



**THE EFFECT OF USING VIDEO ON JUNIOR HIGH SCHOOL
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT**

THESIS

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JEMBER UNIVERSITY
2018**



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**Presented as Partial Fulfillment of the Requirement to Obtain the Degree of
S1 of the English Language Education Study Program, Language and Arts
Education Department,
Faculty of Teacher Training and Education, Jember University**

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2018**

DEDICATION

This thesis is honorably dedicated to :

1. My beloved parents, Mr. Edi Santoso and Mrs. Mariyati
2. My beloved best friends, Maya Rowiyatun Nisa, I Dewa Ayu Nira Dara Sari, and Nida' Nafisah.

MOTTO

Strength and growth come only through continuous effort and struggle.

-Napoleon Hill-

APPROVAL SHEET

THE EFFECT OF USING KWL CHART ON JUNIOR HIGH SCHOOL STUDENTS' READING COMPREHENSION ACHIEVEMENT

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at the English
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STATEMENT OF THESIS AUTHENTICITY

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

I certify that this thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to quality award; ethics procedure and guidelines of the thesis writing from the university and the faculty have been followed.

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Finally, I expect that this thesis will be useful not only for me but also for the readers. However, I do realize that it is still far for being perfect. Any constructive critics and suggestions will be fully appreciated.

Jember, 2018

The Writer

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SUMMARY

The Effect of Using Video on Junior High School Students' Listening Comprehension Achievement; Monica Fanoni; 140210401078; 2018; 77 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.

Listening has an important role in the process of mastering English as it is one of the basic skills that is fundamental in acquiring the language as well as in the process of communication. Thus, listening is an important skill that students need to learn. Unfortunately, problems are often found during the teaching and learning process of listening. Students often find themselves unable to fully comprehend spoken text easily. They tend to have difficulties in maintaining their attention to what is being spoken in listening comprehension class. Sometimes they cannot also understand the content of the spoken text when they come across some unfamiliar words. Bearing these difficulties in mind, a suitable teaching medium is needed to help the students to learn listening comprehension well.

Therefore, the researcher considers the use of video as an appropriate medium in teaching listening comprehension to help the students with their listening comprehension skill. Video can actually attract students' interest and enthusiasm more effectively than just by using audio. By using video, students can see images, scenes, and/or scenario and at the same time listening from the video. Besides, the use of video also helps students in keeping their attention in the classroom and widen their horizon as the images that they can see from the video can give them more insight about the content of the video than that of the audio recording.

This experimental study was conducted in order to investigate the effect of using video on the seventh grade students' listening comprehension achievement at SMPN 11 Jember. The population of the research was the seventh grade students and only two classes were chosen as the participants of the research. From the result of the homogeneity test by using ANOVA, it was known that the population was homogeneous. Thus, the participants were chosen by using lottery. Class VII A was chosen as the experimental group and class VII F was chosen as

the control group. The experimental group was taught by using video meanwhile the control group was taught by using audio. The number of the participants in class VII A was 32 students and the participants in class VII F was 32 so, the number of the whole participants was 64 students.

The primary data of this research were collected through students' score of listening comprehension test, while the supporting data were gained through documentation. The listening comprehension achievement post test was done to compare the scores of both the experimental and the control groups after the treatment. Then, the scores were analyzed by using Independent samples t-test in SPSS computing system. Based on the result of the analysis, the value of significance was 0.001 which was lower than 0.05. Thus, it was concluded that the use of video significantly affected the students' listening comprehension achievement. Therefore, the alternative hypothesis saying "there is a significant effect of using video on Junior High School students' listening comprehension achievement" was accepted.

CHAPTER I

INTRODUCTION

This chapter presents the research background, the research problem, the research objective and the research significance. All of them will be presented in the following parts.

1.1 Research Background

Listening is a significant skill that students need to learn in order to improve their level of listening mastery in English. Vandergrift & Goh (2012:4) state that listening is one of the English skills that can help learners to interact and receive the input of the language and stimulate them to learn the other English skills namely: reading, speaking, and writing. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing and reading skills. These skills are developed later as the child goes mature. Listening has an important role in the process of mastering English as it is one of the basic skills that is fundamental in acquiring the language as well as in the process of communication. Students need to have proficiency in listening comprehension in order to be able to understand what is being said. Listening is also a significant input that students need to master in order to be able to participate more effectively in communication.

Listening is more than just hearing what is being said. Listening is the ability to hear and understand the meaning of what is being said. According to Vandergrift (1999:168), listening is a complex and active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intonation, retain what is gathered in all of the above, and interpret it within the immediate as well as the larger socio cultural context of the utterance. Due to the complexity of listening as has been stated by Vandergrift, problems are often found during the teaching and learning process of listening. Students often find themselves unable to fully comprehend spoken text easily because they are not used to hearing spoken English in their

daily lives. Students also tend to have difficulties in maintaining their attention to what is being spoken in listening class because their minds usually wander elsewhere. Sometimes they also come across unfamiliar words and instead of trying to find the contextual meaning by understanding what is being spoken as a whole, they tend to focus on listening word by word so that it is very difficult for them to understand the content of what they are listening to.

Dealing with the problems mentioned above, teachers need to use appropriate teaching media to overcome the difficulties that students may have in learning listening comprehension. Appropriate teaching media can stimulate students' interest and encourage their participation in learning listening. One of the most appropriate teaching media that teachers can use to teach listening is video. Hruby (2010) says that audio visual media such as video may increase the students' motivation and make the students happy and fun when doing listening practice that may affect the students to be more participated in teaching learning process of listening comprehension. Wagner (2007:67) also states that the use of video allows listeners to utilize the non-verbal components of communication that can assist them in processing and comprehending aural input. Unfortunately, there are still many teachers who do not use video in teaching listening comprehension because they think that using audio recordings is easier. Teachers need to be more accepting and welcoming to the idea of using video in teaching listening comprehension, especially in considering the advantages on the use of video compared to that of audio recordings.

Unlike audio recording, video can present lively scenes and/or specific images to the students. Video is also less tiring and can be tolerated by the students for a longer time compared to that of audio recordings. Video features aural and visual support and are assumed to be a useful aid to learn a second language (Lin 2011). Of similar opinion, Rubin (1994) states that visual support can improve listening comprehension, and he also suggests that video can also be used to enhance listening comprehension.

There are many benefits that we can gain by using video in listening comprehension done in the classroom. One of the most obvious benefits is that we

can attract students' interest and enthusiasm more effectively than just by using audio. By using video students can see images, scenes, and/or scenario and at the same time listening from the video. Besides, the use of video also helps students in keeping their attention in the classroom and widen their horizon as the images that they can see from the video can give them more insight about the content of the video than that of the audio recording.

Pan & Wu (2011:24) state that the three-quarter information people get come from 'listening and speaking', and the others are from 'reading and writing'. Students can remember 15% of all information by listening, 25% by watching, up to 84% by the combination of listening and watching. This statement supports the opinion that the use of video is useful in enhancing students' listening comprehension mastery because it combines picture and audio which will help students grasp the content of the video that they watch more easily.

1.2 Research Problems

Based on the research background, the problem of the research could be formulated as follows : Is there any significant effect of using video on Junior High School students' listening comprehension achievement?

1.3 Research Objectives

Based on the problem of the research, the objective of the research was to know whether or not there was a significant effect of using video on Junior High School students' listening comprehension achievement.

1.4 Research Significance

The result of the research is expected to give beneficial information for English teachers, students, and other researchers.

1.4.1 For English Teachers

The result of the research is expected to give beneficial information to the English teachers to encourage students to use video during the teaching and learning process of listening comprehension.

1.4.2 For the Students

It is hoped that by using video, students' interest in learning listening will be increased and that can enhance their listening comprehension achievement.

1.4.3 For Other Researchers

It is expected that the research result will be useful for other researchers as an input or information to conduct other researches dealing with similar problem by using another research design such as a classroom action research concerning on the use of video to improve students' listening comprehension, or using the same research design but on different kind of text genre, such as narrative or recount text.

CHAPTER II

LITERATURE REVIEW

This chapter explains about theories related to the research problem. It covers the information dealing with theoretical framework, conceptual framework, previous studies and research hypothesis.

2.1 Theoretical Framework

The theoretical framework consists of the information dealing with the theories of listening comprehension, the process of listening, the purpose of teaching listening, the use of video in teaching listening comprehension, the criteria of selecting video, the procedure of teaching listening comprehension through video and narrative text.

2.1.1 Listening Comprehension

Listening is a critical skill that needs to be mastered in English language acquisition. In language education, listening is regarded as a critical means of acquiring a second language; it is suggested that listening be taught in classrooms (Vandergrift and Goh 2012). Luo (2008:25) states that listening is the basic way of receiving language input. He adds that people can communicate only if they understand what is said by others. In other words, it can be said that people cannot speak if they do not understand what others talk about.

Zhang (2001) cited in Al-Alwan et al. (2013:31) states that there are two steps which are involved in listening comprehension. The first step is the process of receiving, memorizing, and repeating the sounds. The second step is the listeners' ability to explain the message content that is being said by the speaker. From this statement, it can be concluded that people can truly comprehend what they listen to when they are able to understand and explain the content of what is being spoken. Having a good listening skill is important because, listening skill is needed in helping people to understand what someone says thus, without a good listening skill people are not able to communicate well with others.

Many people think that hearing and listening are the same thing but, actually they are different. Listening is more complex than merely hearing. Rost (2011:11) states that hearing is the primary physiological system that allows for reception and conversion of sound waves. He adds that even though hearing is the basis of listening but it is only a precursor for it. Listening comes after hearing. The basic difference between hearing and listening is that when someone listens to something, they do not have a deliberate intention to listen to it. In contrast, when someone listens to something they have clear intention to listen to what is being said. Hearing is just a natural and physical activity done by our ear to receive something being spoken and transmits it to the brain. Meanwhile, listening is the ability not only to hear what is being spoken but also to understand the information from the process of listening.

In contrast to many common beliefs, listening is not a passive activity. We are in constant process of engaging in interpretation and meaning-making as we listen. Steil, Barker, and Watson (1983) identify four essential interconnected activities to the process of listening. The first activity is sensing, this activity is the process where the actual reception of verbal and nonverbal messages happens. The second one is interpreting, this step deals with the practice of understanding the message. The third one is evaluating which refers to the process of sorting facts and information that can be verified from opinion. Evaluating also involves concurring or rejecting the speaker's message. The last one is responding which deals with the process of reacting with verbal and nonverbal cues to the message. Thus, listening cannot be regarded as a passive activity because it requires an active involvement of the listeners during the listening process.

