



**THE EFFECT OF USING VIDEO ON THE EIGHTH
GRADE STUDENTS' LISTENING COMPREHENSION
ACHIEVEMENT IN AN EFL CLASSROOM**

THESIS

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JEMBER UNIVERSITY**

2018



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at the English Education Program, Language and Arts Department,
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2018

STATEMENT OF THESIS AUTHENTICITY

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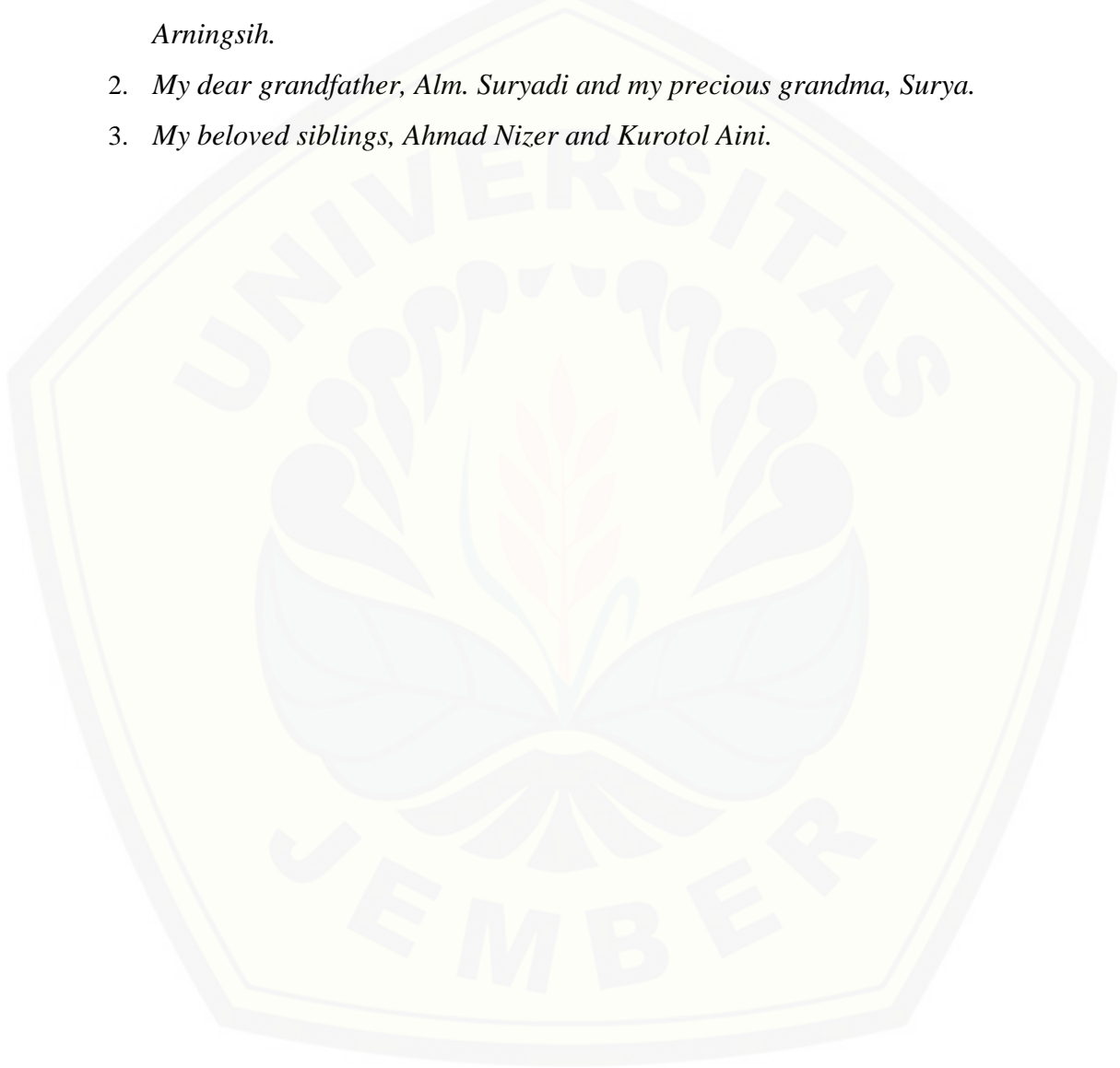
Jember, 2018

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DEDICATION

This thesis is honorably dedicated to:

- 1. My beloved father, Alm. Hannan Fauzan and my dearest mother, Jum Arningsih.*
- 2. My dear grandfather, Alm. Suryadi and my precious grandma, Surya.*
- 3. My beloved siblings, Ahmad Nizer and Kurotol Aini.*



MOTTO

“Success needs a process”

(Anonymous)

“Start where you are. Use what you have. Do what you can”

(Arther Ashe)



CONSULTANTS' APPROVAL

**THE EFFECT OF USING VIDEO ON THE EIGHTH GRADE
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THESIS

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Finally, I hope this thesis provides some advantages for both the researcher and the readers. Any critics and suggestions are respectfully welcomed and appreciated for the sake of the better development for this thesis.

The Researcher

Siti Komariah

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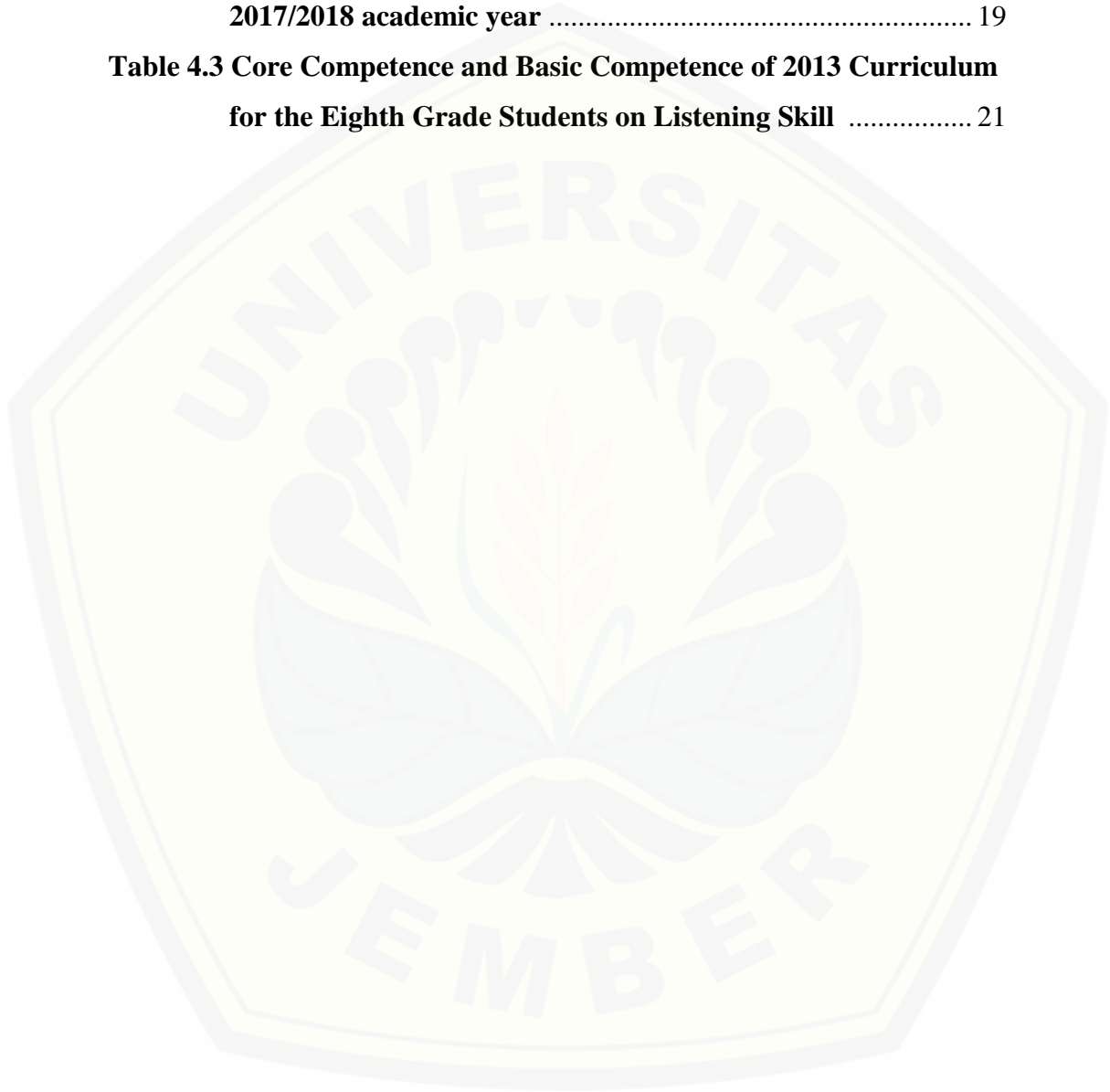
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SUMMARY

