided into two types, listening material from textbook and authentic material. Listening material from textbook is designed for language learning. On the other hands, authentic material is designed purely for interaction between native speakers and it is not intended for teaching and learning process.

Authentic material is a material which is made by native speaker and it is for native speaker in language community. The purpose is not directly intended for teaching and learning process in the classroom. Authentic material is created to carry out the community purpose in the language society (Peacock, 1997:146). It means that, authentic material is produced for the native speaker in language community in order to fulfill the community purpose. Miller (2003:1) claims that authentic material is any spoken material which is not directly planned for students in language learning and it is often found via radio, television, video, internet or CD. For that reason, video is categorized as the authentic material which is not directly intended for teaching and learning process but it is useful media for the students because authentic video material allows the students to see the real use of language in language community by the native speaker.

The need of authentic materials in 2013 curriculum in Indonesia is to give the students the real language which is used by the native speaker in communication. Yet, the characteristic of teaching learning process by using 2013 curriculum is to help the students learn through context in real situation by using some models, observing, exploring, asking and doing by their own (*Kementrian Pendidikan dan Kebudayaan*, 2014:8). In this case, the use of authentic material

helps the students learn through context of how language is used in the language community.

Based on the 2013 curriculum for junior high schools, the scope of the competence in English is functional text in the form of transactional, and interpersonal as well as long functional text such as descriptive, recount, and narrative text. In 2013 curriculum, the 7th grade students are assumed as early students of English because there is no English subject in elementary school. Thus, the material which is discussed in grade seventh is about short and long functional text. There are 11 chapters which consist of several topics which are covered in 2 semesters (*Kementrian Pendidikan dan Kebudayaan*, 2014: v). In the first semester, the topic is about short functional text and the second semester is about long functional text. Furthermore, it stated that long functional texts used in the 7th grade are descriptive, recount, and narrative text (*Kementrian Pendidikan dan Kebudayaan*, 2014:10). In this research, descriptive text in the form of spoken text was used as the listening achievement test material in order to describe the students' listening achievement by using video.

Descriptive text is a text to describe particular thing, animal, human, or plant. Mustriana and Kurniawati (2005:15) say that descriptive text is a text to describe a particular person, place or thing. Descriptive text for junior high school students in 2013 curriculum is very simple and meaningful. It is about environment and daily life. There are several activities in teaching descriptive text. The teacher can ask the students to find the topic of the text, the genre of the text, the main idea of the text and the specific information on the text. For the 7th grade students, the teacher only focuses on main idea and specific information of the text. Therefore, the types of activities which were used to be described in this research were to find the main idea and the specific information of descriptive text. The aim was to know the students' listening achievement by using video especially in finding main idea and specific information of the spoken text in the genre of descriptive text.

2.4 Factors Influencing Students' Listening Comprehension

There are some factors that influence the students' listening comprehension. Flood and Salud (in Rahayu, 2014:10) said that there are two factors that influence listening comprehension, namely external factor and internal factor.

External factor deals with the dialect of the speakers, the content of the material, mode and speed transmission, and also surroundings situation. The dialect of the speaker is important. For example, when the students usually learn English by using American English but the recording is in British English, it would be a disaster for the students because some vocabulary and the pronunciation as well as the dialect of the speaker are totally different from what the students have learnt before. The content of the material, mode and speed of the speaker are also important for the students. The teacher should select the best material which is appropriate with the level, ability and interest of the students. The surrounding situation is also important for the students. Outside disturbance can disturb the students' concentration during listening session. Bloomfield *et al* (2010:55) said that outside disturbance and noise can affect a listener's ability to understand what they are hearing. Outside distraction such as phone calls, noises from outside classroom and inside disturbance such as the students' lack of attention in listening activity can reduce the students' listening comprehension. It means that good atmosphere and the students' readiness have an impact to the successful of listening.

On the other hands, internal factor deals with mental and physical health of the students, intelligence and background knowledge of the students, and the students' interest of the topic. Bloomfield (2010:7) states that the mental state of listeners can also have an impact on the students' ability to understand what the speaker said. If the student is nervous and unable to pay attention to the passage, it can be more difficult for the students to process the information. Intelligence and background knowledge of the students are also important because it helps the students to interpret and predict the situation and information from the passage. It also can help the students' readiness in doing listening activity. Duzer (1997:1)

claims that “interest in a topic increases the listeners’ comprehension.” It means that interest in a topic increase the students’ comprehension in listening because the students are motivated by the use of interested topic. In this case, the teacher should choose and select the best topic to make the students enthusiastic in listening activity.

From those factors, this research considered the external and internal factor that influences students’ listening comprehension in order to select the suitable materials for the students. This research chose video which the content and the speed of the speaker were suitable for the students’ level and ability. This research also considered about the students’ background knowledge in order to fit the material with the students’ ability in listening comprehension.

2.5 Video in Teaching Listening

Video is a type of recording which consists of sound and moving pictures in it. In the context of language learning, video is an audio visual media which is used to support teaching learning process in the classroom. In EFL classroom, video materials help to increase the competence of the students through different components that the real communication has (Potosi *et al*, 2008:13). It means that video helps students to increase their comprehension in learning language. The students do not only get a better understanding about spoken language, but also learn the culture of the language by using video in teaching listening,.

Video in language teaching provides natural language situation to help students learn language better than the traditional one. Potosi *et al* (2008:12) claim that learning process is more natural because videos in English class make the teaching and learning process to be more innovative and less traditional. The students do not only listen to the spoken language but also see the real context of the use of certain expression used in daily conversation by watching video. Duzer (1997:1) says that “interest in topic increases the listeners’ comprehension. The listeners may tune out topics that are uninteresting.” In this case, the topic is important to attract the students’ interest and help them to increase their comprehension.

The use of audio visual or video is good for the students to understand spoken language better than audio recording. In this case video is useful for listening comprehension because students do not only listen to the language but also see the real language used at the same time. It is also stated by Potosi *et al* (2008:12) that “Using television or video in the classroom allows the students to access more information when listening”. It means that video helps students to get more information in listening class because video contains visual clues to help students understand the spoken language from the audio visual.

The use of video in teaching listening is better than audio because video provides the natural language which is used in the real language context. The purpose of teaching listening skill should be to give the opportunity for the students to deal with listening to the foreign language in the real world context and that means by using authentic material (Miller, 2003:1). It can be said that the use of authentic video material is very effective for teaching listening because it allows students to learn foreign language in the real context of language.

There are two types of video which are used for teaching listening. The first is the video which is made special and intended for teaching and learning English and the other one is authentic video material. Both types of video have different in characteristics.

Video which is made special and intended for teaching and learning process is made to fulfill the need of new material in English and it is intended for language teaching. That is why the language used in this video is made up, structurally and grammatically correct and the context is suitable for the level of the students.

On the other hands, other source of video is authentic video material. Berardo (in Sulistyowati, 2010:7) says that “authentic materials give the students experience to the use of language in the real contexts.” It means that authentic material is not directly intended for teaching and learning process in the classroom, but more for real context of lives. The language used in authentic material is not graded, and not made up. It uses the natural structure of language which is usually used in daily lives. The use of authentic material is believed to

have some benefits in teaching and learning process. Berardo (in Sulistyowati, 2010:7) claims that the use of authentic material is like carrying the classroom into the real world. It means that the students can learn about the language used in the everyday lives, not the language used in the purpose of learning material, so that they experience the real language and how the language is used.

In order to find authentic video material, internet likely has become the most convenient media to use. Internet is the most favorable electronic media in finding sources for teaching material nowadays. Gebhard (in Oura, 2013:66) states that there are unlimited resources for teaching material. One of the famous websites to find some interesting video for teaching material is www.youtube.com in which it provides so many video from the worldwide that can be useful for teaching material. Youtube has millions of video which is always up-to-date and interesting. Everyone can download the video from www.youtube.com for free.

Since Youtube is an accessible website which allows anyone to upload videos, it is advisable for the teacher to select and make some necessary editing in order to fit the video with the students' level and ability. Berk (2009:7) says that YouTube has so many categories of video that can be used in teaching and learning process in the classroom. It means that Youtube is very useful to find the video material for teaching and learning process in the classroom. The actual choice depends on the instructional purpose or outcome and the characteristics of the students and their interests. It means that, the teacher is the one who can select the best video based on the purpose of the teaching material for the students.

2.6 The Advantages of Using Video as Teaching Media in Teaching Listening

Video or audio visual is believed to have many advantages in language learning. Kamilah (2013:2) states that audio visual media can catch the attention of students' focus and attention more than aural or visual media only. Video increases the students' motivation because the students are happy and it also helps the students to increase their listening performance in teaching and learning process.

Celce-Murcia (in Hamidi, 2012:109) states the rationales and logics of applying video as teaching media in the classroom. First, media play an important role in students' daily life outside the classroom. Video as one of the media which is used in teaching learning process helps the teacher to explain the unfamiliar words by providing the students interested topic and good media. The use of good media helps the students enjoy and happy in learning language. Once the students are happy, they can apply it outside the classroom and use it in daily lives.

Second, video material make a contextualized situation in which sense, content and instruction are all supplied and can be exploited. It means that audio visual or video gives the students a contextualized situation and it helps the students learn language in natural condition because the language used in video material is not made up just like in students' course book. So, the students can use and comprehend the language better.

Third, video as the media can be used as the input that reduces the chance of students' dependency on their teachers' language or dialect. Video as the media in teaching and learning process helps the students learn the language using native speaker's dialect. It helps the students to pronounce the word in the right way and avoid the dependency on their teacher's dialect which is not like native. If the students can use a good dialect and pronunciation in English, they can avoid misunderstanding in learning language.