2.1.2 The Process of Listening

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

a) Bottom-up Process

Vandergrift (2002:2) states that listeners use bottom-up process when they use linguistic knowledge to understand the meaning of a

message. They build meaning from lower level sounds to words to grammatical relationships to lexical meaning in order to arrive at the final message. In accordance, Wilson (2008:15) states that in bottom-up process, the decoding or interpretation of the smallest-units – phonemes and syllables is being emphasized before directing the listeners towards the meaning. It can be inferred that in bottom-up process, listeners start by listening to the individual sounds and then joining these sounds together to make syllables and words which are then combined into phrases, clauses and sentences before eventually coming into the content and final message of what they listen to.

b) Top-down Process

In top-down process the listeners use what they know of the context of communication to predict what the information of what they listen to will contain. Wilson (2008:15) states that in top-down process, the use of background knowledge is used to predict the content. With similar opinion, Vandergrift (2002:2) states that listeners use top-down process when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata. Listeners use content words and contextual clues to form hypotheses in an exploratory fashion.

In top-down process, the listeners first activate their background knowledge of the topic (also known as schemata) before using it to relate to get the information from what they listen to. Schematic knowledge (background knowledge) is the knowledge the listener already has about the world and about certain types of discourse (Anderson & Lynch 1988:13). For example, the sentence “He posted a new status yesterday” might confuse senior citizens who do not have the required schemata for the social media. Thus, if listeners are not familiar with the incoming information, they

cannot have the necessary schemata summoned and will have to rely only on their systemic knowledge, i.e. the knowledge of the language.

According to what has been explained above, the process of listening that was used in this research was an interactive process (a combination of bottom-up and top-down processes). Students used bottom-up process to answer questions regarding specific information from the spoken text and top-down process to answer questions dealing with getting the gist/general idea of the information from the spoken text.

2.1.3 The Purpose of Teaching Listening

Students listen for the purpose to get information in learning listening comprehension. In this research, the purpose of listening was to make the students find the general and specific information of narrative text.

a) Listening for Finding General Information

Hennings (1997:155) states that listening for finding general information is listening to find the substance or the gist of the message. Of similar opinion, Harmer (1983:190) states that most of the time listeners pay attention to what is being said with the purpose of getting general information. They listen to get a general idea of the main points given. The listener must be able to listen solely to what is fundamental and to discard what is detailed.

b) Listening for Finding Specific Information

When the listeners are listening for specific information, they must discern the important details to be remembered. This means that they do not pay overall attention to the whole text but to specific aspects they are interested in or have to pay attention to. Hennings (1997:155) states that listening for finding specific information or supporting details work naturally to support main idea. Specific information is a part of a text that supports the main idea. To find specific information in listening

comprehension, students need to comprehend the text given and find the specific information stated in the spoken text.

2.1.4 The Use of Video in Teaching Listening Comprehension

With the development of technology in this global era, the use of multimedia in language learning has been steadily growing. The use of video as media in the teaching and learning process of listening comprehension is a proof that the use of recent technology has been developing. With the use of video, we can make a great progress in teaching listening comprehension.

According to Arysad (2006:50) audiovisual media can be used to develop students' achievement to stimulate their intellectual competence and present new language material. Secules, Herron & Tomasello (1992 cited in Keihaniyan, 2013) state that the employment of video-based instruction is preferable to audio-only instruction in teaching language learning due to its multiplying input modalities that can motivate learners and attract their attention to the aural input. Mathew and Alidmat (2013:86) also state that the employment of video is preferable to audio-only instruction in teaching English because of the advantage of multiple input modalities. That is, video can facilitate teaching and learning of listening comprehension by attracting learners' attention to the aural and visual inputs.

Listening requires students' ability to interpret the messages using their contextual and deep understanding of the meaning instead of just depending on their linguistic capabilities. Brett (1995:77) states that video can provide second language students with contextual, visual, and non-verbal input that minimizes any lack of comprehension that might result from listening alone. By watching video, students can see who the speaker is, what the people in the video are doing, what the object that is being talked about looks like, where the conversation takes place etc. Thus, video can help to develop students' listening comprehension achievement by providing additional information through visual input.

2.1.5 Criteria of Selecting Video

Selecting appropriate video in teaching listening comprehension is important as it can stimulate students' attention and help them enhance their listening comprehension achievement. For that reason, criteria must be established for what is appropriate and acceptable in a teaching-learning context. Berk (2009:6) states that there are three sets of criteria that must be considered in selecting video namely: students' characteristic, the offensiveness of the video, and the structure of the video.

a) Students' Characteristics

Students' characteristics deal with the salient socio-demographic characteristics: age or grade level, gender, ethnicity, and language-dominance. Teachers know their students and these characteristics are a must consideration in choosing the right video. Wang (2015:26) states that a teacher should select the video that will make the students interested and match the English level of proficiency of the students. Therefore, it is not a wise decision to choose a video with higher or lower level of difficulty than students' level of proficiency. If it is too difficult, students will not be able to perform well during the listening activity and if it is too easy, they will not be interested and get bored.

b) The Offensiveness of the Video

Clear standards for what is deemed as an acceptable content should be determined in choosing the appropriate video to use in teaching listening comprehension. The video is being used to facilitate learning so it is very important to consider about the content of the video before it is used in the teaching process of listening comprehension. A student who is offended by a video clip will withdraw, turn off, and harbor anger, which are emotions hardly conducive to learning. What is interpreted as offensive is a very personal decision by each student based on their own values, beliefs, and principles. Teacher should make effort to reject any content that is even potentially offensive.

c) The Structure of the Video

The structure of the video must be appropriate for instructional use. According to Berk (2009), the following guidelines are suggested when creating video clips: (a) length—as short as possible so that the students can get the point of the content easily. The maximum length of the video is approximately three minutes unless the learning outcome requires a lengthier extract; (b) context—should be appropriate for the students to support their listening comprehension study. It is good to use everyday language so that the students can learn how to communicate in real life; (c) actions/visual cues—action should relate directly to purpose, eliminate anything extraneous; and (d) number of characters—limit number to only those few needed to make the point, too many can be confusing or distracting.

2.1.6 The Procedures of Teaching Listening Through Video

According Gallacher (2004) there are three processes to teach listening through video. They are pre-viewing, while-viewing, and post-viewing.

a) Pre-viewing

Pre-viewing is associated with developing students' comprehension strategies. Many strategies are applied in pre-viewing activities to help students' comprehension, set the context, generate students' interest, and activate students' current background knowledge on the topic. Those activities are as follows.

- 1) Asking the students to watch the video with sound off (silent viewing) then guess the content of the video.
- 2) Telling the students' about what they are going to watch/listen to.
- 3) Having class discussion about the topic of the video.
- 4) Doing quiz on the topic of the video.
- 5) Giving students opportunity to brainstorm vocabulary connected to the topic.
- 6) Reading the story/news article related to the topic of the video.

b) While-viewing

Below are the activities that can be done in while-viewing.

- 1) Students watch video to confirm predictions made in pre-viewing activity.
- 2) Students answer comprehension questions.
- 3) Teacher stops video and asks learners to predict the continuation.
- 4) Students make notes about the content of the video.
- 5) Students learn the vocabulary from the sentences taken from the video.
- 6) Students listen to the grammatical structures.

c) Post-viewing

Post-viewing process can be used to check comprehension. In this stage, the students can be asked to review what they have learned together. Activities that can be done in this stage are such as group/pair discussion, summary writing, or comprehension check.

- 1) Students discuss about the content of the video.
- 2) Students use internet to find more information about the topic of the video.
- 3) Students do some project work related to the video.

In teaching English listening comprehension at SMPN 11 Jember, the teacher has used Curriculum 2013 by implementing scientific approach. Thus, in this research, the procedure of teaching English listening comprehension was adapted from what has been mentioned by Gallacher above. The procedures were as follows.

a) Pre-viewing

1. The teacher gave some leading questions and a riddle. Then, the students were asked to guess what the topic they were going to discuss.
2. The teacher told the students about what they were going to discuss.

b) While-viewing

1. The teacher played the video without allowing the students to take any notes.
2. The teacher played the video for the second time and allowing the students to take notes.

c) Post-viewing

1. The teacher guided the students to make some questions related to the topic of the video.
2. The teacher asked the students to write down difficult words of the descriptive text from the video.
3. The teacher asked the students to write down the meanings of the difficult words of the descriptive text from the video.
4. The teacher distributed the exercise to the students.
5. The teacher asked the students to do the exercise in the forms of true-false and multiple choice format individually.
6. The teacher asked the students to mention the information they have gotten from what they watch and listen to.

2.1.7 The Advantages of Using Video in Teaching Listening

According to Wang (2015), there are four advantages of using video in teaching English. Those are as follows.

1. Video Can Stimulate Students' Autonomy and Proactivity.

By using video in teaching English, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore they could employ their autonomy in language learning. While viewing the video materials, students can put themselves in the vivid atmosphere created by the video materials and understand the pragmatics of the language used by the characters.

2. Video Can Motivate Students' Passion for English Learning and Help to Hold Their Attention in the Classrooms.

Video has sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video can provide teachers with more choices in classroom activities which will help students to avoid the boredom during the teaching and learning process. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals in teaching English.

3. Video is Mostly Depictions of Realistic Circumstances in Life.

By using video, students can get to see various words, terms, expressions, and context used in daily lives. Thus, video can help the development of students' communicative competences.

4. Video Can Provide Direct Access to Native Speakers' Culture.

Learning English cannot be separated from the study of the culture of English speaking countries. Learning English does not only mean the acquisition of such linguistic knowledge as pronunciation, grammar, vocabulary and idiomatic expressions but, it also means learning how to think like native speakers; which means that English learners have to understand the values, social customs and habits of the native speakers in order to reach near-native English proficiency.

2.1.8 The Disadvantages of Using Video in Teaching Listening

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

1. Cost

The use of video in language learning requires other equipments such as LCD, speaker, and laptop / computer. Those equipments are quite expensive, so that some extra money is going to be needed to buy them. There are two solutions to overcome this problem. First, we can rent the equipments. Second, we can buy one set of those equipments and use them in turns with the other classes. By doing so, we do not have to buy one set of those equipments for each class. Thus, we can save some of the money. In this research, the school provided some LCDs and

speakers in the school office. The teacher only had to inform the person in charge of the school equipments before using them.