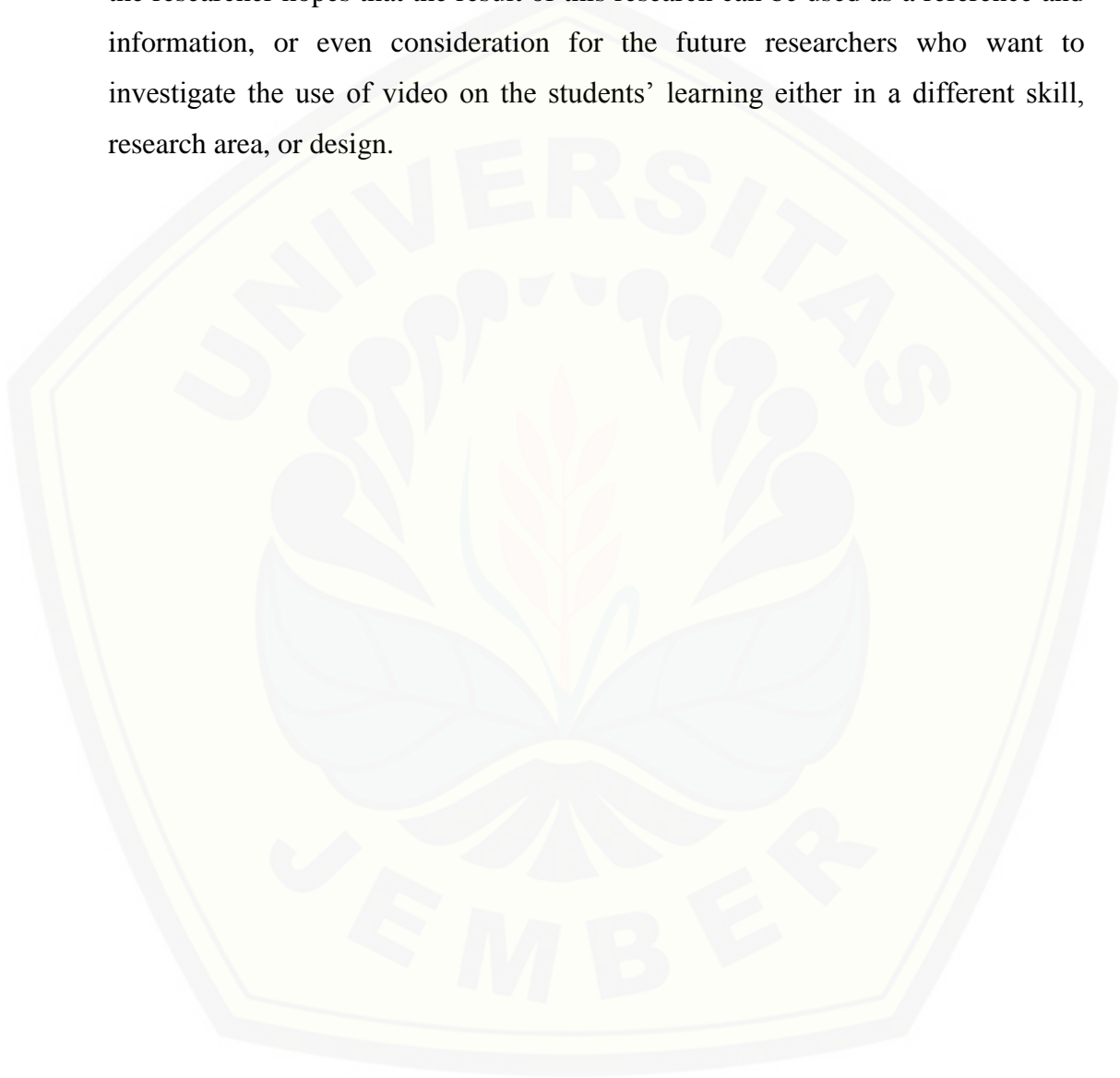
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This research was intended to know whether or not there was a significant effect of using video on the eighth grade students' listening comprehension achievement in an EFL classroom. The research design was quasi-experimental research proposed by Creswell. The context of this research was SMPN 12 Jember which was chosen purposively since the eighth grade English teacher had never applied video to teach listening. The research participants were determined based on the results of homogeneity test that was analyzed by using ANOVA formula in SPSS computing system. Since the population was homogeneous, sampling was done by lottery to choose both experimental and control groups. As the result, 36 students of VIII C were selected as experimental group whereas 37 students of VIII A were chosen as the control one. The experimental group was exposed to the use of video whereas the control group was taught by using recording and pictures.

After presenting the materials to both experimental and control groups, the researcher measured the students' listening comprehension achievement by administering the post-test. The researcher analyzed the results of post-test by using Independent sample t-test in SPSS computing system to reveal the mean difference between the groups. Based on the calculation of the data analysis, the significance value was 0.012. As the significance value was lower than 0.05, it could be proved that null hypothesis was rejected while the alternative hypothesis was accepted. In other words, the experimental group that was taught listening comprehension using video got better listening achievement than the control group that was taught listening comprehension using audio and pictures. The results also showed that the students were motivated to learn English when the researcher provided them with enjoyable learning media. In conclusion, there was a significant effect of using

video on the eighth grade students' listening comprehension achievement in an EFL Classroom.

Based on the result of this research, the English teacher is suggested to deliver the materials by using video to help the students in learning listening. Furthermore, the researcher hopes that the result of this research can be used as a reference and information, or even consideration for the future researchers who want to investigate the use of video on the students' learning either in a different skill, research area, or design.



CHAPTER 1. INTRODUCTION

This chapter presents some aspects related to the topic of the research. It consists of the research background, the research problem and the research contribution.

1.1 Research Background

Listening is one of the four language skills that language learners need to master. It is a receptive skill, as it involves responding to language rather than producing it (Aguilera & Filologia, 2012). It is supported by Tyagi (2013) who defines listening as the psychological process of receiving, constructing meaning and responding to spoken message. In other words listening is the ability to identify and understand what others are saying. Listening is the heart of both first and second language learning as it is interwoven with the development of other skills (Vandergrift, 2007). Hamouda (2013) adds that listening is a fundamental skill which receives more priority rather than the other skills. It provides the foundation of all aspects of language and cognitive development (Guo & Wills, 2005). Thus, listening is the first skill that language learners need to develop before they learn the other skills. It is supported by Hughes (1989:134) who says that children learn to listen before they learn to talk. Woottipong (2014) adds that listening is a skill acquired in the very beginning of a child's learning of language. In short, since listening is able to support the development of other language skills, it cannot be neglected. It is the important skill that language learners need to develop since the first time they learn a language.