Fourth, video as teaching media gives the class in a time-efficient and short way, allowing students to process the information more readily. The use of video as the teaching media can cover all information in one time without consuming a lot of time in teaching language because video provides the need of good dialect, pronunciation, context and natural situation all in one time. The teacher can save the time to explain the topic and the language because it all has been covered by playing the video. The students can learn the language in meaningful way by using video.

Thus, the use of video as the teaching media helps both teacher and student to increase the comprehension of English in contextualized situation. In listening process, video gives more opportunities to the students to explore the language

and expression used in contextualized situation, so that the students do not always depend on the course book and their teacher.

2.7 The Disadvantages of Using Video as Teaching Media in Teaching Listening

Besides the advantages of using video in teaching listening, video also have disadvantages. Tamo (2009:76) states that there are several disadvantages of using video in teaching learning process. First, the material can be too culturally biased. It means that the students cannot understand the material because they have no idea about the content of the video. If the students are given unnecessary video with unnecessary content, it can trap the students in difficult situation. Not only they cannot enjoy the class, but also they can fail in understanding the target language.

Second, the vocabulary is not relevant to the students' immediate needs. If the topic is not relevant with the video and the vocabulary used in the video is too unfamiliar, the students get confused with the information. The selected video with inappropriate topic, vocabulary and level of the students decrease the students' motivation in learning language.

Third, there are too many mixed structures so that lower students have a hard time decoding the texts. It means that the use of video which has too many mixed structures make the lower levels of students find difficulty in getting the message in the video. It can affect the students' performance in learning the target language if the selected video cannot help the student to understand the language in meaningful way.

Fourth, there are too many different accents in video. Different accents cause the students' confusion. If the students usually have American accent in teaching learning process and the video that the teacher gives to the students is in British accent, it can trap the students in difficult situation and they get confused in understanding the information in the video.

To overcome the disadvantages, this research chose the best video by selecting and sorting the video based on the level, the ability and the interest of

the students. The content of the video which was used for listening achievement test was also going to be considered, the content must appropriate with the topic and the language used in the video was easy for the students. So, the students can perform well.

Authentic video material from www.youtube.com was chosen as listening achievement test material in this research. However, there was no teaching and learning process in this research. The reasons of choosing video from Youtube were: 1) the video was appropriate with the topic of the material for 7th grade students. The topic for the 2nd semester in chapter 7 is about short descriptive text in describing things, farm animal and people. Sub topics in chapter 7 about describing things was chosen for this research 2) the video was not too long (about 2-4 minutes) and the language was easy to understand, 3) the speed of the speaker was not too fast so the students could easily understand the information, 4) the video was interesting in which the speaker, the topic and the language used were useful to build the students' motivation.

III. RESEARCH METHODOLOGY

This chapter presents some aspects dealing with research method that is used in the research. It covers the research design, area determination method, respondent determination method, data collection method, data analysis method, and operational definition of the term.

3.1 Research Design

The design of this research was descriptive research or what Key (1997:1) notes as the research design which is used to get information about the recent condition of the phenomena to describe what exists with respect to variables or conditions in a situation. It means that descriptive research is used to get the information about the condition of the research subject. In other words, this research described the current and real situation of the students' listening comprehension achievement without giving any treatment or verifying hypothesis, rather, it generated hypothesis.

In this research, descriptive statistics was used to analyze the students' listening achievement by using video. Patel (2009:3) states that descriptive statistics is frequently used to explain variable. Further he adds that descriptive statistics is performed by examining one variable at a moment. It means that the data of this research was analyzed statistically in order to get the result of the students' listening achievement test. The result of the analysis was going to be described as it is. The aim of this research was to describe the students' listening comprehension by using video in the genre of descriptive text especially the skill which covers main idea and specific information.

The procedures of the research are as follows:

1. Determining the respondents by applying purposive method
2. Administering listening achievement test by using video in the genre of descriptive text to get the data
3. Analyzing the data collection statistically by using percentage.

4. Classifying the results of the data based on the classification of the score level
5. Describing the result of the data
6. Concluding the results to answer the research problems

3.2 Area Determination Method

In this research, purposive method was used to determine the area of the research. Purposive method is the way to determine the sample in accordance with the researcher's point of view. As Tongco (2007:147) said that the purposive sampling technique, also called judgment sampling, is the deliberate choice of an informant due to the qualities the informant possesses. This research chose SMP Negeri 3 Jember as the area of the research because of some considerations, such as there had been no descriptive research on the students' listening achievement by using video in this school, the English teacher of the 7th grade had used video in teaching and learning process and the school had the facility that was needed in this research.

3.3 Respondent Determination Method

In this research, the respondents were taken by using sample. Sample is a part of the population being examined. Patton and Cochran (2002:11) claim that samples in qualitative research are usually purposive. Since this research was a kind of qualitative research, therefore the sample was taken purposively. Purposive sampling in this research was used to determine the respondent of the research. Ross (2005:7) said that "the process of purposive sampling is based on the statement that the researcher is able to select elements which represent a 'typical sample' from the appropriate target population." Based on the aim to determine the respondent, 7th grade students at SMP Negeri 3 Jember was chosen as the sample of the research and high achiever class as the respondent of this research.

Based on the previous score of the students in English examination (see Appendix 4), the students score from class A to H were similar, therefore this

research did not conduct a homogeneity test to find out the homogeneity of the respondents, because it had been seen from the students previous score in English examination. There were three classes which categorized as the high achiever class because those three classes had the highest score among other classes in English test. This research chose the best class for the high achiever class to represent the result of this result. Therefore, class 7C as the best class among other high achiever class was chosen as the representative to give the best result for this research.

3.4 Data Collection Method

The method of collecting data in this research includes interview, test and documentation.

3.4.1 Interview

Interview is a method to collect the data of the research. The aim of giving interview was to obtain the information from the interviewee, in this case the English teacher. Interview in this research was used to get the information about the teaching learning process in the classroom, the students' listening achievement, and other data which support the research. In conducting the interview, a list of the questions was used to get the data and it could be developed during the interview. The informant in this research was the English teacher of 7th grade students at SMP Negeri 3 Jember. The aim of conducting an interview in this research was to get data and information about the students' listening comprehension achievement and the teaching learning process especially by using video from the English teacher. The interview was conducted before the listening achievement test by using video in order to know the teaching and learning process at SMP Negeri 3 jember (see: Appendix 2) and after the listening achievement test by using video in order to know the teacher's way in teaching listening by using video material which influences the result of the study.

3.4.2 Test

Kind of test which was used in this research was the listening achievement test. Hughes (2003:13) said that achievement test is directly related to language courses, their purpose is to establish how successful individual students, group of students, or the courses. In this research, the need of test was to get information about the students' listening comprehension achievement by using video.

The type of listening achievement test used in this research was objective test in the form of multiple choice. Hughes (2003:76) said that multiple choice allows the testing of receptive skills without requiring the students to produce written or spoken language. It means that the use of multiple choice test in testing receptive skills such as listening can examine the students' comprehension achievement without requiring the students to produce written or spoken language which need some judgment in scoring the students. The benefit of multiple choice test is that it is not time consuming in scoring, easy to score; it only has one right answer, and it is objective.

However, multiple choice seems to be the best test to test the students' listening comprehension achievement, especially the students' listening comprehension achievement by using video in the genre of descriptive text. In this research, the listening achievement test was conducted to know the students' listening comprehension achievement in finding main idea and specific information. Therefore, the test item in this research was about 20 items. Both items are in the form of multiple choice. Those multiple choice items covered 2 test items for finding main idea and 18 items for finding specific information. In case of scoring, the students' scores in listening comprehension test were the number of the correct answer divided by the total number of the questions multiplied by 100. So, the total score of the test was 100. The table of specification is made in order to classify the specification of the test in detail. The table of specification was adapted from Hughes (2003:59-62). Table 3.1 showed the specification test that was used in this research.

Table 3.1. The Table of Specification

Content	Listening for finding main idea and specific information
Address of the test	Non-native students - EFL students - junior high school students – the high achiever of 7 th year students
Length of spoken text	Video 1: 03 minutes 09 seconds/ 398 words (2.5 words/ second) Video 2: 02 minutes 38 seconds / 321 words (2 words/ second)
Types of spoken text	Short descriptive text
Types of spoken test	Multiple choice test
Topic	I love things around me / describing things / school supply
Numbers of items	20 items (10 items for video 1 + 10 items for video 2)
Timing	60 minutes
Scoring Procedures	$\frac{n}{N} \times 100$ n: the total number of the right answer N: the total number of the items

From the table 3.1, it could be said that the content of the test was about finding main idea and specific information of the video in the genre of descriptive text. The address of the test was to measuring the students of SMP Negeri 3 Jember at grade 7 which was categorized as non-native students (EFL Students). There are 2 videos in the test which the topic was describing things about school supply. The length of both videos was about \pm 3 minutes in which the speed of the speaker was about 2 words/ second. The time allocation for doing the test was about 60 minutes and the test was scored by using 0-100 scale of scoring to get the result of the test.