2. Inconvenience

The use of special effects, pictures, or scenes from the video can distract the students. Thus, may make them unable to concentrate and understand the content of the video. Therefore, a teacher needs to play the video for more than once. Even though students get distracted with the picture on the first play, they can still concentrate on the content of the video on the second or the third play. In this research, therefore, the researcher played the video thrice not once.

3. Fear of technology

Not all teachers are familiar with the use of recent technologies in language learning. Some of them are still unable to use equipments such as LCD and are not familiar with the use of internet to find video that they can use in the classroom. This problem can be solved by asking someone else to teach them how to use those equipments and practicing on how to utilize them until they are able to use the equipments well. In this research, the teacher was already familiar with the use of LCD, speaker, and internet to find the videos. Thus, the teacher did not face any problem in the use of recent technologies in teaching listening comprehension.

2.1.9 Descriptive Text

According to Curriculum 2013 for Junior High School (*SMP/ Madrasah Tsanawiyah (MTs)*), descriptive text is one of the four types of genres learned by the eighth grade students (descriptive text, recount text, procedure text, and descriptive text). Wardiman, et.al (2008:16) state that a descriptive text is a text that describes the features of someone, something, or a certain place. Wong (1993:373) also states that descriptive text is used to describe a person, a place or object precisely so that the reader “sees” the items clearly in his imagination. Thus, it can be concluded that descriptive text is a kind of text which gives the

reader a mental picture of something by describing its appearance, sound, taste, etc.

The generic structures of descriptive text are identification and description. In identification, the writer identifies someone/something that is going to be described. This is the part where the general background of what is described is being explained. Description is the part of the text which contains the characteristics of someone/something that is described in details.

2.2 Conceptual Framework

To avoid misunderstanding between the readers and the researcher, it is necessary to review some terms related to the concept of research variables and their definitions.

2.2.1 Video

Video is a multimedia source that combines a sequence of images to form a moving picture which transmits a signal to a screen. Video usually has audio components that correspond with the pictures being shown on the screen. In this research, video was used to give students visual aids that helped them to understand the spoken information better. Schrum & Glisan (2000) cited in Thao (2003) state that video provides the context for a wide variety of communicative and interactive activities in the classroom. In line with that idea, Lin (2010) states that the modality of video viewing involves the viewer in reading and listening to verbal and non-verbal messages. In a video, the verbal messages include written or spoken words, while the nonverbal messages include the background sounds, the referents, the speakers' paralinguistic features (such as tone of voice, breathy voice, lip-rounding, or giggling while speaking) and kinesthetics (body language).

2.2.2 Listening Comprehension Achievement

In this research, listening comprehension achievement refers to the result of students' listening comprehension test achieved by the students after the treatment of using video and using traditional listening comprehension teaching method using audio. The experimental group was taught using video while the

control group was taught using audio. Both the experimental and controlled groups were given the same spoken texts and assignments.

2.3 Previous Studies

This research needs previous research findings to construct relevant references. The researcher refers to two researches. The first research was conducted by Kretsai Woottipong (2014) entitled the “Effect of Using Video in the Teaching of Listening Skills for University Students”. The sample of the student population for this research was 41 first-year English major students in the second semester of the academic year 2012 at Thaksin University, Thailand. They were selected by simple random sampling. The research was conducted over 20 teaching periods. The one-group pretest-posttest design was implemented in this research. The instruments used were lesson plans, pretest and posttest, as well as a questionnaire of the students’ attitude. The scores on the pretest and posttest were analyzed, compared, and interpreted using mean and t-test. The findings of this research revealed that the use of video materials to develop listening comprehension of the first-year English major students seemed to be effective. It was reported that the post test score was significantly higher than that of the the pretest score. Analysis of the students’ responses from the questionnaire revealed that they were more interested in learning English when videos were used in teaching listening.

The second research was conducted by Mohammadreza Khodareza and Shahin Abassy Delvand (2016) entitled “The Effect of Watching Authentic Videos on Improvement of Iranian EFL Learners’ Listening Comprehension Ability”. This research investigated the effect of authentic videos’ frequent exposure on Iranian EFL learners' listening comprehension ability. Sixty Iranian intermediate students were selected as the research participants. The selected participants were randomly assigned into two groups of the experimental and control groups. Each group contained 30 participants. The listening ability of the participants was tested by a pretest before starting the treatment. After that, a posttest was administrated and the scores obtained from two groups were

compared using a *t*-test. It was found that the experimental group that received the treatment achieved significantly better scores. Thus, it was concluded that frequent exposure to authentic videos had a positive impact on the improvement of learners' listening ability.

2.4 Research Hypothesis

Based on the related literature review and the previous research results above, the hypothesis is formulated as follows: "there is a significant effect of using video on Junior High School students' listening comprehension achievement".

CHAPTER III

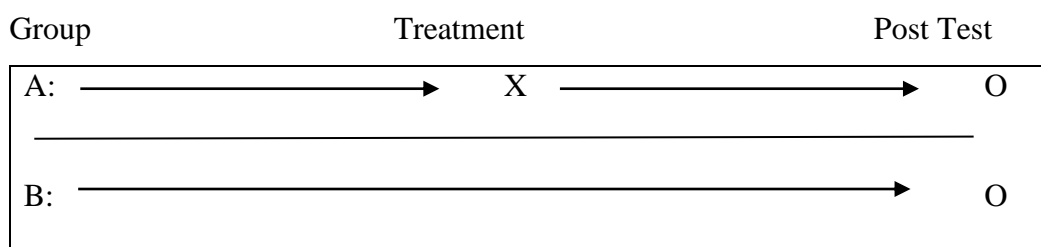
RESEARCH METHODS

This chapter deals with the research methods of this research. They cover research design, research context, research participants, data collection method, and data analysis method. Each topic is discussed in the following parts.

3.1 Research Design

The design used in this research was experimental research because the purpose of this research was to investigate whether or not there was a significant effect of using video on students' listening comprehension achievement at SMPN 11 Jember. Cohen et al. (2007:272) claim that in the experimental research design, the researcher deliberately controls and manipulates the condition which determines the events, in which they are interested in, introduces an intervention and measures the difference that it makes. Lodico et al. add that experimental research is designed to determine cause-effect relationships. The researcher controls or manipulates one or more independent variables and examines the effect that the experimental manipulation has on the dependent variable or the outcome of the study (2010:229).

This research consisted of two groups : they were control and experimental groups. The experimental group was given special treatment by using video in teaching listening comprehension; meanwhile, the control group was taught listening comprehension by using audio recording. After the experimental and the control groups received different treatments, post-test was given to both of the groups. The design can be illustrated as follows.



Notes:

A: Experimental Group

B: Control Group

X: Treatment

O: Post Test

(Creswell, 2012:310)

Based on the design of the research above, the procedures of this research were as follows.

1. Conducting homogeneity test to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA).
3. Determining which classes belonged to the experimental and control groups.
4. Giving treatment to the experimental group by using video for teaching listening; while the control group was taught listening by using audio recording.
5. Administering try out test to establish the reliability and validity of the teacher-made test. The try out test was given to the class which did not belong to the control or experimental group.
6. Giving post-test to both the control and experimental groups.
7. Analyzing the mean score of both groups using t-test formula to know whether there was a significant effect of using video on students' listening comprehension or not.
8. Drawing the conclusion to answer the research problem.

3.2 Research Context

This research used purposive method in choosing the research area where this research was conducted. According to Cohen et al. (2007:114) in purposive method the researcher chooses the case and the samples appropriate with the problem they have chosen. In this research, the researcher conducted the research at SMPN 11 Jember. This area was chosen due to some considerations. Firstly, the English teacher never used video as the teaching media in teaching English listening skill. Secondly, there was no research about the use of video in teaching

listening conducted at SMPN 11 Jember. Thirdly, the headmaster allowed the researcher to conduct the research at SMPN 11 Jember.

3.3 Population and Research Participants

The population of this research was the seventh grade students of SMPN 11 Jember in the 2018/2019 academic year. There were six classes and each class consisted of 32 students. Two classes were chosen from those six classes by using cluster random sampling based on the result of homogeneity test. The result of homogeneity test was analyzed by using Analysis of Variance (ANOVA).

The result of the ANOVA analysis showed that the value of the variance was more than 0.05. It means that the population was homogenous or there was no significant difference on the students' listening comprehension scores of the six classes. As the homogeneity test showed that the population was homogenous, the participants were chosen randomly by using lottery.

3.4 Data Collection Method

There were two kinds of data in this research, primary and secondary data. The primary data was collected using listening comprehension test, and the secondary data was gathered using interview and documentation. The following parts discuss about the methods that were used to collect the data in this research.

3.4.1 Listening Comprehension Test

McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of cognitive task. Hughes (2003:16) adds that tests can be categorized into four: proficiency test, achievement test, diagnostic test and placement test. In this research, the researcher measured the students' listening comprehension by conducting achievement test which was used to investigate the students' listening comprehension achievement. The tests that was conducted in this research are explained as follows.

3.4.1.1 Homogeneity Test

The homogeneity test was conducted to determine the control and the experimental groups. It was given before the researcher gave the treatment to both the experimental and control groups. There were 25 test items in the form of true-false and multiple choice questions. The students were given 40 minutes to finish the test. The result of the test was analyzed using ANOVA. The result showed that the population was homogenous so, the participants were chosen randomly by using lottery.

3.4.1.2 Try Out

The try out test was given to know whether the test was appropriate for the research participants or not. Djwandono (1996:18) states that the objectives of administering try out are to know the test validity, the reliability coefficient of the test, instruction, time allocation and the difficulty level. The try out test was given to the class which did not belong to the experimental group or the control group.

In conducting the listening comprehension try out test, the researcher developed a teacher-made-test. The researcher constructed the listening comprehension try out test by herself along with the guidance from the English teacher and both of the advisers. The total number of the test items needed were 25 items, but the researcher made 30 items in the form of true-false and multiple choice questions. The researcher gave 40 minutes for the students to do the test.

3.4.1.3 Post-Test

The post-test was administered to both the control and the experimental groups at the end of the lesson after the treatment where the experimental group was taught by using video and the control group was taught by using audio. There were 10 items of true-false questions and 15 items of multiple choice.

The value of each true false question was 2,5 and the value of each multiple choice question was 5. Therefore, the maximum score was 100. The scores of the post-test were analyzed to know whether or not there was a

significant effect of using video on the seventh grade students' listening comprehension achievement at SMPN 11 Jember.

a) The Validity of the Test

Heaton (1988:159) states that the validity of a test is the extent to which it measures what it is supposed to measure. Further, he classifies validity into face validity, content validity, and constructs validity. The test in this research established content validity as the test items covered the indicators of listening comprehension which was constructed based on the material stated in Curriculum 2013.

b) The Reliability of the Test

The result of the try out test was analyzed by using Split-Half method (Sudijono, 1996). The procedures of the analysis were as follows.