However, listening is not an easy skill to learn as it takes place in real time, with no chance of review (Buck, 2001:4). It means that in listening activity, the students need to pay full attention because they cannot go back to the earlier sections of the passage where they may have missed. The students also need to fully concentrate because once the information is lost, it will be difficult to understand the rest of the passage. It must make the students thought that listening is

challenging since they have to portray the context and interpret the message of what they hear. Therefore, it was necessary for English teachers to find an effective way to help the students in learning listening.

There are many ways that can be applied by teachers to teach listening. One of the effective ways is by making the use of technology. Nowadays, technology plays an important contribution in education, one of the technologies that can be used as a medium in teaching listening is video. Along with the development of technology, teaching listening using video is also increasing (O'Brien & Hegelheimer, 2007). It is supported by (Başal, Gülözer & Demir, 2015) who state that in teaching English as a foreign language, videos are adopted to establish listening skill. It can be said that nowadays using video for teaching listening is popular because video is a great source for students to find spoken English by native along with its visual cues. Thus, the researcher believes that video can be an effective medium to teach listening because it provides context for students.

Some previous studies have been conducted related to the effect of using video on the students' listening comprehension achievement. Using experimental research design, this issue has been investigated by a number of researchers in different contexts. For example studies that were conducted by Safarali and Hamidi (2012), Liang (2013), Sarani, Behtash & Arani (2014), and Woottipong (2014). Those researchers conducted studies about the effect of using video on the university students' listening comprehension achievement. The results of the studies found that video gave positive effect on the students' listening comprehension achievement score. The students who were in video group got higher score than the students who were in audio only group. It means that video was more effective than audio only one. Additionally, the students also gave positive attitudes toward the use of video in listening class. In contrast, the finding of previous study by Başal, Gülözer & Demir (2015) revealed that in listening test, the audio only-text group got higher score than the video only-text group. It means that video gave no significant effect on the students' listening comprehension achievement score.

Based on the results of the previous studies above, it showed that it was potential to apply video as a medium in teaching listening to university students. Therefore, the researcher was interested in conducting a further research about similar issue with different participants which were the eighth grade students of SMPN 12 Jember. As the context of the research, SMPN 12 Jember has implemented 2013 curriculum which carries the philosophy of text-based learning. Hence, different with the previous studies, this research used recount text as the material. Based on the descriptions above, the researcher was interested in conducting an experimental research entitled, “The Effect of Using Video on the Eighth Grade Students’ Listening Comprehension Achievement in an EFL Classroom”.

1.2 Research Problem

Based on the research background above, the research problem was formulated as follow. “Was there any significant effect of using video on the eighth grade students’ listening comprehension achievement in an EFL classroom?”

1.3 Research Contribution

The results of this research are expected to give significant contributions and also knowledge as follows:

1.2.1 Empirical Contribution

The finding of this research is expected to help the future researchers as a reference to conduct a better research with similar issue using another research design.

1.2.2 Practical Contribution

The result of this research is expected to give information and inspiration for English teachers about applying video in listening class.

CHAPTER 2. RELATED LITERATURE REVIEW

This chapter presents some theories related to the research variable as the foundation to support this research. They cover the theoretical framework, the conceptual review, the previous research review and the research hypothesis.

2.1 Theoretical Framework

2.1.1 Listening in English Language Teaching

Listening is a process of understanding what is heard and organizing it into lexical elements to allocate meaning (Goss, 1982:304). It is also followed by Buck (2001:247) who defines listening as a complex process where the listeners catch the incoming data, then interpret it based on their linguistic (related with language) and non-linguistic (event that has been witnessed or experienced) knowledge. Rost (2011:2) adds that listening is a type of negotiation for information or desirable outcome. Based on those definition, it can be concluded that listening is an ability in which there is a process where the listeners play an active role in finding out the meaning of what the speaker has said by interpreting what they have heard with their knowledge. Therefore in learning a new language, listening is the first skill that must be learned and developed as a child learns a mother language (Woottipong, 2014).

Listening always has relation with comprehension. Listening comprehension which means understanding the utterances being spoken by the speaker is an important skill that need to develop. Buck (2001:31) defines listening comprehension as an active process of constructing meaning by applying knowledge to the incoming sound. Hamouda (2013) adds that listening comprehension is an interactive process in which listeners are involved in constructing meaning. It means that in listening comprehension process, listeners do not just listen to the speaker but they should actively construct the meaning. In order to do so, the listeners may employ strategies to help them. Tyagi (2013) says that there are two kinds of strategies involved simultaneously in listening. First,

Top-down strategy, which refers to the use of background knowledge in understanding the meaning of a message. Second, Bottom-up strategy or strategy that refers to the use of incoming data as a source of information about the meaning of a message. The listeners should combine both top-down and bottom-up strategies in order to construct the meaning. In other words, listening comprehension is a mix of bottom-up and top-down processing (Woottipong, 2014). Thus, in this research the students used both top-down and bottom-up strategies to comprehend the message.

According to Hughes (1989:134-135), there are two skills involved in listening. The first is micro skill in which to understand what someone says, listeners have to interpret intonation pattern (e.g. recognizing stress and rhythm), recognizing function of the structures (interrogative as request, imperative, cohesive devices, detect sentence constituents), and recognizing discourse markers. The second is macro skill in which to understand what someone says, listeners have to be involved with listening for specific information, obtain gist of what is being heard or get the general idea of the information, and follow instructions or directions.

Brown (2004:120) says that there are four types of listening performance. They are: First, intensive listening in which listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language. Second, responsive listening or listening to a relatively short stretch of language (a greeting, question, command, comprehension check, etc.) in order to make an equally short response. Third, selective listening which refers to the processing stretches of discourse such as short monologues for several minutes in order to "scan" for certain information such as names, numbers, a grammatical category, directions, or certain facts and events. Fourth, extensive listening or listening to develop a top-down, global understanding of spoken language. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

The above explanations show us that there are two skills involved in listening, they are micro and macro skills. There are also four types of listening performance which can be found in listening comprehension since they are usually inserted in

listening exercises or tests. In this research, the researcher focused on the macro skill which has relations with some types of listening performance that are selective and extensive listening. Here, the researcher wanted the students to just focus on finding some specific information (facts, events, statements, place, name, time) and general information (gist, main idea, and conclusion) of the spoken text by combining both top-down and bottom-up strategies.

Talking about listening comprehension, it always has relation with achievement. Hughes (1989:11) says that achievement test is a language course test to determine how successful individual student, group of students are in achieving objectives. To know the students' listening comprehension achievement, it can be gained by conducting listening comprehension achievement test after finishing the lesson. In this research, listening comprehension achievement referred to the eighth grade students' scores of listening comprehension skill, especially on personal recount text. The students' listening comprehension achievement was assessed after the listening comprehension skill was taught by using video.

2.1.2 Video as a medium in ELT

Technology already plays an important contribution in education, especially in language learning. One technology that can be used to support language learning is video. It is supported by Çakir (2006) who announces that video is one of the most appreciated materials in language teaching and learning. Canning-Wilson (2006) states that video is the selection and sequence of messages in the form of audio-visual. In other words, video is one of technology's products which consists of visual movement accompanied by audio or sound effect that contains messages.

Nowadays, video becomes more reachable for language teachers and students. Canning-Wilson (2006) claims that video can help the language learners to enhance their ability in understanding the comprehensible input. Woottipong (2014) supports that video can be used as a medium in teaching listening since it can be the source of spoken English by native. Through video, students can get additional clues since they not only listen but also watch the visual show. Therefore, teaching

listening by using video can help students to comprehend a message since audio and visual are integrated each other to make language more understandable.