The test items were distributed into two types, listening for finding main idea and listening for finding general information. The distribution of the test items was shown in table 3.2 as follows:

Table 3.2. Distribution of Test Items

	Items Number	Total Items
Listening for finding main idea	1, 12	2 items
Listening for finding specific information	2,3,4,5,6,7,8,9,10, 11 ,13,14,15,16,17,18,19,20	18 items
Total		20 items

Based on the table 3.2, it was only 2 items in listening for finding main idea. It was because the main idea of the spoken text (in this case is video) was only one. Therefore, there were 2 main ideas for 2 videos in this test. On the other hand, there were 18 items for finding specific information because this research aimed to know the students' listening comprehension in comprehending the content of the video. There were 20 items in total to test the students' listening achievement especially for finding main idea and specific information

In conducting this research, the video was played twice for each video. It was also stated by the English teacher that playing the video should be considered with the complexity of the content and the students' level and ability. It had been calculated the speed of the speaker with the length of the video in which it was about 3 minutes video with total 321 words. It could be said that the speed of the speaker was about 2 words/second and it was not too fast or too slow. There were no subtitles in the video because it could distract the students' concentration and it also could facilitate the students in doing the test. The availability of the subtitles in the video was not appropriate with listening achievement test. Instead of providing the subtitles in the video, this research used the script of the video to help the researcher in scoring the students' listening achievement.

Before giving the test to the subject of the research, the validity and reliability of the test were highly needed to make sure that the test was valid and reliable. A test is said to be valid if it is measures accurately what it is intended to be measured (Hughes, 2003:26). On the other hands, reliability of the test should be measured to know whether the test is good for the students or not. Before giving the test, the tryout was conducted to test the reliability and validity of the

test. The items for tryout were about 26 items and the material of the try out was about the same as the test. After giving the try out, the result of the tryout was analyzed statistically and it needed some necessary deleting for some unreliable items (too easy or too difficult items) to get the perfect items for the test. It was estimated that there were 20 items for the test which were reliable and valid. In addition, the aimed of giving try out was to analyze the reliability coefficient, time allocation, and the difficulty index of the test items. Hughes (2003:58) states that trial the items are conducted on a group of non-native speakers similar to those for whom the test is intended. He also adds that a researcher should analyze the results of the trial and make any necessary changes. The tryout was given to the other students which had the similar ability with the respondents.

These were the procedures of conducting try out in this research:

1. Conducting the try out using the test material for listening test
2. Scoring the result of the try out
3. Split the score into two parts according to odd and even numbers of the test
4. Setting each score of each item by giving 1(one) for the correct answer and 0(zero) as the wrong answer
5. Analyzing the score by using split half method to know the reliability coefficient of the half test. The formula is as follows:

$$r_{1,2} = \frac{N \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{([N \sum X_1^2 - (\sum X_1)^2][N \sum X_2^2 - (\sum X_2)^2])}}$$

Notes:

$r_{1,2}$: the reliability coefficient of the half test

$\sum X_1$: the total number odd items

$\sum X_1^2$: the total number of odd items in quadrate

$\sum X_2$: the total number even items

$\sum X_2^2$: the total number of even items in quadrate

$\sum X_1 X_2$: the total number of odd and even items

(Nurgiyantoro, 2001:126)

From the result of the split half method, the reliability of the whole test was analyzed by using Spearman-Brown formula to get the reliability coefficient of the whole test. The Spearman-Brown formula is as follows:

$$r_{\text{test}} = \frac{2 \times r}{1+r}$$

Notes:

r_{test} : reliability coefficient for a whole test

r : split half coefficient

(Nurgiyantoro, 2001:121)

Based on the result of Spearman-Brown formula, the reliability coefficient for a whole test was used to determine whether the tryout was good or not. The range number of coefficient is in the range 0.00 – 1.00. Tuckman (in Nurgiyantoro, 2001:122) says that a test made by teacher is categorized as good if it has reliability coefficient 0.60 in maximum. However, a standardized test is categorized as good if it has reliability coefficient 0.85 in maximum.

6. Analyzing the items difficulty of the test to know the difficulty of the items. The formula is as follows:

$$IF = \frac{FH+FL}{N}$$

Notes:

IF : Item Facility (index of item difficulty)

FH : Frequency High (the number of right answer from high group)

FL : Frequency Low (the number of right answer from low group)

N : The total number of students from both groups

(Oller in Nurgiyantoro, 2001:139)

Steps in analyzing the test items:

- a. Classified the students score from the highest to the lowest
- b. Spilt the group of students based on the students score into 2 groups (high group and low group)
- c. Analyzed the answer from high and low group by giving 1 (one) for the correct answer and 0 (zero) for the wrong answer.
- d. Analyzed the items difficulty by using the formula above.

The item of difficulty in a test is in range 0.00 – 1.00. Index 0.00 means the items is too difficult because there are no students who can answer the question. On the other hand, index 1.00 is too easy because all the students can answer the question. Oller (in Nurgiyantoro, 2001:138) states that the test item is categorized as good if the difficulty index is in range 0.15 – 0.85. This means that the items which have less than 0.15 and more than 0.85 need to be revised or deleted.

3.4.3 Documentation

Documentation is a method to collect the data to support the data of the research. Mogalakwe (2006:222) said that a document is a written text. Further, Scoot (in Mogalakwe, 2006:222) stated that documents are produced by individuals and groups in the course of their everyday practices and are geared exclusively for their own immediate practical needs. In can be said document is written information of an individual of groups about their everyday practices. In this case, this research got the written document from the school about the students' listening comprehension achievement.

The documents which were needed for this research were the list of respondent, the previous score of the students in English, the teacher's lesson plan and the syllabus of the 7th grade students. The document needed for the research was from the English teacher of the 7th grade students at SMP Negeri 3 Jember. The data from the English teacher was used to support the primary data of the research that was the listening achievement test by using video.

3.5 Data Analysis Method

In this research, the students' score of listening achievement test by using video in the genre of descriptive text was analyzed statistically by using percentage formula suggested by Ali (1993) to get the conclusion of the research. The formula is as follows:

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

Explanation:

E = the percentage of the students' of listening comprehension achievement by using video in the genre of descriptive text.

n = the students' obtained scores of each indicator

N = the total score of the test items of each indicator.

(Ali, 1993:186)

Then, the result of the data analysis was described qualitatively based on the following classification presented in the table below:

Table 3.3. The classification of the students' listening comprehension

Range score	Category
85 -100	Excellent
75 -84	Good
60 -74	Fair
40 -59	Poor
0 – 39	Fail

(Nurgiyantoro, 2001:399)

Based on the table, the range 75-84 was categorized as “good”. In this case, the students' listening comprehension achievement by using video at SMP Negeri 3 Jember was categorized as “good” if it was in range 75%-84%.

The steps of analyzing the data are as follows:

1. Scoring the students' results of the listening achievement test by using video
2. Analyzing the collected data statistically by using percentage.
3. Classifying the results of the data analysis based on the classification of the score levels presented in the table above.
4. Describing the result of the data analysis qualitatively
5. Drawing the conclusion of the result of the study to answer the research problems.

3.6 Operational Definition of the Term

In order to avoid misunderstanding between the writer and the reader about the meaning of the term used in this research, the definition of the term was used to define operationally about the students' listening achievement and video used in this research.

3.6.1 The Students' Listening Comprehension Achievement

The students' listening comprehension achievement in this research referred to the achievement of the students in listening for main idea and specific information of the video. The students' listening achievement for finding main idea by using video was going to be described in order to know the students' ability in comprehending the general idea of the video. On the other hand, the students' listening achievement for finding specific information was going to be described in this research in order to know the students' ability in comprehending the detail information of the video.

The students' listening achievement by using video could be seen from the scores of the listening achievement test. The percentage of the students' listening achievement scores was going to be classified as the information of the students' listening achievement by using video. The listening achievement test by using video in this research was in the form of objective test that was multiple choice. There were 20 items with 2 videos for the listening achievement test.

3.6.2 Video

In this research, video mean the material used in listening achievement test. The video which was used in this research is in the genre of descriptive text. The topic of the video that was going to be watched was about "I love things around me" and the sub-topic was about "things in my backpack". The video that were used as the listening achievement test material were about "Things in My Backpack" from Youtube.

These videos were spoken by native speaker. The first video was spoken by a middle school student and she talked about the things in her backpack. She

recorded the video by her own in her room. The speaker used American accent in the video since she is an American student. The length of the first video was about 3 minutes 09 seconds. The speed of the speaker was about 2.5 words/ second, it could be said that the speed of the speaker was in average that could be understood by the respondent of the research.

The second video was spoken by a high school student and she talked about the things that she had in her backpack. The speaker explained about the things that she brought in her backpack. In this video, she recorded the video after she got back from school. The length of the video was about 2 minutes 48 seconds and the speed of the speaker was about 2 words/ second. It was essential for the respondent of the research because it was not too fast for the respondents. The accent of the speaker was American accent since she is an American high school student.

IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the result of the study which includes the result of the interview, the result of tryout, the analysis of test and discussion.

4.1 The Result of Interview

The interview was conducted on March 10th, 2015 at SMP Negeri 3 Jember. The informant of this research was the English teacher of the 7th grade students at SMP Negeri 3 Jember. Based on the result of the interview (see: appendix 2) the teacher said that she taught listening comprehension in integrated with other skills in English by using video. The video that the teacher used in teaching listening was about 2-4 minutes video and her teaching materials were based on the syllabus of 2013 curriculum and the course book entitled “When English Rings a Bell” from the government. The teacher claimed that she taught the students about the materials “Things in My Backpack” by using video in the second semester. The teacher’s way in teaching listening comprehension by using video especially about the material “Things in My Backpack” was based on her syllabus and lesson plan that were prepared before teaching and learning process.