1. Conducting the listening comprehension try out test and scored every test items answered by the students.
2. Splitting all the students' answers into two parts based on even and odd numbers.
3. Giving a sign (X) for odd numbers, and (Y) for even numbers.
4. Giving the score to each item by giving 1 (one) for each correct item and 0 (zero) for each wrong item.
5. Analyzing the correlation between X and Y by using product moment formula (Pearson Correlation)

$$r_{xy} = r_{\frac{11}{22}} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Notes:

- r_{xy} = Reability coefficient
- ΣXY = The total number of odd items and even items
- ΣX = The total number of odd items
- ΣY = The total number of even items
- N = The number of participants

(Sudijono, 1996:229)

6. Finding out the reliability coefficient of the whole test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{\frac{11}{22}}}{1 + r_{\frac{11}{22}}}$$

Notes:

r_{11} = the reliability coefficient for the whole test items

$r_{\frac{11}{22}}$ = the correlation coefficient of a half test items

6. Giving the interpretation to the reliability coefficient for the whole test.

The interpretation scale of rxy:

0.90 – 1.00 = Very High

0.70 – 0.89 = High

0.50 – 0.69 = Fair

0.30 – 0.49 = Low

< 0.30 = Very Low

(Sudijono, 1996:229)

c) The Difficulty Level

In this research, the result of the try out test was analyzed by using the degree of the test item difficulties by using the following formula:

$$FV = \frac{R}{n}$$

Notes:

FV = Facility Value (Difficulty Level)

R = Right answer done by the participants

n = The number of participant

The criteria of difficulty index:

<0.30 = Difficult

0.30 – 0.70 = Fair

>0.70 = Easy

(Heaton, 1991:178)

3.4.2 Interview

Gay et al. (2011:137) define interview as a purposeful interaction done by a person/researcher to obtain information or data which cannot be accessible through observation from other people. In this research, an interview with the English teacher was conducted to obtain the supporting data concerning about the English curriculum used, the teaching materials, the English books, teaching media and techniques or strategies used by the teacher to teach the seventh grade students at SMPN 11 Jember

3.4.3 Documentation

Arikunto (2006:158) states that documentation is written documents, such as books, magazines, documents, rules, etc. The data of documentation needed in this research was the initial names of the seventh grade students of SMPN 11 Jember in the 2018/2019 academic year covering the experimental and the control groups.

3.5 Data Analysis Method

After the main data were collected, then the data was analyzed statistically by using t-test formula with 5% significant level formula in the SPSS computing system to know whether or not the mean difference of using video on the seventh grade students' listening comprehension was significant. The procedures to analyze the data were as follow.

- a. Entering the data of the experimental and the control groups by using SPSS data editor
- b. Giving a label for each group: (1) for the experimental group and (2) for the control group.
- c. Calculating the significant difference by clicking analyze, compare means, and independent sample t-test.

- d. Giving the interpretation to the output of independent sample t-test calculation.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion of the findings and suggestions for the English teachers, the students, and future researchers.

5.1 Conclusion

Based on the data analysis, hypothesis verification, and discussion in the previous chapter, it can be concluded that there is a significant effect of using video on the seventh grade students' listening comprehension achievement at SMPN 11 Jember in the 2018/2019 academic year.

5.2 Suggestions

The result of this research showed that the use of video gave a significant effect on the students' listening comprehension achievement. Hopefully, this research may be used as a consideration to teach listening comprehension in the future. Therefore, the researcher proposes some suggestions to the following people.

5.2.1 The English Teachers

Video was proved to be an effective medium of instruction to be used in teaching listening. It can help to attract students' attention using the aural and visual inputs. Besides, it can also minimize any lack of comprehension that might result from listening alone. Therefore, the English teachers of SMPN 11 Jember are suggested to use the medium in teaching listening comprehension.

5.2.2 The Students

The result of this research showed that the use of video gave a significant effect on the students' listening comprehension achievement. The use of such a medium helped the students to understand the content of the video better and made them more interested in the teaching and learning process of listening comprehension. Therefore, the students are suggested to use this medium to learn listening comprehension better.

5.2.3 Future Researchers

The findings of this research can be used as consideration or reference to conduct a further research dealing with the same topic by using different research area and different research design such as a classroom action research to improve students' listening comprehension achievement by using video.

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- Youtube, 2017. *Koalas* (<https://www.youtube.com/watch?v=PzU-DjUMzsg&t>)

RESEARCH MATRIX

| Title | Problem | Variables | Indicator | Data Resources | Research Method | Hypothesis |
|---|---|---|---|---|--|---|
| The Effect of Using Videos on the Seventh Grade Students' Listening Comprehension Achievement | Is there any significant effect of using videos on the Seventh Grade students' listening comprehension achievement? | <p>a. Independent variable The use of videos in teaching listening comprehension</p> <p>b. Dependent variable The seventh Grade students' listening comprehension achievement</p> | <p>Students' listening comprehension tests cover :</p> <ol style="list-style-type: none"> 1. General information 2. Specific information | <p>1. Respondents Seventh grade students of SMPN 11 Jember</p> <p>2. Informant The English teacher of SMPN 11 Jember</p> <p>3. Document The students' names (initials)</p> | <p>1. Research design : Quasi-experimental design with non-equivalent group posttest only design (Creswell, 2012:310)</p> <p>2. Research area : Purposive method</p> <p>3. Research Respondents : Cluster random sampling</p> <p>4. Data collection methods :</p> <ul style="list-style-type: none"> ➤ Listening comprehension test (primary data) ➤ Interview and documentation (secondary data) <p>5. Data analysis method The data taken from listening test will be analyzed by using t-test formula :</p> $t_{test} = \frac{(Mx - My)}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right) \left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$ <p>(Arikunto, 2006: 311-312)</p> <p>Notes: t = t-test Mx = mean score of the experimental group My = mean score of the control group $\sum x^2$ = individual score deviation of the experimental group (Mx) $\sum y^2$ = individual score deviation of the control group (My) n_x = the number of the respondents of the experimental group n_y = the number of the respondents of the control group</p> | There is a significant effect of using videos on the Seventh Grade Students' Listening Comprehension. |

Supporting Data Instruments

Table B.1 The Result of the Interview

| No | Questions | Answers |
|----|---|---|
| 1. | What curriculum is applied in this school? | We apply 2013 curriculum in this school. |
| 2. | How many times do you teach English in a week? | For each class I teach English twice a week. |
| 3. | What textbook do you use to teach your students? | I usually use the book "When English Rings a Bell" and <i>Buku Teks Pendamping Bahasa Inggris</i> . |
| 4. | How do you teach listening in your classroom? | I usually teach my students by playing audio recording several times. After that, I ask them to do the exercise related to the recording. Sometimes I ask them to do it in group, sometimes individually. |
| 5. | How are the students' listening comprehension achievement in class when you teach them using audio recording? | Mostly they are able to understand the general information they get from the listening material. But many of them still find it difficult to understand the more detailed information especially when they come across some unfamiliar words. |
| 6. | What are the difficulties the students have in learning listening comprehension? | It is hard for them to maintain their attention to the listening material. It is also hard for them to understand the content of the spoken text when there are some unfamiliar words that they do not understand. |
| 7. | What kind of test form do you usually administer? | I usually use multiple choice type of test as it is easier to check rather than essay type. |
| 8. | Have you ever used video to teach listening comprehension? If not, why? | No, I haven't. Because, I never thought of doing that before as I am already used to using audio recording to teach listening comprehension. |
| 9. | What is your opinion of the prospect using video in teaching listening comprehension? | I think video can be used as a good medium to teach listening comprehension as the scenes / pictures displayed on the video will attract students' interest and can help them understand the content of the spoken text better. |

Table B.2 Documentation

| No. | Data Taken | Data resources |
|-----|---|----------------|
| 1. | The total number of the seventh grade students of SMPN 1 Jember 2017/2018 academic year | Document |
| 2. | The names of the students in the experimental and control groups | Document |

Table B.3 The Total Number of the Seventh Grade Students of SMPN 11 Jember

| No. | Classes | Number of Students | | Total |
|--------------|---------|--------------------|------------|------------|
| | | Males | Females | |
| 1. | VII A | 16 | 16 | 32 |
| 2. | VII B | 16 | 16 | 32 |
| 3. | VII C | 16 | 16 | 32 |
| 4. | VII D | 14 | 18 | 32 |
| 5. | VII E | 14 | 18 | 32 |
| 6. | VII F | 15 | 17 | 32 |
| Total | | 91 | 101 | 192 |

HOMOGENEITY TEST

| | |
|---------------------------------|--------------------|
| Type of text : Descriptive Text | Name : |
| Time Allocation : 40 minutes | Student's Number : |

Task 1

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

| No. | Statements | T/F |
|-----|---|-----|
| 1. | Baby pandas are smaller than their parents. | |
| 2. | Pandas are easy to take care of. | |
| 3. | The spoken text tells us about pandas. | |
| 4. | Pandas need a lot of food. | |
| 5. | Bamboos are very important to pandas. | |
| 6. | Pandas eat chickens and ducks. | |
| 7. | The spoken text talks about pandas and cats. | |
| 8. | Pandas eat bamboos a lot. | |
| 9. | Pandas have black and white fur. | |
| 10. | The spoken text tells us about how pandas live. | |

Task 2

Answer the following questions based on the video you have watched and listened to. Put a cross (X) on either a,b,c, or d on the answer sheet provided for the correct answer!