However, according to Harmer (2001:283) there are some points that need to be considered in employing video in language learning classroom. First is the quality of the video. Before applying the video in the classroom, the first thing a teacher needs to do is to make sure that the video has a good quality. If the quality is poor, it will disturb the students' attention. Second is the viewing condition. Teacher has to be sure that all students can hear and see the video. The monitor, the speaker, and the light are the things that need to be aware of. Third is the length of the video. Teacher should make sure that the video is neither too long nor too short. Video with one up to four minutes in length is already suitable enough to use in the classroom. From those three considerations, it means that the teacher should be smart in choosing video to be employed in listening class because if not, instead of helping, it can be a disturbance for the teaching and learning process.

Since YouTube becomes one of the popular sources to get videos, this research used videos, especially animated videos that were downloaded from YouTube. The researcher used videos about "The Bookmobile" (<https://www.youtube.com/watch?v=11OvHcgh-E4>) and "School's Out" (<https://www.youtube.com/watch?v=ShdY37Dq5bE>) from StoryCorps Youtube channel and a video about "Uncomfortable with My Skin Color" (<https://www.youtube.com/watch?v=6TF1apnfXmw>) from Storybooth Youtube channel. Those videos have not more than 03.30 minutes length. They were chosen because they tell about someone's past experience, which means that those videos can be categorized as personal recount text.

2.1.3 Recount Text

Based on the 2013 Curriculum that was revised in 2017 for SMP/MTs, there are five texts that students need to learn for English subject. They are, descriptive texts, recount texts, procedure texts, narrative texts, and report texts. However, for the eighth grade students, they only need to learn recount text especially personal recount. Recount text is a type of text that we can find in our everyday life as its

main goal is to retell an event happened in the past. Fisher (2016) supports that a recount is a text that tells about past experience or events that can be based on someone's personal or historical events. Therefore, this research only focused on the personal recount text which retelling an activity that the speaker in the video personally experienced.

2.2 Conceptual Review

2.2.1 Advantages and Disadvantages of Using Video in ELT

The use of video as a medium in language learning of course is supported by numerous advantages. According to Harmer (2001:282) and Wang (2015) there are some advantages of using video in ELT: First, video makes students able to see language in use. Through video, students do not just hear the language but they see it too. All the visual features give valuable meaning clues and help viewers interpret the text more deeply. Second, video provides cross-cultural awareness. Since learning English cannot be separated from the culture of English speaking countries, video allows the students a look at situations far beyond their classroom. Video combines English learning with the acquisition of social and cultural knowledge that will enhance students' cognitive competence in English. Third, video enhances students' motivation in learning. Video can be motivating and also can be entertaining since it exposes students to a wide variety of situations that can help them comprehend similar situation in real life. Next, video provides sample of real life. Video is more advantageous than other forms of authentic material since it presents "slice of life" that makes learning English more contextual. After that, video stimulate students' autonomy and proactivity. Students could employ their autonomy in language learning since they can directly acquire a great amount of background information and emotional attitudes about the learning materials. The last, video enrich classroom activities. English video materials can provide teachers with various classroom activities and avoid boredom and monotony. It can be concluded that video comes with many advantages with it. Thus the English teachers should be aware and start to make use of it to help them in teaching.

Besides the advantages, video also has several disadvantages that should be taken into account (Çakir, 2006). Here are some disadvantages of using video: First is the cost. To use video as a medium in language learning, of course, teachers must be willing to sacrifice their money since they cannot get the video for free. Second is the inconvenience. To use video in classroom, teachers must be willing to be bothered in preparing everything such as the video itself, the activity, and the exercise. Third is the quality of video. Poor quality of video will not engage students' attention. Instead of helping, video with poor quality will be a disturbance and distract students' attention.

From those three disadvantages, it means that teachers must be ready with them if they want to use video in the classroom. However, based on the disadvantages above, the researcher tried to anticipate it by: First, utilizing public Wi-Fi. Nowadays there are many public places that are equipped with Wi-Fi as one of their facilities. Teachers can go there and making the use of the Wi-Fi to get the video. Second, download from internet. Teachers might download the lesson plan and video from the internet, but still they should prepare the exercise and think about the activities. It means that to use video in the classroom, teachers should be ready and deal with those inconvenience. Third, smart in choosing the video. Poor quality of video will not engage the students' attention. Thus, before showing the video to the classroom, teachers should make sure that the video has a good quality to attract the students' attention. From the explanation above, it can be concluded that there are some ways to solve or to overcome the disadvantages of using video.

2.2.2 Procedure of Teaching Listening Using Video

According to Miller (2003), listening exercises using video can be divided into three main parts: a. Pre-viewing: the teacher initiates a short discussion with the students about what they think of the topic in order to activate their background knowledge; b. While-viewing: the teacher helps the students to focus on their listening by careful selection of tasks that are meaningful and that cater to develop specific listening skills; c. Post-viewing: teacher asked the students to use whatever

information they gathered from a video to have an extended discussion (allowing for more individualization and critical comments to be developed).

Based on this procedure, it can be concluded that video becomes the main part of the teaching and learning process since the video contains the material of the lesson and also the students answer the questions based on the video. Finally, this research adapted the procedure proposed by Miller (2003). The adaptation that has been made was to make this procedure suitable with the 2013 curriculum that carries the philosophy of student-centered learning. Thus, this procedure was expected to be more appropriate to be applied in this research. Here are the procedure that has been adapted: a. Pre-viewing: students answer some leading questions about the topic of the video, after that students observe the exercise given by the teacher; b. While-viewing: students answer the multiple choice and true/false questions based on the video that played twice; c. Post-viewing: students discuss the answer together with the teacher. Next, Students give conclusion about the materials have been discussed.

2.3 Previous Research Review

Some previous studies have been carried out and given more attention to the use of video on students' listening comprehension achievement. Using experimental research design, this issue has been investigated by a number of researchers in different contexts. For example study that was conducted by Safarali and Hamidi (2012). They explored the effectiveness of using videos presenting speakers' gestures and facial clues on Iranian EFL learners' listening comprehension proficiency. From the post-test result, it found that there was a significant difference between the mean score of two groups. There was higher score for audio-visual group and lower score for audio-only group. It means that applying videos presenting speaker's gesture and facial clues has a significant impact on the EFL learners' listening comprehension. The result also showed that the participants of audio-visual group were more actively involved in the process of listening comprehension during the sessions since they were equipped with extra

sources of information. It could be concluded that audio visual materials are more effective than audio-only ones.

Another study was conducted by Liang (2013) who tried to find out the effect of audio-visual materials on English listening comprehension. The result of this research showed that the experimental group's mean score was higher than the control group's mean score. In another word, the students who were taught using audio-visual materials got better results in listening comprehension than students who were taught using the standard listening comprehension technique. Furthermore, the significantly higher mean score of the experimental group not only suggests that lively scenes can improve comprehension scores, but also verifies that combination of visual and auditory aids is more satisfying for listening comprehension than auditory stimuli alone.

Next is the study by Sarani, Behtash & Arani (2014) who investigated the effect of video-based tasks in improving the listening comprehension ability of Iranian pre-intermediate EFL learners. The result of this research showed that the difference in pre and post-test scores of experimental group indicated a progress. Meanwhile, the control group did not give evidence of any kind of advancement because the mean score of pre-test was higher than the mean score of post-test. It means that teaching listening on the basis of video-based tasks has a significant effect on learners' listening comprehension. It also proved that video-based tasks are totally effective in improving the listening ability of EFL learners. In conclusion, video is a very suitable and appropriate tool that can be accompanied by different types of task for teaching and improving listening comprehension skill.

