



**THE EFFECT OF USING FLASH VIDEOS ON THE EIGHTH GRADE  
STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT  
AT SMPN 6 JEMBER**

**THESIS**

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LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2013**



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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the English  
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## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved parents, Sumiati and Karni. You are inspiration in my entire life.  
Thank you for your never ending love.*
- 2. My beloved sisters (Murtini and Umi Royanah), my nephew (Abim) and my nieces (Puput and Pipit). Thank you for your support and motivation.*
- 3. My second family (Bapak Suyitno, S.Pd. and family) who always support me.*
- 4. My beloved tutor, Mam Winda. I will always keep your words to do anything by heart.*
- 5. My best friends ever, SISTERHOOD (Anggun Happy Ananda, Eka Kusumasari, and Febiana Safitri). We have passed many things together and we will do so.*
- 6. The big family of Winda's English Course.*

## **MOTTO**

*We can't judge something based on what we have listened from the other people. But,  
we have to listen and see to find the truth.*

**(Sumiati)**

*Never think that something is difficult before you get into.*

*Know what to do and the success will be yours.*

**(Mam Winda)**

## **CONSULTANT'S APPROVAL**

### **THE EFFECT OF USING FLASH VIDEOS ON THE EIGHTH GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT AT SMPN 6 JEMBER**

#### **THESIS**

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1  
at the English Education Program, Language and Arts Department  
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### **STATEMENT OF THESIS AUTHENTICITY**

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

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

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Jember, January 31<sup>st</sup> 2013

Yuli Susanti

## ACKNOWLEDGMENT

First and foremost, I would like to thank to Allah SWT who always leads and grants me blessing and mercy so that I am able to finish my thesis entitled, ‘The Effect of Using Flash Videos on The Eighth Grade Students’ Listening Comprehension Achievement At SMPN 6 Jember’.

In relation to the writing and finishing of this thesis, I would like to express my great appreciation and sincerest gratitude to the following people:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Education department.
3. The Chairperson of the English Education Program.
4. My Academic Consultant, Dra. Zakiyah Tasnim, M.A.
5. My Consultants, Drs. Sudarsono, M.Pd. and Dra. Zakiyah Tasnim, M.A. I do really thank for your time, guidance, valuable advice, patience, and motivation that had led me compile and finish my thesis.
6. The Examination Committee and the Lecturers of the English Education Program.
7. The Principal of SMPN 6 Jember, the English teacher, the administration staff, and the eighth grade students who gave me permission and helped me to obtain the data for the research.

Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of listening. Any criticism and valuable suggestion would be appreciated.

Jember, January 2013

The Writer



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## SUMMARY

**The Effect of Using Flash Videos on the Eighth Grade Students' Listening Comprehension at SMPN 6 Jember;** Yuli Susanti, 080210401057; 2013:37; English Language Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University

Listening is one of the language skills that should be mastered by the students in Junior High School. There are many kinds of techniques and media which can be used in listening class to help the students understand the listening material given. One of them is using flash video as teaching media.

Flash video was used in this research because of some reasons. First, it is interesting and it helps the students to understand the material easier. Second, it is easy to be controlled by the teacher. The last, it is easy to be found and downloaded. Flash video itself has never been applied by the English teacher in listening class.

This research was a quasi experimental research. The purpose of this research was to know whether or not the use of flash video has a significant effect on the eighth grade students' listening comprehension achievement at SMPN 6 Jember. The area of this research was SMP Negeri 6 Jember. It was chosen purposively because the use of flash video had never been applied in teaching learning process in this school. The respondents of this research were the eighth grade students of SMPN 6 Jember in the 2012/ 2013 academic year. The research respondents were determined by cluster random sampling through a lottery. The total number of the respondents was 75 students that consisted of 37 students of VIII C as the experimental group taught by using flash video, while the control group consisted of 38 students of VIII B taught by using audio recorded material.

The data of this research were collected from the students' scores of listening comprehension test, interview, observation and documentation. The listening

comprehension test was collected from the pre test and post test to make comparison of the gained scores between the two groups after the treatment, and the result was analyzed by using t-test formula. While the interview, observation, and documentation was done to support the primary data. Interview was used to get the information about the listening activities done by the English teacher dealing with the technique and media used in the classroom, the students' experience in listening class, and the use of flash video in listening class. Observation was used to support the research finding during the treatment. Documentation was used to get the information about the total number of the students and the name of the respondents.

The primary data which was collected by using pre-test and post-test showed that pre-test and post-test different (gain score) of the experimental group was higher than the gain score of the control group and it had been analyzed by using t-test formula by using SPSS. The result of the t-test analysis with significant level of 5% showed that the significant value is 0,043. This value was lower than 0,05. Based on the theory used in SPSS, when the significant value was less than 0,05 means that the null hypothesis was rejected, thus the alternate hypothesis stating that the use of flash video has a significant effect on the eighth grade students' listening comprehension achievement at SMPN 6 Jember was accepted. It indicated that there was a significant effect of using flash video on the eighth grade students' listening comprehension achievement at SMPN 6 Jember. Therefore, it is recommended for the teacher to use flash video as an alternative media in teaching listening comprehension.