1. What does the spoken text tell us about?
 - a. Hamsters
 - b. Cats
 - c. Elephants
 - d. Pandas
2. What is the best title for the spoken text?
 - a. Where pandas live
 - b. The life of pandas
 - c. Pandas are lazy
 - d. Pandas like bamboos
3. What is the purpose of the spoken text?
 - a. To advertise something.
 - b. To tell how something is done.
 - c. To tell past events.
 - d. To describe about something.
4. What kind of thing is being talked about in the spoken text?
 - a. Fruit
 - b. Vegetable
 - c. Animal
 - d. Place
5. What do pandas like to eat?
 - a. Eggs
 - b. Insects

- c. Bamboos
 - d. Fruits
6. What kind of fur do pandas have?
 - a. Black and white
 - b. Blue and green
 - c. Pink and purple
 - d. Grey and orange
 7. What sound do pandas NOT make?
 - a. Meow
 - b. Growl
 - c. Huff
 - d. Bark
 8. How long do pandas usually eat bamboos a day?
 - a. 7 hours
 - b. 12 hours
 - c. 17 hours
 - d. 22 hours
 9. How much bamboos do pandas usually eat a day?
 - a. 50 kg
 - b. 32 kg
 - c. 18 kg
 - d. 9 kg
 10. What other foods do pandas eat?
 - a. Honey
 - b. Candy
 - c. Rice
 - d. Fruit
 11. How many legs do pandas have?
 - a. Two
 - b. Four
 - c. Five
 - d. Three
 12. How do pandas live?
 - a. Alone
 - b. In group
 - c. In pack
 - d. In crowd
 13. What do baby pandas do not have?
 - a. Eyes
 - b. Ears
 - c. Nose
 - d. Hair
 14. Where do pandas live?
 - a. In bamboo forest
 - b. At the beach
 - c. In the cave
 - d. In the park
 15. What colors do baby pandas have when they are born?
 - a. They are pink
 - b. They are black

- c. They are white
- d. They are grey

Listening script

Pandas

Pandas have black and white fur. They have two eyes, two ears, and four legs. They are calm and lazy. Pandas are mammals, They have fur and feed their babies milk. Pandas are bears. Pandas can growl, huff, bark, and make sounds like sheep.

Pandas live in bamboo forests and they also eat bamboos. Pandas usually eat bamboos for 12 hours. Pandas usually eat 18 kilograms of bamboos a day. Pandas also eat other foods like grass, fruit, eggs, and insects.

Pandas usually live alone, not in group. Male pandas are bigger than female pandas. Baby pandas are smaller than their parents. When they are born baby pandas are pink, blind, and do not have hair.

(Adapted from : <https://www.youtube.com/watch?v=VNxx8jVEm3I&t=156s>)

ANSWER KEY

| No. | Task 1 | Task 2 |
|-----|--------|--------|
| 1. | T | d |
| 2. | F | b |
| 3. | T | d |
| 4. | T | c |
| 5. | T | c |
| 6. | F | a |
| 7. | F | a |
| 8. | T | b |
| 9. | F | c |
| 10. | T | b |
| 11. | | b |
| 12. | | a |
| 13. | | d |
| 14. | | a |
| 15. | | a |

The Distribution of the Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|------------------------------|-----------------------------|-------------|
| | Task 1 (True False) | Task 2 (Multiple Choice) | |
| Finding General Information | 2,3,7,10 | 1,2,3,4 | 8 |
| Finding Specific Information | 1,4,5,6,8,9 | 5,6,7,8,9,10,11,12,13,14,15 | 17 |
| | | | 25 |

Scoring

| Type of Questions | Description | Score | Max.Score |
|---|--------------|-------|-----------|
| True-false questions (10 items) | Right answer | 2.5 | 25 |
| | Wrong answer | 0 | |
| Multiple choice questions (15 items) | Right answer | 5 | 75 |
| | Wrong answer | 0 | |
| Max. total score | | | 100 |
| Total Score = score from true-false questions + multiple choice questions | | | |

LESSON PLAN 1

| | |
|-----------------------|----------------------|
| Subject | : English |
| Level | : Junior High School |
| Class | : VII |
| Genre | : Descriptive Text |
| Language Skill | : Listening |
| Time | : 2 x 40 minutes |

A. Core Competence

- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Basic Competence and Indicators

| Basic Competence | Indicators |
|--|---|
| 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang , dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.7.1. Writing down the difficult words of the descriptive text. |
| | 3.7.2 Writing down the meanings of the difficult words from the descriptive text. |
| 4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. | 4.7.1 Answering the comprehension questions in the forms of true-false and multiple choice formats. |

C. Learning Objectives

Students are expected to be able to:

- 3.7.1 write down the difficult words of the descriptive text and give their meanings.
- 3.7.2 write down the meanings of the difficult words from the descriptive text.
- 4.7.1 answer the comprehension questions in the forms of true-false and multiple choice formats.

D. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 : Learning materials for both the experimental and control groups

E. Teaching Approach / Model

Technique : - The experimental group = Scientific approach (*using video*)
 - The control group = Scientific approach (*using audio*)

F. Media, Tools, and Teaching Sources

1. Media : - Video (*for the experimental group*)
 - Audio (*for the control group*)
2. Tools : Boardmarkers, a white board, an overhead projector
3. Learning source : <https://www.youtube.com/watch?v=fUybrJmFv0c>

G. Teaching and Learning Activities

| The Experimental Group | Time | The Control Group | Time |
|--|------------|--|------------|
| Pre-viewing Activities | 6' | Pre-Viewing Activities | 6' |
| 1. Greeting the students and checking their attendance. | 2' | 1. Greeting the students and checking their attendance. | 2' |
| 2. Asking the students to guess the topic by giving a riddle and leading questions about butterfly. | 3' | 2. Asking the students to guess the topic by giving a riddle and leading questions about butterfly. | 3' |
| 3. Stating the topic and the learning objective. | 1' | 3. Stating the topic and the learning objective. | 1' |
| While-viewing Activities | 8' | While-viewing Activities | 12' |
| <i>Observing</i> | 8' | <i>Observing</i> | 12' |
| 1. Playing the video without giving permission to take any notes to the students. | 4' | 1. Playing the video without giving permission to take any notes to the students. | 4' |
| 2. Playing the video for the second time and letting the students to take notes. | 4' | 2. Playing the audio for the second time and letting the students to take notes. | 4' |
| | | 3. Playing the audio for the third time while giving the last chance to the students to take notes. | 4' |
| Post-viewing Activities | 56' | Post-viewing Activities | 52' |
| <i>Questioning</i> | 5' | <i>Questioning</i> | 4' |
| 1. Guiding the students to make some questions related to the topic of the video. | 5' | 1. Guiding the students to make some questions related to the topic of the audio. | 4' |
| <i>Collecting Information</i> | 10' | <i>Collecting Information</i> | 7' |
| 1. Asking the students to write down difficult words and giving their meanings from the video. | 10' | 1. Asking the students to write down difficult words and giving their meanings from the audio. | 7' |
| <i>Associating</i> | 31' | <i>Associating</i> | 31' |
| 1. Distributing the exercises to the students. | 2' | 1. Distributing the exercises to the students. | 2' |
| 2. Asking the students to do the exercises in the forms of true-false and multiple choice format individually. | 29' | 2. Asking the students to do the exercises in the forms of true-false and multiple choice format individually. | 29' |
| <i>Communicating</i> | 10' | | 10' |

| | | | |
|---|------------|---|------------|
| 1. Asking the students to mention the information they have gotten from what they have watched and listened to. | 10' | 1. Asking the students to mention the information they have gotten from what they have listened to. | 10' |
| CLOSING | 10' | CLOSING | 10' |
| 1. Asking the students to draw a conclusion of what they have learned and discussed. | 8' | 1. Asking the students to draw a conclusion of what they have learned and discussed. | 8' |
| 2. Parting | 2' | 2. Parting | 2' |

H. LEARNING ASSESSMENT (*enclosed*)

1. Assessment
Learning materials : Appendix 1
Exercise : Appendix 2
2. Instrument Form
True-false and multiple choice questions.

Scoring

| Type of Questions | Description | Score | Max.Score |
|---|--------------|-------|-----------|
| True-false questions (10 items) | Right answer | 4 | 40 |
| | Wrong answer | 0 | |
| Multiple choice questions (10 items) | Right answer | 6 | 60 |
| | Wrong answer | 0 | |
| Max. total score | | | 100 |
| Total Score = score from true-false questions + multiple choice questions | | | |

Jember,
Teacher

Monica Fanoni
NIM. 14021040108

Appendix 1

Learning materials for both the experimental and control groups

❖ Leading questions

1. I am a type of insect which eats flower nectar
My wings are beautiful and colorful
What am I?
2. What is the name of an animal that transforms from a caterpillar into a beautiful creature?
3. What picture is this?



❖ The definition of descriptive text

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

❖ The generic structure of a descriptive text

The generic structure of descriptive text is divided into two parts. They are:

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

- Spoken Text

Butterflies

Butterflies with wonderful wings can make any garden colorful. Butterflies are insects just like dragonflies, or grasshoppers. They have four wings; antenna; head; thorax, abdomen, and six legs. While butterflies flutter around, it mainly eats nectar from flowers.

Do you know butterflies have a life cycle? Female butterflies lay eggs. The eggs become caterpillars. After the caterpillars eat lots and lots of vegetation, they form a house around themselves called a chrysalis. Then, abracadabra like magic, a colorful butterfly with wonderful wings emerges from the chrysalis.

Beautiful butterfly wings come in variety of colors and patterns. Orange, yellow, green, black and white, and even with pink stripes. Lets have a closer look at the butterfly wings, if we zoom all the way in, there are tiny scales covering the wings.

(Adapted from : <https://www.youtube.com/watch?v=fUybrJmFv0c>)

Appendix 2
Exercise

STUDENTS' WORKSHEET

| | |
|-------------------------|---|
| Name | : |
| Student's Number | : |

Task 1

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

| No. | Statements | T/F |
|-----|---|-----|
| 1. | Butterflies' wings have many colors and patterns. | |
| 2. | Male butterflies lay eggs to reproduce. | |
| 3. | Butterflies eat nectar from leaves. | |
| 4. | Butterflies are birds. | |
| 5. | The spoken text tells us about how something looks like | |
| 6. | There are tiny scales covering butterflies' wings. | |
| 7. | Butterflies' wings are heavy. | |
| 8. | There are four stages in butterflies' life cycle. | |
| 9. | The spoken text tells us about butterfly. | |
| 10. | The spoken text tells us about how butterflies live. | |

Task 2

Answer the following questions based on the video you have watched and listened to. Put a cross (X) on either a, b, c, or d on the answer sheet provided for the correct answer!