Woottipong (2014) performed a study at developing the listening skill of university students and evaluating their attitudes towards the use of video materials in teaching listening skill. The study found that pictures and gestures can support students' understanding of the video's content, and guide them to guess and interpret the meaning of the message conveyed by the speaker. Thus, the students' English listening comprehension ability increased significantly after learning with video. Moreover, the analysis of the students' responses from the questionnaire revealed that they were more interested in learning English if the teacher used

English video as teaching materials. This study also found that the class was more attentive and the students were more interested in following the lesson carefully. Finally, the result of this study implied that video can contribute positively to language learning and processing. It helps learners' in developing listening skills and in encouraging autonomous learning.

Additionally, Başal, Gülözer & Demir (2015) aimed at discovering whether audio or video modality in a listening test is more beneficial to test takers. Contrary with the other previous studies, the results of this study showed that the AOT (Audio Only Text) group performed significantly higher than the VOT (Video Only Text) group. A statistically meaningful difference was found when considering the result of all 20 items of the test which indicates that audio modality is more favorable. In relation to the total number of correct answers, while VOT group answered 12 questions correctly, the AOT group answered 14. From the quantitative result, it showed significantly higher success for AOT group.

From those studies, the results mostly showed that teaching listening by using video gave significant effects on the students' listening comprehension achievement compared with audio only one. From those studies, it showed that the majority of participants have positive response towards the use of video in their listening classes. It means that the above previous studies results suggest that video is better than the audio material for teaching listening. Therefore the researcher was interested in conducting a research about the same issue with different participants. Additionally, this research used recount text as the material which was suitable with the 2013 curriculum. The purpose of conducting this research was to examine whether the same results could be achieved like the previous studies or not.

2.4 Research Hypothesis

Based on the research problem and the related literature review, the research hypothesis was formulated as follows: There was a significant effect of using video on the students' listening comprehension achievement.

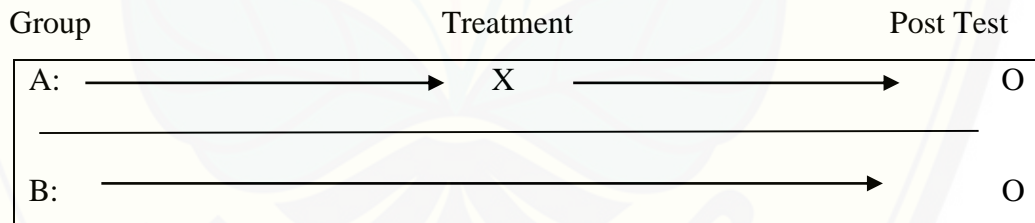
CHAPTER 3. THE STUDY

This chapter presents the research methods which was applied in this research. They are research design, research context, research participants, data collection method, and data analysis method.

3.1 Research Design

The design of this research was the experimental research, especially quasi-experimental with post-test only design since the objective of this research was to figure out the possible effect that might occur between two variables, in which video was the independent variable and students’ listening comprehension achievement as the dependent one. It is in line with Creswell (2012:295), he notes that experiment are controlled, they are best of the quantitative design to use to establish probable cause and effect. This means that the experimental research aims to know the cause and effect between the independent and the dependent variables.

The design of this research was illustrated as follows:



Notes:

A: Experimental Group

B: Control Group

X: Treatment

O: Post Test

Taken from Creswell (2012, p. 310)

In this research, the researcher adapted Creswell’s explanation about quasi-experimental research above with some adjustments. The research was conducted through some activities as follows: 1) Administering listening comprehension

achievement test to all classes of the eighth grade students to know the homogeneity of the population. Then, analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA) with SPSS. If the population was homogeneous, the research participants (the experimental group and the control group) were selected by applying cluster random sampling with lottery. However, if the results showed that the population was heterogeneous, the participants (two classes) were chosen from two classes that had the closest mean difference. 2) Giving the treatments to the experimental group by teaching listening using video, while the control group was taught by using conventional teaching that usually applied by the eighth grade English teacher which was teaching listening using recording and displaying pictures. The teaching learning process was done in two meetings. The duration of every meeting was 80 minutes as scheduled. 3) Administering the try out test to a class that did not belong to the experimental and the control group to know the validity, reliability, difficulty index and time allocation of the listening comprehension achievement test. 4) Administering the listening comprehension achievement test (Post-test) to both the experimental group and the control group. 5) Analyzing the results of the listening comprehension achievement test (Post-test) by using t-test formula with SPSS to know whether or not there is a significant effect of using video on the students' listening comprehension achievement. 6) Drawing a conclusion from the result of the analysis to answer the research problem.

3.2 Research Context

This research was conducted at SMPN 12 Jember that is located in Jalan Kh. Wahid Hasyim No. 16 Jember. Currently, this school has implemented the 2013 curriculum (K-13) that was revised in 2017. In this school, English is taught twice in a week (2x40 minutes in each meeting). For English teaching, this school is using English text book published by Kemendikbud, entitled "When English Rings a Bell" that supports the use of K-13. This school has some facilities to support the teaching and learning English. The facilities are a library that provides some English books, speaker and LCD that can be used by the teachers to show the

materials being taught in class. However, teaching listening using video has not been implemented in this school yet. Based on that consideration, finally the researcher chose this school as the context of this research.

3.3 Research Participants

The participants of this research were the eighth grade students of SMPN 12 Jember. If the homogeneity test results showed that the population was homogenous, the participants (the experimental group and the control group) were chosen using cluster random sampling by lottery. However, if the results showed that the population was heterogeneous, the participants (two classes) were chosen from two classes that had the closest mean difference.

3.2 Data Collection Method

3.2.1 Listening Comprehension Achievement Test

The listening comprehension achievement test was administered to obtain the main data about the students' listening comprehension achievement. It was divided into three kinds that were homogeneity test, try out-test and post-test. The researcher conducted homogeneity test to decide the experimental and the control groups. The test was given in the form of 10 multiple choice questions and 5 true/false questions that were taken from a recording entitled "Advice for Exam". Dealing with the score, each item for multiple choice was scored 8, each item for true/false was scored 4. So the total score of this homogeneity test was 100. The time allocation of this test was 40 minutes and it was given to 6 classes of the eighth grade.

The try out test was the test which was conducted to know the validity, reliability, difficulty index, and time allocation of the listening comprehension achievement test. It was given to a class that did not belong to the experimental and the control group. The test was given in the form of multiple choice and true/false questions that was taken from recording that originally from video entitled "School's Out". It consisted of 20 items of multiple choice and 20 items of true/false questions. Dealing with the score, each item for multiple choice was scored 3.5,

each item for true/false was scored 1.5. So the total score of this listening comprehension achievement test was 100. The time allocation of this test was 80 minutes. This test was needed in order to know whether the listening comprehension achievement test that was given to the experimental and the control group was valid and reliable or not. Hughes (1989:22) says that a test is valid if it measures what should be measured. This research used content validity since the listening test was constructed based on the basic competence of K-13 that was revised in 2017 especially for the eighth grade. Meanwhile, reliability means the consistency of the result. A test is considered reliable if it gets consistency when the researcher conducts the test multiple times at different times (Creswell, 2012:259). Here, the researcher used Split-Half technique by using Product Moment Correlation formula (Arikunto, 2010:213) and continued by using Spearman-Brown formula to know the reliability of the test that proposed by Arikunto (2010:223), after that the researcher counted the difficulty index of the test proposed by Heaton (1988:178). The formula could be seen in Appendix G.

The listening comprehension achievement test (Post-test) was given to the experimental group and the control group after the treatments given. The items in the listening comprehension achievement test was constructed based on the results of the try out test by making some revisions, so that it was valid and reliable. The test was in type of teacher-made-test in the form of multiple choice and true/false. There were fifteen items for multiple choice and ten items for true/false. The length of the recording that originally from video was three minutes and two seconds. It can be concluded that the recording was neither too long and nor too short. Thus, 60 minutes was enough for students to do the test. Dealing with the score, each item for multiple choice was scored 5, each item for true/false was scored 2.5. So the total score of this listening comprehension achievement test was 100.