The teacher said that she played the video for listening comprehension twice to help the students comprehend the content of the video. After observing the video, the teacher taught other skills in the next steps. In teaching listening comprehension, the teacher sometimes asked the students to do an exercise in groups and discussed it together with the class in order to help the students comprehend the content of the video. In this case, the teacher stated that she never really tested the students’ listening comprehension achievement because of the limitation of the time in teaching listening and also the complexity of the material. Therefore, the teacher did not really know about the student’s listening comprehension achievement. In this case, the result of this research was used to give the information about the students’ listening comprehension achievement by using video.

4.2 The Result of Tryout

The tryout was conducted on Saturday, 9th May 2015 at class 7D as the tryout class which had the closest ability with the respondent of the research. The test items for tryout were 26 items which covered main idea and specific information of the content of the video. In this case, the result of the tryout was used to measure the validity and reliability of the test before it was given to the respondent of the research. It was estimated that there were 20 items for the test which was perfectly reliable and valid for the respondent of the research. The result of the tryout was shown in appendix 9 and appendix 10. The analysis of the result of the tryout was shown as follows:

$$r_{1,2} = \frac{N \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{([N \sum X_1^2 - (\sum X_1)^2][N \sum X_2^2 - (\sum X_2)^2])}}$$

$$r_{1,2} = \frac{(33 \times 3298) - (342 \times 317)}{\sqrt{(33 \times 3617 - 342^2)(33 \times 3219 - 317^2)}}$$

$$r_{1,2} = \frac{108834 - 108414}{\sqrt{(119361 - 116964)(106227 - 100489)}}$$

$$r_{1,2} = \frac{420}{\sqrt{13753986}} = \frac{420}{3708.63} = 0.113$$

$$r_{\text{test}} = \frac{2 \times r}{1+r} = \frac{2 \times 0.113}{1+0.113} = \mathbf{0.203}$$

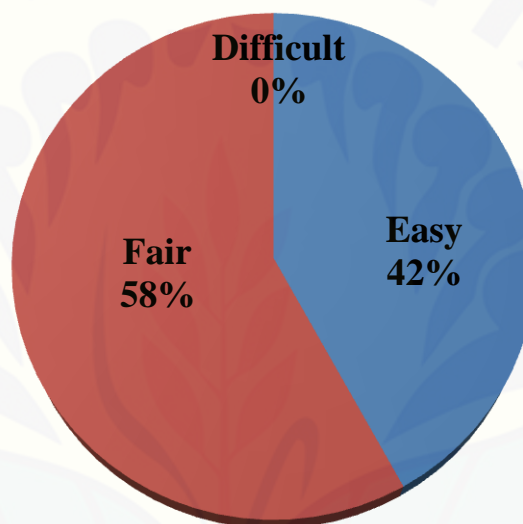
Based on the result of reliability test (tryout), it was known that the reliability coefficient was 0.203 and it was categorized as low. Therefore, there must be some items to be deleted in order to find the perfect items for the test. This research analyzed the items difficulty of the test items to get the best items for the test. The steps in analyzing the items difficulty were:

1. Ranking the students' score from the highest to the lowest score
2. Dividing the students into two groups, high group and low group (see: Appendix 11)
3. Analyzing each test items to get the difficulty coefficient for each test item (see: Appendix 12)

After doing those three steps, this research had the result of items difficulty to determine the best items for the test. The criterion of a good test is

that the coefficient must not be less than 0.15 or more than 0.85. Based on the analysis in Appendix 12, it was known that there were some items which had high coefficient (> 0.85) and it categorized as poor items because it was too easy for the student, therefore it needed to be deleted. The test items which were needed for testing the students' listening comprehension achievement by using video were 20 items. Graphic 4.1 showed the classification of the test items which was categorized easy, difficult, and fair as follows:

Graphic 4.1 The Classification of the Test Items



Based on the Graphic, it was known that there was 42% of the total number of the test items which was categorized easy. In this case, this research only omitted 6 items which was categorized too easy in order to get 20 test items which was perfect for the respondents of the research. The items which were deleted in this research were item number 5, number 6, number 15, number 16, number 18 and number 21 (see: Appendix 12).

4.3 The Result of Test

The students' listening comprehension achievement test by using video was conducted on Monday, 11th May 2015 at 11.20-12.20 WIB at class 7C. There were 33 students as the respondent of this research. The time allocation for the test was 60 minutes and it was 20 items for two videos which covered main idea and specific information. The result of the students listening comprehension achievement test by using video was shown in Appendix 13.

The result of the students' listening comprehension achievement test by using video in Appendix 13 showed the total score of the students, the score of the students' listening comprehension achievement in finding main idea and the score of the students' listening comprehension achievement in finding specific information. From Appendix 13, it was known that the students' listening comprehension achievement was varied and it was known from the students' score in listening test in which it was in range 40-59 up to range 85-100. Table 4.1 showed the range score of the students' listening comprehension as follows:

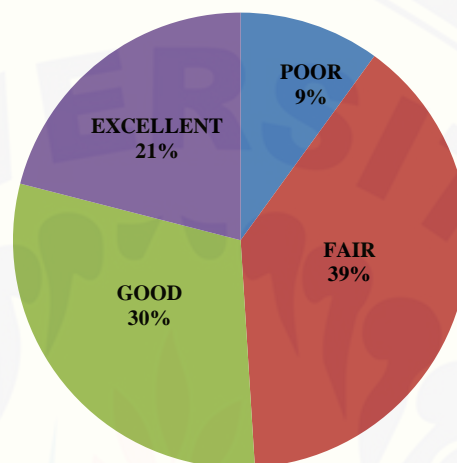
Table 4.1 The Range Score of the Students' Listening Comprehension.

Range Score	Classification	Frequency	Percentage
40-59	POOR	3 students	$\frac{3}{33} \times 100\% = 9.09\%$
60-74	FAIR	13 students	$\frac{13}{33} \times 100\% = 39.39\%$
75-84	GOOD	10 students	$\frac{10}{33} \times 100\% = 30.3\%$
85-100	EXCELLENT	7 students	$\frac{7}{33} \times 100\% = 21.21\%$
Total		33 Students	

From Table 4.1, it was known that the students' listening comprehension achievement was fair because most of the students got score in range 60-74 in which it was categorized fair based on Nurgiyantoro's (2001) table of classification. This means that, 39.39% (13 students) of the total number of students were having fair comprehension in listening test. On the other hand, it was about 9.09% of the students got score in range 40-59 which mean that they were having poor comprehension in comprehending the listening material. In this

case, only few of the students were poor in comprehending the listening material. Further, the classification of the students' listening comprehension was shown in graphic 4.2 as follows:

Graphic 4.2 The Frequency of the Students' Listening Comprehension Achievement



Graphic 4.2 showed that the students' listening comprehension achievement was classified fair. In this case, 39% of the total number of students was having fair comprehension in comprehending the listening material, 30% of them were having good comprehension, 21% of them were having excellent comprehension and 9% of them were having poor comprehension. This means that in general, the students were having fair comprehension in comprehending the listening material because 39% of the total number of students was classified fair in comprehending the listening material and only 9% of them were classified poor in comprehending the listening material.

Moreover, this research had also examined the students' listening comprehension achievement by using video in comprehending main idea and specific information. This research revealed that the ability of the students in comprehending main idea and specific information were different based on the result of the listening test. In details, Table 4.2 showed the students' comprehension in finding main idea from the listening material as follows:

Table 4.2 The Students' Ability in Comprehending Main Idea

No	The students' score in finding main Idea	Frequency	Formula: $E = \frac{n}{N} \times 100\%$	Percentage
1	Score 0 (0 right answer)	1 students	$\frac{1}{33} \times 100\%$	3 %
2	Score 5 (1 right answer)	23 students	$\frac{23}{33} \times 100\%$	70%
3	Score 10 (2 right answer)	9 students	$\frac{9}{33} \times 100\%$	27%
Total		33 Students	100%	

From the table above, it was shown that 70% of the students got score 5. In this case, they only got 1 right answer from 2 test items which asking about main idea. This means that most of the students only got good comprehension in one video only. This research had 20 test items which asking about main idea and specific information. There were 2 items which asking about main idea and 18 items which asking about specific information. Based on the result of the test, most of the students can answer 1 main idea only.

On the other hand, the students' ability in comprehending specific information was different from each other. It means that the students were having different ability in comprehending specific information. Table 4.3 showed the frequency of the students' score in finding specific information as follows:

Table 4.3 The Students' Ability in Comprehending Specific Information

No	The students' score in finding specific information	Frequency	Formula: $E = \frac{n}{N} \times 100\%$	Percentage
1	Score 40-55 (8-11 right answer)	13 students	$\frac{13}{33} \times 100\%$	39 %
2	Score 60-75 (12-15 right answer)	14 students	$\frac{14}{33} \times 100\%$	43%
3	Score 80-90 (16-18 right answer)	6 students	$\frac{6}{33} \times 100\%$	18%
Total		33 Students	100%	

Table 4.3 showed that 14 students or 43% of the total number of students got score 60-75 in comprehending specific information followed by 39% of the students got score 40-55 and 18% of the students got score 80-90. This findings revealed that most of the students were right in answering 12-15 specific

information from 18 test items which asking about specific information of the video.