- What does the spoken text tell us about?
 - Dragonflies
 - Grasshoppers
 - Butterflies
 - Spiders
- What is the purpose of the spoken text?
 - To advertise something
 - To tell how something is done
 - To tell past events
 - To describe about something
- How many wings do butterflies have?
 - One
 - Two
 - Three
 - Four
- What kind of wings do butterflies have?
 - Big and heavy
 - Transparent and light
 - Colorful and wonderful
 - Small and heavy
- What kinds of animal are butterflies?
 - Insects
 - Fish
 - Mammals
 - Birds

6. What kind of thing is being talked about?
 - a. Fruit
 - b. Animal
 - c. Vegetable
 - d. Plant
7. Which of the following is not a part of butterfly's body?
 - a. Antena
 - b. Tail
 - c. Wings
 - d. Head
8. What does butterflies turn into after being caterpillars?
 - a. Eggs
 - b. Butterflies
 - c. Chrysalises
 - d. Worms
9. What do butterflies eat?
 - a. Nectar
 - b. Grass
 - c. Meat
 - d. Fruit
10. What is the best title for the spoken text?
 - a. Where butterflies live
 - b. The life of butterflies
 - c. Butterflies are small
 - d. Butterflies likes nectar

ANSWER KEY

| No. | Task 1 | Task 2 |
|------------|---------------|---------------|
| 1. | T | c |
| 2. | F | d |
| 3. | F | d |
| 4. | F | c |
| 5. | F | a |
| 6. | T | b |
| 7. | F | b |
| 8. | T | c |
| 9. | T | a |
| 10. | T | b |

The Distribution of the Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|-------------------------------------|---------------------------------|--------------------|
| | Task 1 (True False) | Task 2 (Multiple Choice) | |
| Finding General Information | 4,5,9,10 | 1,2,6,10 | 8 |
| Finding Specific Information | 1,2,3,6,7,8 | 3,4,5,7,8,9 | 12 |
| | | | 20 |

LESSON PLAN 2

| | |
|-----------------------|-----------------------------|
| Subject | : English |
| Level | : Junior High School |
| Class | : VII |
| Genre | : Descriptive Text |
| Language Skill | : Listening |
| Time | : 2 x 40 minutes |

F. Core Competence

- KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

G. Basic Competence and Indicators

| Basic Competence | Indicators |
|--|---|
| 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang , dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.7.1. Writing down the difficult words of the descriptive text. |
| | 3.7.2 Writing down the meanings of the difficult words from the descriptive text. |
| 4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. | 4.7.1 Answering the comprehension questions in the forms of true-false and multiple choice formats. |

H. Learning Objectives

Students are expected to be able to:

3.7.1 write down the difficult words of the descriptive text and give their meanings.

3.7.2 write down the meanings of the difficult words from the descriptive text.

4.7.1 answer the comprehension questions in the forms of true-false and multiple choice formats.

I. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 : Learning materials for both the experimental and control groups

J. Teaching Approach / Model

- Technique : - The experimental group = Scientific approach (*using video*)
 - The control group = Scientific approach (*using audio*)

H. Media, Tools, and Teaching Sources

1. Media : - Video (*for the experimental group*)
 - Audio (*for the control group*)
2. Tools : Boardmarkers, a white board, an overhead projector
- Learning source : <https://www.youtube.com/watch?v=PzU-DjUMzsg&t=55s>

I. Teaching and Learning Activities

| The Experimental Group | Time | The Control Group | Time |
|--|-------------|--|-------------|
| Pre-viewing Activities | 6' | Pre-Viewing Activities | 6' |
| 1. Greeting the students and checking their attendance. | 2' | 1. Greeting the students and checking their attendance. | 2' |
| 2. Asking the students to guess the topic by giving a riddle and leading questions about koala. | 3' | 2. Asking the students to guess the topic by giving a riddle and leading questions about koala. | 3' |
| 3. Stating the topic and the learning objective. | 1' | 3. Stating the topic and the learning objective. | 1' |
| While-viewing Activities | 8' | While-viewing Activities | 12' |
| <i>Observing</i> | <i>8'</i> | <i>Observing</i> | <i>12'</i> |
| 1. Playing the video without giving permission to take any notes to the students. | 4' | 1. Playing the video without giving permission to take any notes to the students. | 4' |
| 2. Playing the video for the second time and letting the students to take notes. | 4' | 2. Playing the audio for the second time and letting the students to take notes. | 4' |
| | | 3. Playing the audio for the third time while giving the last chance to the students to take notes. | 4' |
| Post-viewing Activities | 56' | Post-viewing Activities | 52' |
| <i>Questioning</i> | <i>5'</i> | <i>Questioning</i> | <i>4'</i> |
| 1. Guiding the students to make some questions related to the topic of the video. | 5' | 1. Guiding the students to make some questions related to the topic of the audio. | 4' |
| <i>Collecting Information</i> | <i>10'</i> | <i>Collecting Information</i> | <i>7'</i> |
| 1. Asking the students to write down difficult words and giving their meanings from the video. | 10' | 1. Asking the students to write down difficult words and giving their meanings from the audio. | 7' |
| <i>Associating</i> | <i>31'</i> | <i>Associating</i> | <i>31'</i> |
| 1. Distributing the exercises to the students. | 2' | 1. Distributing the exercises to the students. | 2' |
| 2. Asking the students to do the exercises in the forms of true-false and multiple choice format individually. | 29' | 2. Asking the students to do the exercises in the forms of true-false and multiple choice format individually. | 29' |
| <i>Communicating</i> | <i>10'</i> | <i>Communicating</i> | <i>10'</i> |
| 1. Asking the students to mention the information they | 10' | 1. Asking the students to mention the information they | 10' |

| | | | |
|--|------------|--|------------|
| have gotten from what they have watched and listened to. | | have gotten from what they have listened to. | |
| CLOSING | 10' | CLOSING | 10' |
| 1. Asking the students to draw a conclusion of what they have learned and discussed. | 8' | 1. Asking the students to draw a conclusion of what they have learned and discussed. | 8' |
| 2. Parting | 2' | 2. Parting | 2' |

H. LEARNING ASSESSMENT (*enclosed*)

1. Assessment
Learning materials : Appendix 1
Exercise : Appendix 2
2. Instrument Form
True-false and multiple choice questions.

Scoring

| Type of Questions | Description | Score | Max.Score |
|---|--------------|-------|-----------|
| True-false questions (10 items) | Right answer | 4 | 40 |
| | Wrong answer | 0 | |
| Multiple choice questions (10 items) | Right answer | 6 | 60 |
| | Wrong answer | 0 | |
| Max. total score | | | 100 |
| Total Score = score from true-false questions + multiple choice questions | | | |

Jember,
Teacher

Monica Fanoni
NIM. 14021040108

Appendix 1

Learning materials for both the experimental and control groups

❖ Leading questions

- I am an animal from Australia but I am not a kangaroo
I have fur and two cute ears
What am I?
- What picture is this?



❖ The definition of descriptive text

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

❖ The generic structure of a descriptive text

The generic structure of descriptive text is divided into two parts. They are:

1. Identification.

This part focuses on introducing the object being described.

2. Description.

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

Spoken Text

Koalas

Koalas are famous animals from Australia. Koalas are mammals. They have fur and feed their babies milk. Koalas are marsupials. Marsupials have pouches that they use to carry their babies.

Baby koalas are very small when they are born. They have no fur and their eyes and ears are closed. Koala's babies will stay in their mothers' pouches for about six months.

Male koalas are bigger than female koalas. Koalas are herbivores and like to eat eucalyptus leaves. Koalas do not drink. The name 'koala' is from an Aboriginal word which means 'no drink'. Koalas can sleep about 22 hours a day.

(Adapted from : <https://www.youtube.com/watch?v=PzU-DjUMzsg&t=55s>)

Appendix 2
Exercise

STUDENTS' WORKSHEET

| | | |
|-------------------------|---|--|
| Name | : | |
| Student's Number | : | |

Task 1

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

| No. | Statements | T/F |
|-----|--|-----|
| 1. | Koalas are herbivores. | |
| 2. | Koalas feed their babies milk. | |
| 3. | Koalas are bears. | |
| 4. | Koalas have pouch to carry their babies. | |
| 5. | The spoken text tells us about how something looks like. | |
| 6. | Baby koalas are big when they are born. | |
| 7. | Koalas are mammals. | |
| 8. | The spoken text tells us about koalas. | |
| 9. | Koalas eat sunflowers. | |
| 10. | The spoken text tells us about how koalas look and live. | |

Task 2

Answer the following questions based on the video you have watched and listened to. Put a cross (X) on either a, b, c, or d on the answer sheet provided for the correct answer!

- What does the spoken text tell us about?
 - Bears
 - Pandas
 - Kangaroos
 - Koalas
- How do koalas carry their babies?
 - In their pouches
 - With their wrists
 - In their mouths
 - With their feet
- What is the purpose of the spoken text?
 - To advertise something
 - To tell how something is done
 - To tell past events
 - To describe about something
- How long do baby koalas stay in the pouch?
 - 3 months
 - 6 months
 - 9 months
 - 12 months
- Which of the following statement is true about koalas?
 - Koalas have long legs.
 - Koalas are big animals.
 - Koalas have big tails.
 - Koalas eat eucalyptus.
- How do koalas keep their babies?

- a. In their pouches.
 - b. Behind their bodies.
 - c. Around their stomachs.
 - d. On their shoulders.
7. What kind of thing is being talked about?
- a. Fruit
 - b. Animal
 - c. Vegetable
 - d. Plant
8. How are koalas' eyes when they are born?
- a. They are open.
 - b. They are closed.
 - c. They are wide.
 - d. They are big.
9. Where are koalas famous from?
- a. America.
 - b. England.
 - c. Australia.
 - d. Indonesia.
10. What is the best title for the spoken text?
- a. Where koalas live
 - b. The life of koalas
 - c. Koalas are small
 - d. Koalas are bears

ANSWER KEY

| No. | Task 1 | Task 2 |
|------------|---------------|---------------|
| 1. | T | d |
| 2. | T | a |
| 3. | F | d |
| 4. | T | b |
| 5. | T | d |
| 6. | F | a |
| 7. | F | b |
| 8. | T | b |
| 9. | F | c |
| 10. | T | b |

The Distribution of the Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|-------------------------------------|---------------------------------|--------------------|
| | Task 1 (True False) | Task 2 (Multiple Choice) | |
| Finding General Information | 3,5,8,10 | 1,3,7,10 | 8 |
| Finding Specific Information | 1,2,4,6,7,9 | 2,4,5,6,7,8,9 | 12 |
| | | | 20 |

TRY OUT TEST

| | |
|---------------------------------|--------------------|
| Type of text : Descriptive Text | Name : |
| Time Allocation : 40 minutes | Student's Number : |

Task 1

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

| No. | Statements | T/F |
|-----|---|-----|
| 1. | Elephants are wild animals. | |
| 2. | Giraffes are taller than elephants. | |
| 3. | The animal being talked about is an elephant. | |
| 4. | Elephants have two eyes. | |
| 5. | Elephants are carnivores. | |
| 6. | Elephants are very scary and dangerous. | |
| 7. | Elephants eat roots and leaves. | |
| 8. | Elephants eat fruits. | |
| 9. | The spoken text tells us about how Elephants look like. | |
| 10. | Elephants can eat giraffes. | |
| 11. | Elephants are warm-blooded. | |
| 12. | Elephants' trunks are flexible. | |

Task 2

Answer the following questions based on the video you have watched and listened to. Put a cross (X) on either *a, b, c, or d* on the answer sheet provided for the correct answer!