3.2.2 Interview

Preliminary study in the form of interview was conducted in this research in order to get data with the information about the English curriculum used at the school, the English textbook being used, the method or teaching technique used by

the English teacher, and media used to support the English teaching, and the most important is to know whether or not the English teacher has been used video to teach listening.

3.4.3 Documentation

In this research, documentation was needed to get the information about the list of the eighth grade students who became the participants of this research (the experimental and the control groups). The researcher got the document from the eighth grade English Teacher of the school.

3.1 Data Analysis Method

After the data were collected, then the data was analyzed using t-test formula with SPSS computing system. This was done in order to know whether or not there was a significant effect of using video on the students' listening comprehension achievement.

CHAPTER 5. CONCLUSION AND SUGGESTION

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

5.1 Conclusion

Based on the results of the hypothesis verification and discussion in the previous chapter, the researcher concluded that video was one of the effective ways to teach listening comprehension to the students. It was proved by the significantly higher score achieved by the experimental group on the listening post test. The result led to the rejection of H_0 , which was 'There is no significant effect of using video on the eighth grade students' listening comprehension achievement'. On the contrary H_a 'There is a significant effect of using video on the eighth grade students' listening comprehension achievement' was accepted. The results also showed that the students were motivated to learn English when the researcher provided them with enjoyable learning media. Hence, the research finding proved that there was a significant effect of using video on the eighth grade students' listening comprehension achievement in an EFL Classroom.

5.2 Suggestion

Based on the significant effect of using video on listening comprehension achievement, the researcher proposes some suggestions as follows:

5.2.1 The English Teacher

The researcher suggests the English teacher to deliver the materials by using video to help the students in learning listening. The media suggested should bring fun to the students as it helps the students to see the context and comprehend the message easily. In addition, the English teacher should prepare the materials properly to avoid any obstacles encountered in teaching and learning process.

5.2.2 The Future Researcher

Finally, the researcher hopes that the result of this research can be used as a reference and information, or even consideration for the future researchers who want to investigate the use of video on the students' learning either in a different skill, research area, or design.



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APPENDICES

APPENDIX A. RESEACH MATRIX

Title	Problem	Variables	Indicators	Data Resources	Research Methods	Hypothesis
<p>The Effect of Using Video on the Eighth Grade Students' Listening Comprehension Achievement in an EFL Classroom</p>	<p>Is there any significant effect of using video on the eighth grade students' listening comprehension achievement in an EFL Classroom?</p>	<p><u>Independent</u> The use of video in teaching listening</p> <p><u>Dependent</u> The eighth grade students' listening comprehension achievement</p>	<p>a) Video as a medium</p> <p>b) The students' score on listening comprehension achievement test covering the material of: Recount Text</p> <ul style="list-style-type: none"> - General information - Specific information 	<p><u>Research subject</u> The eighth grade students of SMPN 12 Jember</p> <p><u>Informant</u> The eighth grade English teacher of SMPN 12 Jember</p> <p><u>Documents</u></p> <ol style="list-style-type: none"> 1. The list of the participants (the experimental and the control group) 2. The school curriculum 	<p><u>Research Design</u> Quasi-experimental research with post-test only design.</p> <p><u>Area Determination Method</u> Purposive method</p> <p><u>Participant Determination Method</u> Cluster random sampling method</p> <p><u>Data Collection Methods</u> Main Data: - Listening comprehension test</p> <p>Supporting Data: - Interview - Documentation</p> <p><u>Data Analysis Method</u> - Using t-test formula with SPSS computing system.</p>	<p>There is a significant effect of using video on the eighth grade students' listening comprehension achievement in an EFL Classroom.</p>

APPENDIX B**INTERVIEW GUIDE**

Interviewer : Siti Komariah
 Interviewee : Chairusdiana Noviaty, S.Pd.
 Interviewee's occupation : English teacher
 Date of interview : November 3rd, 2017
 Place of interview : SMPN 12 Jember

NO.	Question	Answer
1.	What curriculum does this school implemented?	This school has implemented 2013 curriculum that revised in 2017.
2.	How many classes are there for the eighth grade in this school?	There are 6 classes for the eighth grade.
3.	How many times do you teach English in a week?	I teach English two times in a week and it takes 80 minutes for each meeting.
4.	What kind of book do you use in teaching English?	I use text book that published by Kemendikbud, entitled "When English Rings a Bell" that supports the use of 2013 curriculum.
5.	How do you usually teach English?	I usually teach English by using technique based on my lesson plan that I made by myself which is question and answer technique.
6.	How do you usually teach listening in classroom?	I teach listening sometimes by using recording, but mostly I teach listening orally by dictating the script and usually supported by pictures.
7.	How often do you teach listening to your students?	I rarely teach listening to my students, approximately two times in a month. It is because I lack of reference to use.
8.	How is the time allocation in teaching listening compared to other skills in a meeting?	Since I teach listening integrated with speaking, usually the listening activity is only in the first 20 minutes, and the rest of the time is for the speaking activity.

9.	What kind of media do you usually use in teaching listening?	I usually use pictures as media in teaching listening. For example, when I teach about narrative, I will read a story for students and also show pictures for them.
10.	Have you ever used video as a medium in teaching listening?	No, I have not used video to teach listening before because I do not have any references about it.
11.	What kind of problem do you find in teaching listening?	First is ofcourse the lack of media to use. Moreover, it is difficult for me to make students always pay attention.
12.	What kind of problem do the students usually face in listening class?	They usually get difficulties in comprehending the message because they are lack of vocabulary and also they are less exercised on listening materials.
13.	How is the students' participation in joining the listening class?	Some of them are active, but some of them are not. It is probably because they are bored with the monotonous learning I do.
14.	How is the students' listening comprehension achievement score so far?	Their score is still low and I think they need more practices.

APPENDIX C**HOMOGENEITY TEST**

Name :
Number :
Class :
Time : 40 minutes

I. Circle the best answer to these questions based on the recording!

1. What does the teacher want the students to do?
 - a. Take notes after she has finished speaking
 - b. Take notes while she is speaking
 - c. Forget taking notes
 - d. Take notes before speaking
2. What kind of food does the teacher suggest the students to eat?
 - a. Sugary snacks
 - b. Only apples
 - c. Bread
 - d. Fruit and cereals
3. What kind of a study place does the teacher suggest to the students to find?
 - a. Place with a lot of light
 - b. Place with a lot of space
 - c. Place with a lot of people
 - d. Place with a lot of books
4. What should the students do if they feel stressed?
 - a. Go to bed
 - b. Continue to study
 - c. Go out for a walk
 - d. Drink some water
5. What are the students advised to do?
 - a. Select the important things to learn
 - b. Read through everything once
 - c. Read nothing
 - d. Make notes about every topic
6. What is the teacher's opinion about repeating things?
 - a. It is difficult
 - b. It is uninteresting
 - c. It is tiring
 - d. It is easy
7. Where can the students do the past exam?
 - a. In the classroom
 - b. In the library only
 - c. At home if they take photocopies
 - d. At school
8. The teacher recommends a break of five minutes every
 - a. Half hour
 - b. An hour
 - c. Two hours
 - d. Three hours
9. What is important according to the teacher?
 - a. Eat regularly
 - b. Sleep when you feel tired
 - c. Keep hydrated
 - d. Study every time
10. The teacher is sure that the students will.....
 - a. Pass their exam
 - b. Fail their exam
 - c. Do their best
 - d. Do their test

II. Based on the recording, please choose the best answer by circling the letter (T) if the statement is true and the letter (F) if the statement is false!