Based on the observation during the listening test, this research found that the second video was too difficult for the students to comprehend the detail information. In this case, this research had also analyzed the level of difficulty of the two videos based on the students' listening score. Further, table 4.4 showed the analysis of the two video in percentage based on the students' ability in comprehending main idea and specific information as follows:

Table 4.4 The Analysis of The Students' Score on the Video Content

category	Video 1 (11 items)		Video 2 (9 items)	
	Main Idea	Specific Info.	Main Idea	Specific Info.
Wrong answer	7	76	5	96
Right answer	26	254	28	168
percentage	$\frac{26}{33} \times 100\% = 79\%$	$\frac{254}{330} \times 100\% = 77\%$	$\frac{28}{33} \times 100\% = 85\%$	$\frac{168}{264} \times 100\% = 64\%$
Classification	GOOD	GOOD	EXCELLENT	FAIR

Table 4.5 revealed that the students were better in comprehending the main idea in video 2 than in video 1. There was one question asking about main idea from each video and about 28 students were right in comprehending the main idea of video 2. Based on the result of the listening test, main idea in video 2 was more comprehensible rather than in video 1. It discovered that the students were having excellent comprehension in comprehending the main idea of video 2.

In case of specific information, the students were good in comprehending the specific information from video 1. There were about 11 items which asking about the content of video 1 and about 10 items were asking the specific information. If all of the students could answer correctly, there were 330 right answers about the specific information. In this case, there were 254 right answers from 33 students and it was higher than the second video. It was about 77% of the students' answer were right in finding specific information in the first video. This means that the content of the first video was more comprehensible than the second

video. The students were having good comprehension in comprehending the specific information from video 1 rather than from video 2.

4.5 Discussion

In analyzing the data, this research combined the result of the listening test, the interview, and documentation. In this sub-chapter there were some points which were discussed about the result of the findings in this research. The discussion included the students' listening comprehension achievement, the students' ability in comprehending main idea, the students' ability in comprehending specific information and the factors which affected the students' comprehension.

4.5.1 The Students' Listening Comprehension Achievement

The result of the test showed that the students' listening comprehension achievement by using video was categorized fair. It can be said that the listening comprehension of the seventh year high achiever students was fair because the result of the test revealed that although the students were categorized as the high achiever students and their English score were excellent, but it did not mean that their listening comprehension were also excellent too. The result of the listening test revealed that the students' listening comprehension was fair because they still found themselves in difficult to comprehend all the information from the video as the listening material. The findings was in line with Lawson (2007:3)'s statement that most individuals are ineffective listeners, we follow and maintain only 25% of what the speaker was said. In other words, the students were only understand about 25% of what the speaker said and it was not enough for them to be categorized as a good listener. It revealed that about 39% of the students were having fair comprehension in comprehending the listening material and only 30% of the students were having good comprehension in comprehending the listening material.

Based on the result of interview, it discovered that the time allocation in teaching listening was not enough for the students to comprehend the detail information of the listening material and it made the students' listening comprehension categorized fair. The students did not have enough task and practice to develop their listening comprehension because in teaching and learning process, they had to learn the four skill that were integrated in one meeting. In this case, the need of task helped the students to deal with understanding the detail information of the listening material. This statement proved what Jarvinen (Ed., 2009:33) said that listening skill can be developed through practice so that the students can have good comprehension. Lack of practice in listening class might have a huge impact on the students' comprehension and performance. It had been proved by the result of the listening test in which the students' listening comprehension categorized fair. Based on the result of the research, the students' listening comprehension was having positive result. It means that, the students' listening comprehension achievement was not poor or failed but fair which mean that the students' listening comprehension was fair in comprehending the content of video. Video gave a positive impact on the students' listening comprehension.

The result of this research was related to the previous studies which conducted by Rohman (2014) and Potozi *et al* (2008) that video had given positive impact to the students' listening comprehension. This research discovered that the students' listening comprehension was fair in which it mean that the students' listening comprehension was in average. The students' listening comprehension was not poor or excellent but their ability was fair. In general, the result of this research was proved that video gave positive impact on the students' listening comprehension.

4.5.2 The Students' Ability in Comprehending Main Idea

The result of the listening comprehension achievement test found that most of the students succeeded in comprehending 1 main idea only from 2 videos. This research discovered that main idea in video 2 was more comprehensible than

in video 1. It can be said that 85% of the students were having excellent comprehension in comprehending the main idea of video 2.

The students succeeded in comprehending the main idea because before the listening test was conducted, the researcher gave the instruction to the students about what they were going to watch and on what purpose. The instruction helped the students to predict the situation about the content of the video. As Brown (2006:6) said that “If the students know why they are listening, they are more focused”. In this case, the instruction made the students to be more focused on what they were listening to and helped them to identify main idea of the listening material better. The idea of knowing the purpose of listening helped the students listen in effective ways. Further, the topic of the video had been learnt by the students in teaching and learning process. Therefore, it helped the students to understand the main idea of the video.

4.5.3 The Students' Ability in Comprehending Specific Information

The result of the listening comprehension achievement test found that most of the students (43% of the students) were right in answering 12-15 questions from 18 questions asking about specific information. In this case, the specific information in video 1 was more comprehensible for the students than in video 2. It revealed that about 77% of the students succeed in comprehending the specific information from video 1. It can be said that video 1 was good for the students to comprehend the specific information of the video.

On the other hand, video 2 was fair for the students in comprehending the specific information because the content in video 2 was too complex for the students compared with video 1. In this case, the video helped students to access more information when listening, but too many information in the video trapped the students in difficult situation to comprehend all the information. In this case, the students could not understand all the information from video 2 and it made them could not perform well in doing the task.

There were two factors which affected the students' ability in identifying specific information. The first, the speed of the speaker in video 2 was unclear for

the students. Based on the observation during the listening test, this research found that the students were confused in understanding the content of video 2 because in some moments the speaker was telling something too fast and there are too many mixed structures that made the students could not catch the information. As Tamo (2009:76) said that too many mixed structures make the students find difficulty in catching the message in the video. This means that the students could not catch all the information from the video because the speakers' way of speaking made the students confused to understand the information. The second, the length of video 2 was too short, some of them were surprised because the video was end and they did not get the information yet. Although this research had chosen the appropriate video with the suitable length of video, but in fact, it was too short for the students to understand the detail information of the video. Most of the students could not catch the detail information from video 2 because the length of the video only 02 minutes 48 seconds in which it was too short for the students to understand the whole information from the video.

4.5.4 The Factors Which Affected the Students' Listening Comprehension

There were two factors which affected the students' listening comprehension achievement by using video in this research namely external and internal factor. Those two factors gave the impact on the students' listening comprehension achievement.

The external factor deals with the surrounding situations, the content of the video and the equipment in the classroom. This research had conducted on the second break and there were so noisy outside the classroom because some of the classes were having no teacher in teaching the students at that time. In this case, outside noise distracted the students' concentration during the test. Just like what Bloomfield *et al* (2010:55) said that outside distraction such as noises from outside classroom can reduce the students' listening comprehension. The students were distracted by the outside noises and it was disturbing the listening test. Since this research was not conducted in the language laboratory, the outside noises cannot be avoided because there was no device to reduce the noise from outside in

the classroom. Since this research was conducted after the second break, therefore some of the students were coming late and it was time consuming. There were two students who still had not come yet until the first video began to play. When the first video began to play, the late comers were knocking the door asking for permission to join the class and they distracted the other students in the classroom because of their coming late.

Further, the quality of the LCD was not really good and it affected the students' comprehension because the visual clues from the video gave the impact to help the students comprehend the spoken language. The quality of LCD in the class bothered the students' concentration in watching the video. Therefore, some of the students looked so distracted by the visual image of the video. In this research, the content of the video had been selected to give the best video for the students, but in fact the content of the second video was too complex for the students. Therefore, some of the students were confused in understanding the content of the second video.

On the other hand, the internal factor deals with the students' background knowledge, the interest of the topic and the mental and physical health of the students. The topic of the video was about things in my backpack and the students had learnt about the topic in teaching and learning process. This research found that although the students had the knowledge about the topic of the video but the video contained too many information and made the students unable to pay attention to the passage. Further, the interest of the topic helped the students to comprehend the detail information from the video. It had been proved that the students' listening comprehension was fair because they were interested with the topic and they have been learnt about it before.

Some factors which affected the students' listening comprehension achievement by using video gave the impact on the students' performance and score in doing the listening comprehension test by using video. Although this research had prepared very well before it was conducted at SMP Negeri 3 jember to give the best condition for the research, but still the factors which affected the students' performance and the result of the test cannot be avoided.

V. CONCLUSION AND SUGGESTION

This chapter presents some aspects underpinning the topic of the research. The discussion includes the conclusion of the research, and some suggestions for the English teacher, the students and the further researcher.

5.1 Conclusion

The seventh year high achiever students' listening comprehension achievement by using video at SMP Negeri 3 Jember in 2014-2015 academic year was categorized fair. In this case, most of the students got score in range 60-74 in which it was categorized fair based on Nurgiyantoro's (2001) table of classification. The result of this research discovered that the students' listening comprehension was showing positive result. It means that video as the listening material gave positive impact on the students' listening comprehension. In general, the students were having fair comprehension in comprehending the listening material because 39% of the total number of students was classified fair in comprehending the listening material and only 9% of them were classified poor in comprehending the listening material.

Furthermore, this research had also examined the students' listening comprehension achievement by using video in finding main idea and specific information. This research revealed that the ability of the students in comprehending main idea and specific information were different based on the result of the listening test.