13. What is the biggest animal on the land?
 - a. An elephant
 - b. A turtle
 - c. A fish
 - d. A rabbit
14. What does the spoken text tell us about?
 - a. Hamsters
 - b. Cats
 - c. Elephants
 - d. Pandas
15. Which of the following statement is false according to the spoken text you heard?
 - a. Elephants are herbivores.
 - b. Elephants are mammals.
 - c. Elephants have big ears.
 - d. Elephants eat other animals.
16. What do elephants not eat?
 - a. Fruits
 - b. Grass
 - c. Cats
 - d. Roots
17. What is the purpose of the spoken text?
 - a. To advertise something.

- b. To tell how something is done.
 - c. To tell past events.
 - d. To describe about something.
18. What is the best title for the spoken text?
- a. Where elephants live
 - b. The life of elephants
 - c. What elephants eat
 - d. How elephants drink
19. What do elephants feed their babies with?
- a. Milk
 - b. Soup
 - c. Candy
 - d. Egg
20. What does an elephant's nose called?
- a. A tusk
 - b. A wing
 - c. A trunk
 - d. A claw
21. How are African elephants' ears?
- a. Big
 - b. Small
 - c. Tiny
 - d. Long
22. Why do elephants easy to identify?
- a. They are small
 - b. They are colorful
 - c. They are big
 - d. They are hairy
23. What part of the elephant's body is long?
- a. The neck
 - b. The mouth
 - c. The eyes
 - d. The trunk
24. How long is an elephant's trunk?
- a. 2 meters
 - b. 5 meters
 - c. 10 meters
 - d. 15 meters
25. How are elephants' eyes?
- a. Small
 - b. Big
 - c. Wide
 - d. Long
26. How much water can a thirsty elephant drink a day?
- a. 100 liters
 - b. 200 liters
 - c. 300 liters
 - d. 400 liters
 - e. 500 liters
27. What are the main types of elephants?

- a. Asian elephants and African elephants
 - b. European elephants and African elephants
 - c. Asian elephants and Australian elephants
 - d. American elephants and African elephants
28. How are Asian elephants' ears?
- a. Big
 - b. Heavy
 - c. Light
 - d. Small
29. What kind of elephant has tusks ?
- a. American
 - b. Australian
 - c. Asian
 - d. African
30. What kind of thing is being talked about?
- a. Animal
 - b. Fruit
 - c. Vegetable
 - d. Plant

Listening script

Elephants

Elephants are the largest animals on land. Giraffes are taller than elephants but, elephants are much heavier. Elephants are mammals. Elephants have a little hair, they are warm-blooded, and they feed their babies milk. Elephants are herbivores. They eat leaves, fruits, twigs, bark, grass, and roots.

Elephants have two big ears, two small eyes, tusks, and short tails. They also have long nose called trunks. Their trunks can be about 2 meters. Their trunks are also flexible. A thirsty elephant can drink up to 200 liters of water in one day.

There are two main types of elephants, Asian elephants and African elephants. Asian elephants have small ears and do not have tusks. On the other hand, African elephants have large ears and tusks.

(Adapted from : <https://www.youtube.com/watch?v=LpzwxDqVDtc&t=10s>)

ANSWER KEY

| No. | Task 1 | No. | Task 2 |
|-----|--------|-----|--------|
| 1. | T | 13. | a |
| 2. | T | 14. | c |
| 3. | T | 15. | d |
| 4. | T | 16. | c |
| 5. | F | 17. | d |
| 6. | F | 18. | b |
| 7. | F | 19. | a |
| 8. | T | 20. | c |
| 9. | T | 21. | a |
| 10. | F | 22. | c |
| 11. | T | 23. | d |
| 12. | T | 24. | a |
| | | 25. | a |
| | | 26. | b |
| | | 27. | a |
| | | 28. | d |
| | | 29. | d |
| | | 30. | a |

The Distribution of the Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|------------------------------|---|-------------|
| | Task 1 (True False) | Task 2 (Multiple Choice) | |
| Finding General Information | 1,3,6,9 | 14,17,18,30 | 8 |
| Finding Specific Information | 2,4,5,7,8,10,11,12 | 13,15,16,19,20,21,22,23,24,25,26,27,28,29 | 22 |
| | | | 30 |

Scoring

| Type of Questions | Description | Score | Max.Score |
|--|--------------|-------|------------|
| True-false questions (12 items) | Right answer | 2 | 24 |
| | Wrong answer | 0 | |
| Multiple choice questions (18 items) | Right answer | 4.2 | 75.6 |
| | Wrong answer | 0 | |
| Total | | | 99.6 |
| Total Score = [(score from true-false questions + multiple choice questions) + 0.4] | | | |
| Total maximum score | | | 100 |

POST TEST

| | |
|---------------------------------|--------------------|
| Type of text : Descriptive Text | Name : |
| Time Allocation : 40 minutes | Student's Number : |

Task 1

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

| No. | Statements | T/F |
|-----|---|-----|
| 1. | Elephants are wild animals. | |
| 2. | Giraffes are shorter than elephants. | |
| 3. | The animal being talked about is an elephant. | |
| 4. | Elephants have two eyes. | |
| 5. | Elephants are very scary and dangerous. | |
| 6. | Elephants eat fruits. | |
| 7. | The spoken text tells us about how Elephants look like. | |
| 8. | Elephants can eat giraffes. | |
| 9. | Elephants are cold-blooded. | |
| 10. | Elephants' trunks are flexible. | |

Task 2

Answer the following questions based on the video you have watched and listened to. Put a cross (X) on either *a, b, c,* or *d* on the answer sheet provided for the correct answer!

- What is the biggest animal on the land?
 - An elephant
 - A turtle
 - A fish
 - A rabbit
- What does the spoken text tell us about?
 - Hamsters
 - Cats
 - Elephants
 - Pandas
- Which of the following statement is false according to the spoken text you heard?
 - Elephants are herbivores.
 - Elephants are mammals.
 - Elephants have big ears.
 - Elephants eat other animals.
- What do elephants not eat?
 - Fruits
 - Grass
 - Cats
 - Roots
- What is the purpose of the spoken text?
 - To advertise something.
 - To tell how something is done.
 - To tell past events.
 - To describe about something.

6. What is the best title for the spoken text?
 - a. Where elephants live
 - b. The life of elephants
 - c. What elephants eat
 - d. How elephants drink
7. What does an elephant's nose called?
 - a. A tusk
 - b. A wing
 - c. A trunk
 - d. A claw
8. How are African elephants' ears?
 - a. Big
 - b. Small
 - c. Tiny
 - d. Long
9. Why do elephants easy to identify?
 - a. They are small
 - b. They are colorful
 - c. They are big
 - d. They are hairy
10. What part of the elephant's body is long?
 - a. The neck
 - b. The mouth
 - c. The eyes
 - d. The trunk
11. How long is an elephant's trunk?
 - a. 2 meters
 - b. 5 meters
 - c. 10 meters
 - d. 15 meters
12. What are the main types of elephants?
 - a. Asian elephants and African elephants
 - b. European elephants and African elephants
 - c. Asian elephants and Australian elephants
 - d. American elephants and African elephants
13. How are Asian elephants' ears?
 - a. Big
 - b. Heavy
 - c. Light
 - d. Small
14. What kind of elephant has tusks ?
 - a. American
 - b. Austrlian
 - c. Asian
 - d. African
15. What kind of thing is being talked about?
 - a. Animal
 - b. Fruit
 - c. Vegetable
 - d. Plant

*Listening script***Elephants**

Elephants are the largest animals on land. Giraffes are taller than elephants but, elephants are much heavier. Elephants are mammals. Elephants have a little hair, they are warm-blooded, and they feed their babies milk. Elephants are herbivores. They eat leaves, fruits, twigs, bark, grass, and roots.

Elephants have two big ears, two small eyes, tusks, and short tails. They also have long nose called trunks. Their trunks can be about 2 meters. Their trunks are also flexible. A thirsty elephant can drink up to 200 liters of water in one day.

There are two main types of elephants, Asian elephants and African elephants. Asian elephants have small ears and do not have tusks. On the other hand, African elephants have large ears and tusks.

(Adapted from : <https://www.youtube.com/watch?v=LpzwxDqVDtc&t=10s>)

ANSWER KEY

| No. | Task 1 | No. | Task 2 |
|------------|---------------|------------|---------------|
| 1. | T | 1. | a |
| 2. | F | 2. | c |
| 3. | T | 3. | d |
| 4. | T | 4. | c |
| 5. | F | 5. | d |
| 6. | T | 6. | b |
| 7. | T | 7. | c |
| 8. | F | 8. | a |
| 9. | F | 9. | c |
| 10. | T | 10. | d |
| | | 11. | a |
| | | 12. | a |
| | | 13. | d |
| | | 14. | d |
| | | 15. | a |

The Distribution of the Test Items

| Listening Indicators | The Number of the Test Items | | Total Items |
|------------------------------|-------------------------------------|---------------------------------|--------------------|
| | Task 1 (True False) | Task 2 (Multiple Choice) | |
| Finding General Information | 1,3,5,7 | 1,2,5,6 | 8 |
| Finding Specific Information | 2,4,6,8,9,10 | 3,4,7,8,9,10,11,12,13,14,15 | 17 |
| | | | 25 |

Scoring

| Type of Questions | Description | Score | Max.Score |
|---|--------------------|--------------|------------------|
| True-false questions (10 items) | Right answer | 2.5 | 25 |
| | Wrong answer | 0 | |
| Multiple choice questions (15 items) | Right answer | 5 | 75 |
| | Wrong answer | 0 | |
| Max. total score | | | 100 |
| Total Score = score from true-false questions + multiple choice questions | | | |

COEFFICIENT OF ODD NUMBERS (X)

| No | 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 | 27 | 28 | 29 | 30 | 31 | 32 | | |
|-------|----|----|----|---|---|----|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 22 | |
| 3 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 24 | |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 27 | |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 6 | |
| 9 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 21 | |
| 11 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 22 | |
| 13 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 22 | |
| 15 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 22 | |
| 17 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 20 | |
| 19 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 24 |
| 21 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 21 | |
| 23 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 22 | |
| 25 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 26 | |
| 27 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 21 | |
| 29 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| total | 11 | 12 | 10 | 7 | 7 | 11 | 7 | 12 | 12 | 9 | 9 | 11 | 8 | 12 | 7 | 10 | 10 | 9 | 10 | 11 | 8 | 10 | 9 | 11 | 9 | 10 | 9 | 10 | 9 | 7 | 9 | 8 | | |