1. T - F: The teacher gives advice to the students before the exam.
2. T - F: Students are not allowed to take notes while the teacher is speaking.
3. T - F: It is not easy to study when the students are neither positive nor relaxed.
4. T - F: The past exam papers can help students to understand questions that typically appear on the exam.
5. T - F : The teacher suggests the students to take five hours regular breaks while they are studying.

☺GOOD LUCK☺

ANSWER KEY

I. Multiple Choice

- | | |
|------|-------|
| 1. B | 6. B |
| 2. D | 7. C |
| 3. A | 8. A |
| 4. C | 9. C |
| 5. A | 10. C |

II. True/False

1. T
2. F
3. T
4. T
5. F

Table of Specification

Part	Specific Information	General Information
Multiple choice	2,8,9,10	1,3,4,5,6,7
True / False	2,3,4	1,5

Scoring rubric

Type of Test	Total Number of Test Item	Score of Each Right Item	Total Score
Multiple choice	10	8	80
True / False	5	4	20
TOTAL			100

Listening Transcript

“Advice for exams”

Morning, everyone. Quiet, please. OK, I'm going to give you some advice to help you prepare for the exams next week. So make notes as I'm talking. Are you ready? While you are studying, eat food that gives you energy. Don't be tempted to eat sweets or drink cola. Sugar won't help you study but fruit and cereals will. Apples are especially good. Find a comfortable place with plenty of light when you study. But not 'too' comfortable or you'll fall asleep! Try and keep a positive mind. It is easier to study when you are positive and relaxed. If you start feeling anxious, have a break. Go out for a stroll around the block. Don't try to learn everything. There isn't time. Choose the 'important' things, the things that will get you most points in an exam. If you aren't sure about this, ask me. First learn the main ideas and don't worry too much about the details. If you have time, you can come back later and read the details. Make notes of these key points and read them, then cover them up and try to remember all the points. It might be boring, but repetition helps you to remember. Use past exam papers to study. They will help you understand what kind of questions come up. There are plenty of past exam papers in the library. You can photocopy them and take them home. Take regular breaks while you are studying. A five-minute break every half hour is usually enough. Get some fresh air and stretch your arms and legs. Drink a glass of water too. It's important to keep hydrated. And, last but not least, good luck! I'm sure you will all do your best.

(<http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/advice-exams>)

APPENDIX D. Homogeneity Test Result

No	VIII A	VIII B	VIII C	VIII D	VIII E	VIII F
1	36	48	32	32	8	40
2	44	20	32	44	32	16
3	28	32	32	16	24	48
4	8	44	36	20	36	28
5	36		24	24	16	48
6	52	40	8	24	44	28
7	56	84	36	40	8	56
8	60	52	28	28		48
9	36	60	36	20	8	16
10	64		36	64	40	28
11	48		28	68	40	32
12	44	36	48	32	40	32
13		36		20	24	56
14	24	4	76	64	52	56
15	32	68	48		28	44
16	56	48	32	48	44	60
17	32	16	32	44	48	28
18	28	44	44	8	28	60
19	48	56	68	32	32	8
20	48	28	80	48	44	48
21	36		40	40	32	40
22	8	60	40	16	36	60
23	28	48	36	20	48	60
24	0	24	32	32	40	8
25	12	56	28	40	60	52
26	24	44	44	0	72	64
27	24	84	68	56	44	40
28	8	20	32	52		8
29	48	40	48	40	48	72
30	68	28	20	12	80	68
31	52	76	36	20	44	
32	16	8	24	24	44	48
33	48	44	32	36	16	48
34	28	32	40	72	36	
35	36	20	40	32	36	24
36	20	40	72	36		52
37	32					

APPENDIX E. The Output of Homogeneity Test

Descriptives

Score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					VIII A	36		
VIII B	32	41.88	19.961	3.529	34.68	49.07	4	84
VIII C	35	39.66	15.982	2.701	34.17	45.15	8	80
VIII D	35	34.40	17.360	2.934	28.44	40.36	0	72
VIII E	33	37.33	16.299	2.837	31.55	43.11	8	80
VIII F	34	41.88	17.841	3.060	35.66	48.11	8	72
Total	205	38.32	17.467	1.220	35.92	40.73	0	84

ANOVA

Score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1813.881	5	362.776	1.195	.313
Within Groups	60424.871	199	303.643		
Total	62238.751	204			

APPENDIX F**TRY OUT TEST**

Name :
Number :
Class :
Time : 80 minutes

I. Circle the best answer for the following questions based on the recording!

1. What did James see as he climbed up on the lumber stack?
 - a. Light school
 - b. Bright school
 - c. White school
 - d. Night school
2. What are the facilities of white school mentioned by James?
 - a. Band and orchestra
 - b. Circus and football team
 - c. Football team and basketball team
 - d. Band and football team
3. What was James' opinion about white school at that time?
 - a. It was a dream school
 - b. It was an ugly school
 - c. It was a dirty school
 - d. It was a small school
4. How many rooms were there at James' school?
 - a. Only one
 - b. Two
 - c. Four
 - d. Five
5. Where were James' school toilets located?
 - a. Inside
 - b. Outside
 - c. Beside
 - d. Upside
6. How many teachers did James have at his school?
 - a. Only one
 - b. Two
 - c. Four
 - d. Five
7. What happened to the black population at that town?
 - a. Increased
 - b. Decreased
 - c. Raised
 - d. Upgraded
8. What was his mother's position at the school?
 - a. Principal
 - b. Teacher
 - c. Janitor
 - d. Everything
9. Why did all of the black family leave the town?
 - a. They wanted to
 - b. They needed to
 - c. They were forced to
 - d. They wished to
10. Based on what James' mother heard, the school would be.....
 - a. Going down
 - b. Broken down
 - c. Upside down
 - d. Torn down
11. How did they go to the school that day?
 - a. By airplane
 - b. By helicopter
 - c. By station wagon
 - d. By motorcycle

12. What did they do at the school that day?
 - a. Got the records
 - b. Made the records
 - c. Burned the records
 - d. Buried the records
13. Where did they put the records?
 - a. At the top of the car
 - b. At the bottom of the car
 - c. At the front of the car
 - d. At the back of the car
14. What made a deep hole?
 - a. The station wagon
 - b. The school
 - c. The bulldozer
 - d. James' mother
15. What did the bulldozer do to James' school?
 - a. Dragged it to the hole
 - b. Yanked it to the hole
 - c. Pushed it to the hole
 - d. Pulled it out from the hole
16. What happened to James' school?
 - a. Buried
 - b. Burned
 - c. Damaged
 - d. Sunk
17. When did people talk about urban renewal?
 - a. When James was a child
 - b. When James was in junior high school
 - c. When James was in senior high school
 - d. When James was in graduate school
18. Will James forget about what had happened?
 - a. Never
 - b. Ever
 - c. He will
 - d. He wants to
19. What is Sheridan, Arkansas?
 - a. Blue town
 - b. Grey town
 - c. Black town
 - d. White town
20. How do you think of James' feeling at that moment?
 - a. Sorrowful
 - b. Joyful
 - c. Cheerful
 - d. Grateful

II. Decide whether the following sentences are True (T) or False (F) by circling the letter based on the recording!

1. T – F : When he was a child, James used to climb up on the lumber stack to look over the white school.
2. T – F : The white school was huge and had good facilities.
3. T – F : James really admired the white school.
4. T – F : James' school was a good school with many classrooms and complete facilities.
5. T – F : James' school was nothing compared to the white school.
6. T – F : From time to time, more and more black people are living in Sheridan, Arkansas.
7. T – F : James' mother could not do a job as the janitor.
8. T – F : James and his mother are the last black family who lived in Sheridan, Arkansas.
9. T – F : James' mother has made every effort to save their school.