The result of the listening comprehension achievement test found that most of the students succeeded in comprehending 1 main idea only from 2 videos. This research discovered that main idea in video 2 was more comprehensible than in video 1. It can be said that 85% of total number of the students were having excellent comprehension in comprehending the main idea of video 2. On the other hand, The result of the listening comprehension achievement test in finding specific information found that most of the students were right in answering 12-15 questions from 18 questions asking about specific information. It revealed that

about 77% of the total numbers of the students succeeded in comprehending the specific information from video 1. It can be said that video 1 was good for the students to comprehend the specific information of the video.

5.2 Suggestion

The suggestion in this research was given to the people who concern on the students' listening comprehension achievement by using video. Some suggestions were given to the following people:

5.2.1 Suggestion for the English Teacher

The English teacher is suggested to give more time in teaching listening especially in teaching the specific information or the detail information about the content of the listening material so that the students can have good comprehension in comprehending the specific information in the video and helps them to be a good listener. The teacher has to be much more aware with the students' ability in comprehending the specific information of the listening material in order to the teaching strategy and develop the students' listening comprehension skill. The teacher has also considered about the content and the length of the video. Make sure that the speed of the speaker, the complexity of the content and also the language used in the video are fit to the students. It is suggested to use 3 minutes video to teach listening because it is not too short or too long for the students to understand all the information from the video.

5.2.2 Suggestion for the Students

The students are suggested to practice their listening comprehension skill more, especially in comprehending the specific information of the content of the listening material so that they can have better comprehension in listening class. The students need to watch video as often as possible to help them understand what the speaker said.

5.2.3 Suggestion for the Further Researcher

The findings of the research can be used as the reference to conduct further research about the listening comprehension achievement by using video by considering some weaknesses in this research. The weaknesses in this research were mostly about the technical issues such as the quality of the LCD, the outside noises and the class' situation. Hopefully, the further researcher can anticipate the technical issues before conducting the research in order to minimize the weaknesses of the research and maximize the best result of the research. The result of the research hopefully can give better understanding to other researchers about the topic of the students' listening comprehension achievement and use this research as the consideration to conduct similar topic in different field

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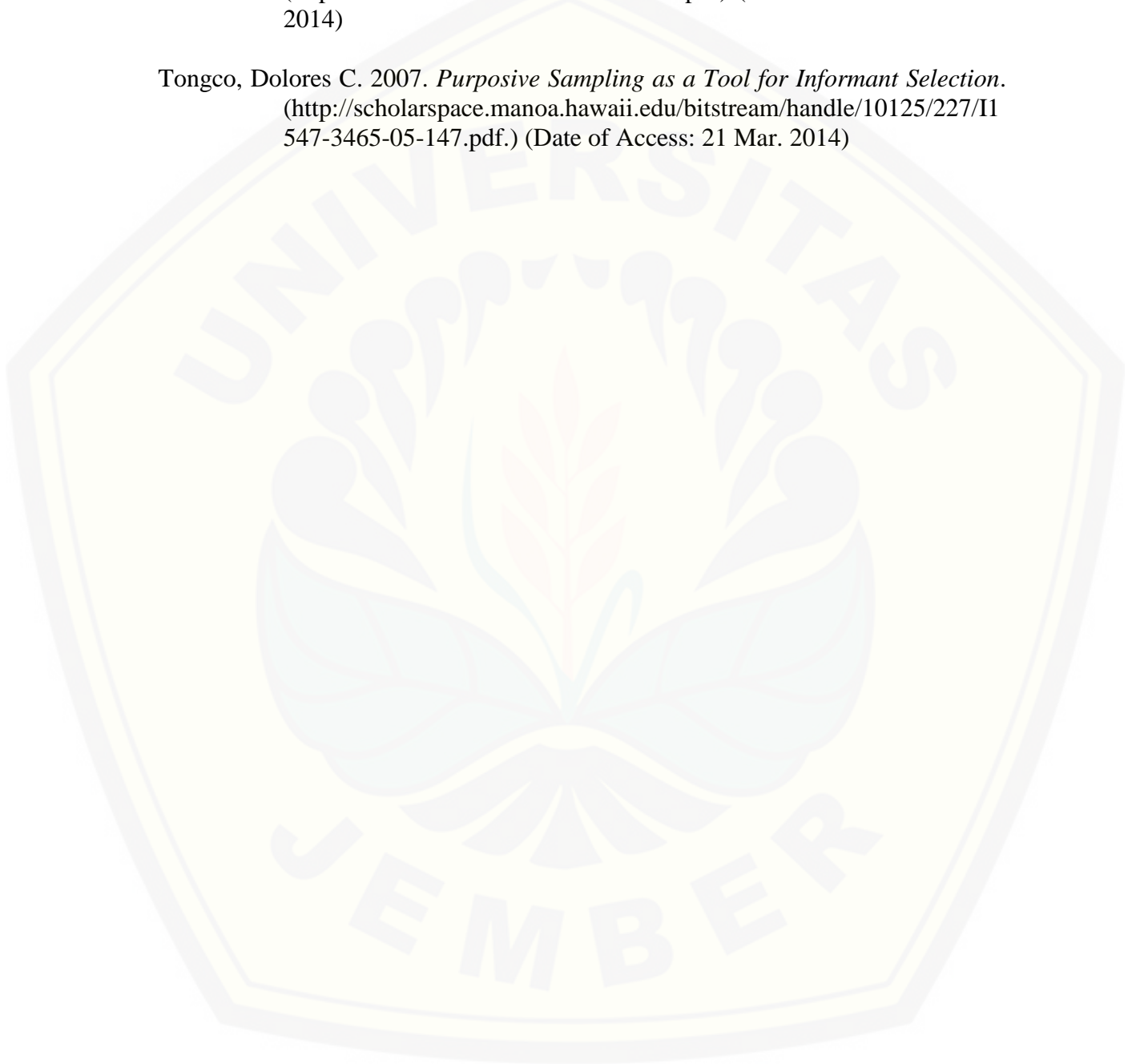
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Appendix 1

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHODS
A Study of the Listening Comprehension of the Seventh Year High Achiever Students by Using Video at SMPN 03 Jember in 2014/2015 Academic Year	How was the listening comprehension achievement of the seventh year high achiever students by using video at SMPN 03 Jember in 2014/2015 academic year?	The listening achievement by using video of the seventh year students at SMPN 03 Jember in 2014/2015 academic year	<ol style="list-style-type: none"> 1. Listening for main idea 2. Listening for specific information 	<ol style="list-style-type: none"> 1. Respondents: The seventh year high achiever students at SMPN 03 Jember in 2014/2015 academic year 2. Informant: The English teacher of the seventh year students at SMPN 03 Jember in 2014/2015 academic year 	<ol style="list-style-type: none"> 1. Research Design: Descriptive Study 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Purposive Method 4. Data Collection Method: - Test - Interview - Documentation 5. Data Analysis: Descriptive Statistics $E = \frac{n}{N} \times 100\%$ (Ali, 1993:186)



Appendix 2

Interviewer : Dewinda Mazita P. P Place of interview: SMPN 3Jember
Interviewee : Ima Melati Dewi, S.Pd., M.Pd Interviewee' occupation: English teacher
Date and time : March10th, 2015

List of Questions!

1. How do you usually teach English?

I usually teach English by using lecturing method, small group discussion, games, video, and songs. My teaching technique depends on the material of the day.

2. How do you teach listening comprehension in the classroom?

I teach listening comprehension by dictation, playing movies, video or songs. It depends on the material of the day. But mostly I teach the students by dictating them the script of the spoken text.

3. How often do you teach listening comprehension compared with the other skills in one semester?

In junior high school, teaching English is integrated. Therefore I also teach listening but not as much as other skills. I use most of the time in teaching writing and speaking.

4. How is the time allocation in teaching listening comprehension compared with other skills in a meeting?

When I teach listening comprehension, sometimes it is about 20 minutes in the beginning of the lesson (in Pre-teaching), then the rest of the time I use it to teach by using lecturing method.

5. What kind of media do you usually use in teaching listening?

I use any kind of media. It depends on the need of the media itself in teaching and learning process. I usually teach listening by using dictation, but sometimes I use video, movie clips and song to teach listening.

6. What kind of video do you usually use to teach listening comprehension?

I use any kind of videos. It is depends on the material of the day. I usually download it from youtube.com in order to get the video for my students.

7. What is your consideration in selecting the video for teaching listening comprehension?

The video must appropriate with the students' level and ability, the content of the video must appropriate with the 7th grade students, the length of the video must not too long or to short, etc. I have so many considerations in selecting the video from youtube.com. Therefore, I usually make some necessary editing before giving the video to the students.

8. How many videos do you usually use in teaching listening comprehension?

Sometimes I use one or two video in teaching listening. it is because I want the students to explore the video

9. When do you usually use video in teaching listening comprehension?

I usually use video in Pre-teaching, in exploration step. It is because most of the time I use for teaching listening is to make the students be able to explore the video and give opinion about the video.

10. Where do you usually teach listening comprehension? In the classroom or language laboratory? (Why?)

I teach listening in the classroom because the facility in the classroom has fulfilled my need in teaching listening. There is an LCD in each classroom to support my media in teaching. I usually bring my laptop and portable speakers to play the video. So that, the students can watches the video by using LCD and listens to the audio by using the speakers.

11. What kind of material do you usually use in teaching listening?

It is about introducing yourself, describing people, asking and giving direction, etc.

12. What kind of listening activities do you usually use in teaching listening?

Sometimes I ask students to make groups and discuss about the content of the video then ask them to give comment about the video. In this case, I asked the students to focus on the main idea and specific information in the video. I mostly teach the students on how to find the main idea in the video because it is difficult to know the general idea in the video.