COEFFICIENT OF EVEN NUMBERS (Y)

| No | 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 | 27 | 28 | 29 | 30 | 31 | 32 | |
|--------------|-----------|-----------|----------|----------|----------|----------|----------|-----------|----------|----------|----------|-----------|----------|-----------|----------|----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----|
| 2 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 21 |
| 4 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 22 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 21 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 20 |
| 10 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 20 |
| 12 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 21 |
| 14 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 30 |
| 16 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 13 |
| 18 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 22 |
| 20 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 18 |
| 22 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 21 |
| 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| 28 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 22 |
| 30 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 18 |
| total | 12 | 10 | 9 | 8 | 8 | 9 | 7 | 10 | 9 | 8 | 8 | 10 | 8 | 12 | 5 | 8 | 11 | 9 | 8 | 9 | 6 | 9 | 7 | 8 | 9 | 8 | 7 | 8 | 7 | 10 | 10 | 7 | |

THE DIVISION OF ODD AND EVEN NUMBERS

| No. | Initial Names | X | Y | X² | Y² | XY |
|--------------|----------------------|------------|------------|----------------------|----------------------|-------------|
| 1 | CMA | 11 | 12 | 121 | 144 | 132 |
| 2 | LD | 12 | 10 | 144 | 100 | 120 |
| 3 | DMP | 10 | 9 | 100 | 81 | 90 |
| 4 | AS | 7 | 8 | 49 | 64 | 56 |
| 5 | RKA | 7 | 8 | 49 | 64 | 56 |
| 6 | APF | 11 | 9 | 121 | 81 | 99 |
| 7 | MZBP | 7 | 7 | 49 | 49 | 49 |
| 8 | NAPS | 12 | 10 | 144 | 100 | 120 |
| 9 | AWR | 12 | 9 | 144 | 81 | 108 |
| 10 | SRY | 9 | 8 | 81 | 64 | 72 |
| 11 | VA | 9 | 8 | 81 | 64 | 72 |
| 12 | AH | 11 | 10 | 121 | 100 | 110 |
| 13 | JDPN | 8 | 8 | 64 | 64 | 64 |
| 14 | IFA | 12 | 12 | 144 | 144 | 144 |
| 15 | ARF | 7 | 5 | 49 | 25 | 35 |
| 16 | ARF | 10 | 8 | 100 | 64 | 80 |
| 17 | FFH | 10 | 11 | 100 | 121 | 110 |
| 18 | DAK | 9 | 9 | 81 | 81 | 81 |
| 19 | AR | 10 | 8 | 100 | 64 | 80 |
| 20 | YLPD | 11 | 9 | 121 | 81 | 99 |
| 21 | FAW | 8 | 6 | 64 | 36 | 48 |
| 22 | TAZ | 10 | 9 | 100 | 81 | 90 |
| 23 | AMT | 9 | 7 | 81 | 49 | 63 |
| 24 | RRM | 11 | 8 | 121 | 64 | 88 |
| 25 | KDK | 9 | 9 | 81 | 81 | 81 |
| 26 | MISP | 10 | 8 | 100 | 64 | 80 |
| 27 | NANR | 9 | 7 | 81 | 49 | 63 |
| 28 | VP | 10 | 8 | 100 | 64 | 80 |
| 29 | VSP | 9 | 7 | 81 | 49 | 63 |
| 30 | NV | 7 | 10 | 49 | 100 | 70 |
| 31 | MN | 9 | 10 | 81 | 100 | 90 |
| 32 | HDH | 8 | 7 | 64 | 49 | 56 |
| Total | | 304 | 274 | 2966 | 2422 | 2649 |

THE DIFFICULTY INDEX OF EACH ITEM AND ITS INTERPRETATION

| No | R | N | FV | Criteria | Status |
|-----------|----------|----------|-----------|-----------------|---------------|
| 1 | 22 | 32 | 0,6875 | Fair | Used |
| 2 | 21 | 32 | 0,65625 | Fair | Used |
| 3 | 24 | 32 | 0,75 | Easy | Used |
| 4 | 22 | 32 | 0,6875 | Fair | Used |
| 5 | 27 | 32 | 0,84375 | Easy | Deleted |
| 6 | 21 | 32 | 0,65625 | Fair | Used |
| 7 | 6 | 32 | 0,1875 | Difficult | Deleted |
| 8 | 20 | 32 | 0,625 | Fair | Used |
| 9 | 21 | 32 | 0,65625 | Fair | Used |
| 10 | 20 | 32 | 0,625 | Fair | Used |
| 11 | 22 | 32 | 0,6875 | Fair | Used |
| 12 | 21 | 32 | 0,65625 | Fair | Used |
| 13 | 22 | 32 | 0,6875 | Fair | Used |
| 14 | 30 | 32 | 0,9375 | Easy | Used |
| 15 | 22 | 32 | 0,6875 | Fair | Used |
| 16 | 13 | 32 | 0,40625 | Fair | Used |
| 17 | 20 | 32 | 0,625 | Fair | Used |
| 18 | 22 | 32 | 0,6875 | Fair | Used |
| 19 | 24 | 32 | 0,75 | Easy | Deleted |
| 20 | 18 | 32 | 0,5625 | Fair | Used |
| 21 | 21 | 32 | 0,65625 | Fair | Used |
| 22 | 21 | 32 | 0,65625 | Fair | Used |
| 23 | 22 | 32 | 0,6875 | Fair | Used |
| 24 | 3 | 32 | 0,09375 | Difficult | Used |
| 25 | 26 | 32 | 0,8125 | Easy | Deleted |
| 26 | 2 | 32 | 0,0625 | Difficult | Deleted |
| 27 | 21 | 32 | 0,65625 | Fair | Used |
| 28 | 22 | 32 | 0,6875 | Fair | Used |
| 29 | 4 | 32 | 0,125 | Difficult | Used |
| 30 | 18 | 32 | 0,5625 | Fair | Used |

Notes :

Easy : 2 items 8%

Fair : 20 items 84%

Difficult : 2 items 8%

The Scores of Participants in the Experimental Group (VII A)

| No. | Initial Names | Scores | No. | Initial Names | Scores |
|-----|---------------|--------|-----|---------------|--------|
| 1. | AAPP | 80 | 17. | MKU | 90 |
| 2. | AMAWA | - | 18. | MA | 65 |
| 3. | BRF | 85 | 19. | MACM | 85 |
| 4. | BSW | 80 | 20. | MNEF | 85 |
| 5. | BFA | 85 | 21. | NA | 80 |
| 6. | BDZS | - | 22. | NRCA | 80 |
| 7. | CDK | 75 | 23. | OCA Y | 75 |
| 8. | CAE | 60 | 24. | RY | 70 |
| 9. | DRI | 85 | 25. | RSAOH | 75 |
| 10. | DAA | 92,5 | 26. | RRH | 80 |
| 11. | DRAP | 82,5 | 27. | RA | 85 |
| 12. | EAN | 85 | 28. | RPP | 90 |
| 13. | EDKS | 90 | 29. | SSF | 87,5 |
| 14. | FSA | 72,5 | 30. | SFFJ | 80 |
| 15. | IDH | 85 | 31. | SMS | 85 |
| 16. | JTAE | 85 | 32. | YDR | 80 |

The Scores of Participants in the Control Group (VII F)

| No. | Initial Names | Scores | No. | Initial Names | Scores |
|-----|---------------|--------|-----|---------------|--------|
| 1. | AJS | 85 | 17. | MNAM | 70 |
| 2. | APRS | 80 | 18. | MRZ | 65 |
| 3. | AJEH | 62,5 | 19. | NKA | 70 |
| 4. | ARR | 85 | 20. | ON | 57,5 |
| 5. | AN | 70 | 21. | OOH | 60 |
| 6. | AAN | 60 | 22. | QCP | 80 |
| 7. | BPP | 80 | 23. | RR | - |
| 8. | CAK | 75 | 24. | RSF | 65 |
| 9. | CDN | 62,5 | 25. | RNA | 85 |
| 10. | CBJA | 65 | 26. | RBY | 75 |
| 11. | FEP | 70 | 27. | RAPR | 62,5 |
| 12. | FJDP | 85 | 28. | SSR | 52,5 |
| 13. | GDP | 60 | 29. | VMH | 77,5 |
| 14. | KDP | 85 | 30. | YM | 72,5 |
| 15. | MRA | 72,5 | 31. | YNA | 60 |
| 16. | MFA | 67,5 | 32. | YSM | 72,5 |

THE SCHEDULE OF THE RESEARCH

| No. | Activity | Date |
|------------|--|---|
| 1. | Conducting the interview | July 19 th , 2018 |
| 2. | Taking the documentation | July 19 th , 2018 |
| 3. | Administering Homogeneity test | July 23 rd and 24 th , 2018 |
| 4. | Analyzing the result of the homogeneity test | July 25 th , 2018 |
| 5. | Teaching the experimental group | July 27 th and 30 th , 2018 |
| 6. | Teaching the control group | July 28 th and 31 st , 2018 |
| 7. | Administering the try out test | August 1 st , 2018 |
| 8. | Analyzing the result of the try out test | August 2 nd , 2018 |
| 9. | Administering the post test | August 4 th , 2018 |
| 10. | Analyzing the result of the post test | August 8 th , 2018 |



PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
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SURAT - KETERANGAN

No : 422/125/413.03.20523884/2018

Yang bertanda tangan dibawah ini :

- | | |
|-----------------------|-------------------------------------|
| 1. Nama | : Drs. Joko Wahyudiyono, S.Pd, M.Pd |
| 2. NIP | : 19631009 198601 1 003 |
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Menerangkan dengan sebenarnya bahwa nama mahasiswa yang tersebut dibawah ini telah melakukan penelitian di SMP Negeri 11 Jember :

- | | |
|-------------------------------|---|
| 1. Nama | : Monica Fanoni |
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| 3. Jurusan / Program studi | : Pendidikan Bahasa Inggris |
| 4. Universitas | : Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember |
| 5. Judul observasi penelitian | : <i>"The Effect of Using Video on Junior High School Students Listening Comprehension Achievement"</i> |
| 6. Tanggal Penelitian | : 23 Juli – 04 Agustus 2018 |

Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya.



Jember, 04 Agustus 2018

Kepala Sekolah,

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