13. What kind of listening comprehension exercise do you give to the students?

Completion. I ask the students to work in pair or in group do solve the problem, and then we discussed it together.

14. Have you ever tested the students' listening comprehension by using video?

I never test the students' listening comprehension. All I have ever done is by giving them exercises in listening class and then discussed it together with the class in order to help their comprehension.

15. What kind of problem do you find in teaching listening?

The quality of the LCD is not good. In some classes, the LCD is not clear enough for my students, so that the students do not focus with the material.

16. What kind of problem do the students usually face in listening class?

The outside disturbance, the speed of the speaker, the dialect of the speaker, and the length of the video can distract their focus in listening.

17. How do you develop the students' comprehension in listening class?

By giving them the material which is interesting and challenging, so that the students can motivate themselves to learn more and be a winner.

18. How is the students' participation in joining the listening class?

They are very active in the classroom, but if the material is too boring, they become passive and do not enjoy the class

19. How's the students ability in English to gain the average score of SMPN 3 Jember?

The students' ability in English is good. They can get 80 as the requirement score from the school to pass the lesson. But some of them need remedial to get 80.

20. How's the last score (achievement test/midterm test/ final test) of the 7th grade students in English?

The last examination is about the achievement test. The students' score was good, but some of them cannot get 80 as the requirement score to pass the test, therefore I need to give them remedial test to help them gain 80 in their achievement test.

Appendix 3*The list of respondents***The List of Respondent in the Research**

NO		NAMA SISWA	L/P
URUT	INDUK		
1	7626	ASS	L
2	7627	ADRBP	P
3	7628	AAR	L
4	7629	ADKD	P
5	7630	BLL	L
6	7631	BRR	L
7	7632	BHG	P
8	7633	CGAEP	P
9	7634	DIKW	P
10	7635	DMH	L
11	7636	DB	L
12	7637	EFW	L
13	7638	FMAP	L
14	7639	FAP	P
15	7640	HAW	L
16	7641	KSP	L
17	7642	LSN	P
18	7643	MMA	P
19	7644	MPHN	L
20	7645	MCA	L
21	7646	MPEK	L
22	7647	MAS	L
23	7648	NRS	P
24	7649	NASW	P
25	7650	OW	L
26	7651	PDK	P
27	7652	PHM	P
28	7653	RPMS	P
29	7654	SZN	P
30	7655	TZRC	P
31	7656	TFR	P
32	7657	VRPA	P
33	7658	WABR	L

Appendix 4

Result of the previous achievement test score

The formula is as follows:

$$X = \frac{n-}{N}$$

Notes:

X : mean score of the class

n : the total number of the students' score

N : the total number of the students

Class A : $\frac{2430}{33} = \mathbf{73.63}$

Class B : $\frac{2425}{32} = \mathbf{75.78}$

Class C : $\frac{2695}{33} = \mathbf{81.66}$

Class D : $\frac{2690}{33} = \mathbf{81.51}$

Class E : $\frac{2405}{33} = \mathbf{72.87}$

Class F : $\frac{2405}{35} = \mathbf{68.71}$

Class G : $\frac{2550}{33} = \mathbf{77.27}$

Class H : $\frac{2770}{34} = \mathbf{81.4}$

Appendix 5

Script Video 1

The link of the video : <https://www.youtube.com/watch?v=4fHxiUHsFPM>

The length of the video : 03 minutes 09 seconds/ 395 words

What's in Jazzy's Backpack?

Hi guys! It's Jazzy, and it's super Sunday. And this week, see on SAK is What's in My Backpack? So I'm gonna show you guys what's inside my backpack and also my school supplies. So let's go!

So first, we're gonna start with my backpack. This is a very brightly backpack and one of my favorite designs. So in the first pocket I have some index cards that I like in different colors. I have my phone and I also have my pencil case. And I really like this pencil case because it's like a monster with that fake little teeth and it can zip all the way around but I'm not gonna do that because I'll just make a mess. So that's everything that I have in the first pocket.

So, in the main pocket, I have my water bottle so I don't get dehydrating and it's my favorite color, lime-green. Next, I have my planner and I can't show you the front because I do not wanna give the way of my school. And then I have my homework folder, it has bunch of dob-tape on it cause it got all wrack from all the wonderful homework. And then I have my History binder, my Math binder, my Science binder and then my Language Art binder. And these are a bunch of little drawing that my friend did at the 4th grade. That's everything in the main compartment.

So something that I really like about my backpack that I don't really use for school is this bag compartment. I also use it for a vacation but inside it's like a separate little pocket to hold your laptop. And I just think it's super cool. So on my back pack I have two little hand sanitizer's holders and they smell super duper good.

And then I have my very brightly lunch case and has more hand sanitizer of course. And inside there is no food. So something that you guys may not know about me is that I am in the band and I play the Oboe. And the Oboe is not very common instrument but I thought it'd be unique and fun. So this is what an Oboe look like. Thanks for watching my video this weekend. Seven Awesome Kid, I'll see you guys next week, don't forget to have a super Sunday, Bye!!

Appendix 6*Script Video 2*

The link of the video : <https://www.youtube.com/watch?v=wL8vZ0Z-TjE>

The length of the video : 02 minutes 38 seconds/ 321 words

What's In My Backpack?

Hi guys, it's Cat and today I'm gonna make a video of what's in my school bag. So I just got back from school so I have.... I have no idea what's in that bag. This is my bag. It is a pinkish, just a pale-pink JANSPORT and I drew all over it. So yeah, it has drawn its cloths and stuff. So first thing first we're gonna see what is in the big pocket and then we're gonna see what is in here. I have water bottle, I have my Beautiful Creatures book, I definitely recommended. I have my calculator (what was that???), I have my social studies note book, my science note book with a bow attach on it. (That goes onto my door) and just stop, note... a random notebook that I take note in. It's the Louise one.

(There is so much light). Awww..... I have my wallet which has no money. I have paint brushes. My sketch book which is huge like...look at that!!! That is my random notebook, that my sketch book, yeah huge! My binder's lash...junk folder.

Pencil case!!! It is a little monster. It's a pink monster. And now we're gonna to this pocket right here which is like a half of my bag, literally a half of my bag. A hair brush, deodorant (don't ask me why I have that). I have this pink perfume it is "Purple Sweet and Fruity" hmm ahh. And now I have these two bags.

So that was everything in my bag. If you like it, please give it a big thumbs up and comment down below (pointed the link) which favorite make up product in my mini make up bag was your favorite and subscribe my channel because I make videos every week, I know I was late last week and I was about to kill myself, (kiss) I love you guys, and see you next week aahhhhh

Appendix 7*Test Items*

Name	:	Language Skill:	Listening
Class/ Number	:	Genre	: Descriptive Text
Subject	: English	Theme	: I Love Things Around Me
Level	: Junior High School	Sub Theme	: Things in My Bag
Grade/ Semester:	VII/II	Time Allocation:	60 minutes

Instructions:

1. You will watch two videos, while doing the test.
2. Answer the questions by crossing (x) one of the options based on the video.
3. You are not allowed to use your gadget and dictionary while doing the test.
4. You only have 60 minutes to do the test.

I. Choose a, b, c or d as the best answer by crossing one of the options based on the recording!

You will watch the first video about “What’s in Jazzy’s Backpack”. The first video will be played twice.

1. What is the video about?
 - a. It is about Jazzy’s things in her school bag.
 - b. It is about Jazzy’s favorite school.
 - c. It is about Jazzy’s things in her room.
 - d. It is about Jazzy’s favorite school bag.

2. What does the speaker say about the backpack?
 - a. The backpack looks very bright. c. The backpack looks very dark.
 - b. The backpack looks very ugly. d. The backpack looks very old.

3. How many pockets are there inside the backpack?
 - a. There are 2 pockets inside the backpack c. there are 4 pockets inside the backpack
 - b. There are 3 pockets inside the backpack d. there are 5 pockets inside the backpack.

4. How many things are inside the backpack?
 - a. There are 7 things inside the backpack. c. there are 9 things inside the backpack.
 - b. There are 8 things inside the backpack. d. there are 10 things inside the backpack.

5. What is the first thing that the speaker has in her backpack?
 - a. It is a phone. c. It is a pencil case.
 - b. It is an index card. d. It is a water bottle.

6. What are the things that she has in the first pocket?
 - a. She has a water bottle, a phone, and an index card.
 - b. She has a phone, a water bottle, and a binder.
 - c. She has a water bottle, a phone and a pencil case.
 - d. She has an index card, a phone, and a pencil case.

7. What is the pencil case like?
 - a. It is a green-monster pencil case.
 - b. It is a green pencil case.
 - c. It is a grey-monster pencil case.
 - d. It is a grey pencil case.

8. What are the things that she has in the main pocket?
 - a. There are pencil case, planner, water bottle, and homework folder.
 - b. There are water bottle, index card, homework folder and binders.
 - c. There are water bottle, planner, homework folder and binders.
 - d. There are pencil case, planner, index card and homework folders

9. What is the first binder that she puts from the main pocket?
 - a. It is a Math binder
 - b. It is a Science binder
 - c. it is a History binder
 - d. it is a Language Art binder

10. How many binders does she have in her backpack?
 - a. She has 3 binders.
 - b. She has 4 binders.
 - c. she has 5 binders.
 - d. she has 6 binders.

11. Which statement is NOT TRUE about her hand sanitizers?
 - a. She has 2 hand sanitizers on her backpack.
 - b. She has 3 hand sanitizers on her lunch bag.
 - c. She has 3 hand sanitizers on the video.
 - d. She has 1 hand sanitizers on her lunch bag.

12. What does she have in her lunch case?
 - a. She has a hand sanitizer and no food.
 - b. She has 3 hand sanitizers and no food.
 - c. She has 2 hand sanitizers and no food.
 - d. She has no hand sanitizer and no food.

13. What does she have in the third bag?
- a. She has a lunch case
 - b. She has a water bottle
 - c. she has a hand sanitizer's holder.
 - d. She has an oboe instrument.

You will watch the second video about "What's in My Backpack". The second video will be played twice.

14. What is the video about?
- a. It is about Cat's things in her backpack
 - b. It is about Cat's things in her School.
 - c. It is about Cat's favorite school.
 - d. it is about Cat's favorite backpack.

15. What is the brand name of the backpack?
- a. It is a pink-JANSPORT backpack.
 - b. It is a pink-AIRPORT backpack.
 - c. It is a pink-TRANSPORT backpack.
 - d. It is a pink-IMPORT backpack.

16. How many pockets are there in the backpack?
- a. There are 2 pockets in the backpack.
 - b. There are 4 pockets in the backpack.
 - c. There are 3 pockets in the backpack.
 - d. There are 5 pockets in the backpack.

17. How many things are there in her backpack?
- a. There are 15 things in her backpack.
 - b. There are 16 things in her backpack.
 - c. there are 17 things in her backpack.
 - d. there are 18 things in her backpack.

18. What is the first thing that the speaker has in her backpack?
- a. She has a Beautiful Creatures book.
 - b. She has a water bottle.
 - c. She has a calculator.
 - d. She has note books.

19. How many note books are there in her backpack?
- a. There are 5 note books.
 - b. There are 4 note books.
 - c. There are 3 note books.
 - d. There are 2 note books.

20. What else does she have after the notebooks?
- a. She has a calculator.
 - b. She has a sketch book.
 - c. She has a water bottle.
 - d. She has a wallet after.

21. How much money does she have in her wallet?

- a. She has much money.
- b. She has no money.
- c. she has a dollar.
- d. she has two dollars.

22. What does the speaker say about the sketch book?

- a. She says that it is a large sketch book.
- b. She says that it is a small sketch book.
- c. She says that it is a tiny sketch book.
- d. She says that it is a huge sketch book.

23. Which statement is TRUE about the small pocket of her backpack?

- a. It is a half bigger than the main pocket.
- b. It is the same as the main pocket.
- c. The pencil case is in the small pocket.
- d. The water bottle is in the small pocket.

24. How many things are there in the small pocket?

- a. There are 4 things in the small pocket.
- b. There are 5 things in the small pocket.
- c. There are 6 things in the small pocket.
- d. There are 7 things in the small pocket.

25. What are the things in the small pocket?

- a. There are a hair brush, deodorant, perfume, pencil case and two small bags.
- b. There are a hair brush, deodorant, pencil case and two small bags.
- c. There are a hair brush, deodorant, perfume, and a small bag.
- d. There are a hair brush, deodorant, perfume, and two small bags.

26. Which statement is NOT TRUE about the perfume in her backpack?

- a. It is "purple sweet and fruity" pink perfume.
- b. It is in the small pocket.
- c. It is in the main pocket.
- d. it smells good.

Appendix 8*Answer Key*

Recording 1

Items Number	Answer Key
1	a
2	a
3	b
4	d
5	b
6	d
7	a
8	c
9	c
10	b
11	b
12	a
13	d

Recording 2

Items Number	Answer Key
14	a
15	a
16	a
17	b
18	b
19	c
20	d
21	b
22	d
23	a
24	b
25	d
26	c

Appendix 9

The Result of Reliability Test (Tryout)

No	Name	Items																										
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
1	ATPS	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1
2	ANAA	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1
3	ATS	1	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1
4	BDP	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0
5	DRDH	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1
6	DCR	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1
7	DDN	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
8	DRW	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
9	FLR	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1
10	FIA	1	0	1	1	0	0	1	0	1	0	0	0	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1
11	GZD	1	0	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1	0
12	KPDH	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
13	KA	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	0	1	1	1
14	KDU	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1
15	MDPA	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
16	MAP	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	0

Appendix 10

The Analysis of the Reliability Test

Number	X_1	X_1^2	X_2	X_2^2	X_1X_2
1	8	64	11	121	88
2	13	169	10	100	130
3	9	81	9	81	81
4	11	121	8	64	88
5	8	64	11	121	88
6	11	121	9	81	99
7	12	144	13	169	156
8	10	100	7	49	70
9	9	81	11	121	99
10	11	121	4	16	44
11	12	144	4	16	48
12	12	144	11	121	132
13	9	81	9	81	81
14	10	100	11	121	110
15	12	144	11	121	132
16	10	100	10	100	100
17	8	64	10	100	80
18	9	81	5	25	45
19	8	64	11	121	88
20	11	121	6	36	66
21	11	121	12	144	132
22	11	121	10	100	110
23	9	81	9	81	81
24	12	144	13	169	156
25	11	121	12	141	132
26	11	121	10	100	110
27	11	121	10	100	110
28	8	64	10	100	80
29	12	144	12	144	144
30	11	121	10	100	110
31	10	100	8	64	80
32	9	81	8	64	72
33	13	169	12	144	156
Total:	342	3617	317	3219	3298

Appendix 11

The Result of Items Difficulty Analysis

High Group

No	Items Number																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26			
7	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	
33	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
29	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
25	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	
21	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	
15	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	
12	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	
2	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	
30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	0	1	0	0	
27	1	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	
26	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	
22	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	
14	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	
6	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	0	1	0	1	1	
9	1	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	
16	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0
33	16	11	16	11	17	17	17	17	14	15	9	11	16	17	17	17	12	17	12	15	17	12	13	13	16	14	14		

Low Group

No	Items Number																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
19	1	1	0	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
5	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1
4	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0
1	1	1	1	0	1	1	1	1	0	1	0	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0
3	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	0	1	0	1	1	0	0	0	1	1
23	1	1	1	0	1	1	0	1	0	0	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1
13	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	0	0	0	1
17	0	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	1	0
28	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	0	0	1	1	0
31	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	0	0	0	1	1
32	1	1	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0
20	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	1	0	1	0	1	0
8	1	0	0	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0
18	1	1	1	0	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	0	0	1	0	0
11	1	0	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	0	0	1	0	1	0	1	0
10	1	0	1	1	0	0	1	0	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1
33	14	10	14	8	14	14	13	12	7	6	9	8	11	13	16	15	11	14	9	11	16	4	5	9	11	8

Appendix 12

The Analysis of Items Difficulty

$$\text{Formula: IF} = \frac{FH+FL}{N}$$

Items' number	Formula	Result	Category
1	$\frac{16 + 14}{33}$	0.90	Easy
2	$\frac{11 + 10}{33}$	0.63	Fair
3	$\frac{16 + 14}{33}$	0.90	Easy
4	$\frac{11 + 8}{33}$	0.57	Fair
5	$\frac{17 + 14}{33}$	0.93	Easy
6	$\frac{17 + 14}{33}$	0.93	Easy
7	$\frac{17 + 13}{33}$	0.90	Easy
8	$\frac{17 + 12}{33}$	0.87	Easy
9	$\frac{14 + 7}{33}$	0.63	Fair
10	$\frac{15 + 6}{33}$	0.63	Fair
11	$\frac{9 + 9}{33}$	0.54	Fair
12	$\frac{11 + 8}{33}$	0.57	Fair
13	$\frac{16 + 11}{33}$	0.81	Fair
14	$\frac{17 + 13}{33}$	0.90	Easy
15	$\frac{17 + 16}{33}$	1	Easy
16	$\frac{17 + 15}{33}$	0.96	Easy
17	$\frac{12 + 11}{33}$	0.69	Fair
18	$\frac{17 + 14}{33}$	0.93	Easy
19	$\frac{12 + 9}{33}$	0.63	Fair
20	$\frac{15 + 11}{33}$	0.78	Fair
21	$\frac{17 + 16}{33}$	1	Easy
22	$\frac{12 + 4}{33}$	0.48	Fair
23	$\frac{13 + 5}{33}$	0.54	Fair
24	$\frac{13 + 9}{33}$	0.66	Fair
25	$\frac{16 + 11}{33}$	0.81	Fair
26	$\frac{14 + 8}{33}$	0.66	Fair

Appendix 13

The Result of The students' Listening Comprehension Achievement Test

NO	NAMA SISWA	score	Main idea	Specific info.
1	ASS	60	5	55
2	ADRBP	60	10	50
3	AAR	50	10	40
4	ADKD	65	10	55
5	BLL	75	10	65
6	BRR	60	10	50
7	BHG	95	10	85
8	CGAEP	70	5	65
9	DIKW	75	5	70
10	DMH	90	10	80
11	DB	85	5	80
12	EFW	95	10	85
13	FMAP	85	10	75
14	FAP	60	10	50
15	HAW	75	10	65
16	KSP	75	10	65
17	LSN	95	5	90
18	MMA	55	10	45
19	MPHN	60	0	60
20	MCA	75	5	70
21	MPEK	50	10	40
22	MAS	75	10	65
23	NRS	65	10	55
24	NASW	65	10	55
25	OW	65	10	55
26	PDK	85	10	75
27	PHM	65	10	55
28	RPMS	65	10	55
29	SZN	80	10	70
30	TZRC	75	5	70
31	TFR	80	10	70
32	VRPA	70	5	65
33	WABR	85	5	80
Total		2385	275	2110