10. T – F : James and his mother did not go to school to save the records.
11. T – F : A bulldozer came and dug a deep hole to build James' school.
12. T – F : The bulldozer ruined James' school before he and his mother could save anything.
13. T – F : The bulldozer made James' school like it never existed.
14. T – F : James' school stayed until the end.
15. T – F : Finally James dropped out and could not go back to school anymore until the end of his life.
16. T – F : James had his own particular perspective about urban renewal.
17. T – F : James wanted to forget what already happened to him in the past.
18. T – F : At the end, Sheridan, Arkansas is not a white town.
19. T – F : That bad experience happened to James when he was a teenager.
20. T – F : James was a black child who once lived in a white town.

☺GOOD LUCK☺

ANSWER KEY

I. Multiple Choice

- | | | |
|------|-------|-------|
| 1. C | 8. D | 15. C |
| 2. D | 9. C | 16. A |
| 3. A | 10. D | 17. D |
| 4. B | 11. C | 18. A |
| 5. B | 12. A | 19. D |
| 6. B | 13. D | 20. A |
| 7. B | 14. C | |

II. True / False

- | | | |
|------|-------|-------|
| 1. T | 8. T | 15. F |
| 2. T | 9. T | 16. T |
| 3. T | 10. F | 17. F |
| 4. F | 11. F | 18. F |
| 5. T | 12. F | 19. F |
| 6. F | 13. T | 20. T |
| 7. F | 14. F | |

Table of Specification

Part	Specific Information	General Information
Multiple choice	1,2,4,5,6,8,9,10,11,12,13,14,15,17,18,19	3,7,16,20
True / False	1,2,8,10,13,16,17,19	3,4,5,6,7,9,11,12,14,15,18,20

Scoring rubric

Type of Test	Total Number of Test Item	Score of Each Right Item	Total Score
Multiple choice	20	3,5	70
True / False	20	1,5	30
TOTAL			100

Transcript:

School's Out

As a child, I would climb up on the lumber stack and look over at the white school. Huge school with a band, football team, everything that you could imagine. And on our side, here we were, with our two-room school, outdoor toilets and two teachers. And gradually as the black population in town began to go down, that left my mother there at the school as the principal, the janitor, whatever was needed, she had to do everything. And, as long as there was one black child left in town, they had to keep the school open. So 10, 9, 8, mother was there till the last child, the last family, was forced out of town. So I remember one day, mother and I got in the old station wagon because mother had heard that the school was going to be torn down. We went inside the school, we got whatever records we could find; we put them in the back of the station wagon. Then, a big bulldozer came and dug a deep hole, and after digging this deep hole, just pushed our beloved school in the hole and covered it up, and it was as though it was never there. Years later, when I was in graduate school and people would talk about urban renewal, I had a particular perspective. To me, urban renewal meant they'll dig a deep hole and push your school, cover it up and it will be like the school never existed or you never existed. I'll never forget those days. Even today, this town of Sheridan, Arkansas is an all-white town. And if you ever have an opportunity to go through that town, drive very slowly.

(<https://www.youtube.com/watch?v=ShdY37Dq5bE>)

APPENDIX G. Reliability and Difficulty Index Formula

Product-Moment formula.

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

Notes:

- r_{xy} : reliability coefficient
 ΣXY : the total number of odd and even items
 ΣX : the total number of odd items
 ΣY : the total number of even items
 N : the numbers of participant

(Arikunto, 2010:213)

Spearman-Brown formula:

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

Notes:

- r_{11} : the reliability coefficient of the whole items
 r_{xy} : the correlation coefficient of product moment

(Arikunto, 2010:223)

Giving interpretation to r_{11} . Arikunto (2010:319) states the criteria of reliability is as follows

- 0.80 – 1.00 = high
 0.60 – 0.80 = enough
 0.40 – 0.60 = quite low
 0.20 – 0.40 = low
 0.00 – 0.20 = very low

The degree of the test item difficulties formula:

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

Notes:

- FV : The index of difficulty
 R : The number of correct answers
 N : The number of students taking the test

(Heaton, 1988:178)

The criteria of difficulty index used are as follow:

- < 0.30 : difficult
 0.30 – 0.70 : sufficient/fair
 > 0.70 : easy

APPENDIX H. The Split Half Analysis of Odd and Even Number

No	Name	Odd Numbers (X)																			Total	
		Multiple Choice										True / False										
		1	3	5	7	9	11	13	15	17	19	1	3	5	7	9	11	13	15	17		19
1	AHF	1	0	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	12
2	AZA	1	0	1	1	0	0	0	0	1	1	1	0	1	1	0	1	0	0	0	0	9
3	ANR	1	0	1	0	0	0	0	0	0	1	1	0	1	0	0	0	1	0	1	0	7
4	ARP	1	1	1	0	1	1	0	0	0	1	1	0	1	0	1	0	0	0	1	0	10
5	ANRS	1	0	1	0	0	0	0	0	1	1	1	0	0	1	0	0	0	0	1	1	8
6	ANR	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	1	0	0	0	1	11
7	AOM	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	0	1	0	1	0	13
8	ARA	1	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	6
9	ASI	1	0	0	0	1	1	0	1	0	0	1	0	1	1	1	1	1	1	1	1	13
10	BBJ	1	1	1	0	0	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	8
11	CACK	1	1	1	1	0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	0	11
12	DAD	1	1	1	0	0	1	1	0	0	1	1	0	1	0	0	1	1	1	1	0	12
13	DR	1	0	0	0	0	1	0	0	1	1	1	1	1	0	0	0	1	0	0	1	9
14	DF	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0	1	0	5
15	DAPW	1	1	0	0	0	1	0	0	0	0	1	1	1	1	1	0	1	0	0	0	9
16	FFM	1	0	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	1	0	0	8
17	FCW																					0

18	FK	1	0	0	1	0	1	1	1	0	0	0	1	0	0	0	0	1	1	1	0	9
19	LCW	1	1	1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	17
20	LAP	1	1	0	1	0	1	0	1	0	0	1	1	1	0	0	0	0	0	0	0	8
21	MRV	0	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	1	8
22	MNAF	1	1	1	0	0	1	1	0	0	1	0	1	1	0	0	0	1	1	0	1	11
23	MNH	0	1	1	0	0	0	0	0	1	1	1	1	0	1	1	0	1	1	1	1	12
24	MFZA	0	0	0	0	0	1	0	1	0	1	0	0	1	0	1	0	1	1	0	0	7
25	MFES	1	0	0	1	0	1	1	0	0	0	1	1	0	1	0	0	1	1	0	0	9
26	MR	0	1	0	0	0	1	1	0	0	0	1	0	1	0	1	1	0	0	0	0	7
27	MSRW	1	1	0	1	1	1	1	1	0	1	1	1	0	0	0	1	1	1	0	0	13
28	NQ	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	7
29	NPA	1	1	1	0	1	1	0	0	1	1	1	1	1	0	0	0	1	1	0	0	12
30	NSNH	1	0	1	1	0	1	0	0	0	1	1	0	1	1	1	0	0	0	0	0	9
31	RIESW	0	0	0	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	0	12
32	SWP																					0
33	SDA	0	0	1	0	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	5
34	SA	1	1	1	0	0	1	1	0	0	1	1	1	1	0	0	0	1	0	1	0	11
35	SFS	0	1	1	0	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	1	13
36	TPR																					0
	Total	26	16	17	10	7	26	14	14	9	24	26	16	19	13	13	11	21	15	15	9	321

No	Name	Even Numbers (Y)																				Total
		Multiple Choice										True / False										
		2	4	6	8	10	12	14	16	18	20	2	4	6	8	10	12	14	16	18	20	
1	AHF	0	0	0	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	1	1	10
2	AZA	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	4
3	ANR	1	0	0	0	0	0	1	0	1	1	0	1	0	1	1	0	1	1	0	0	9
4	ARP	1	0	0	0	0	0	1	0	1	0	1	0	0	1	1	0	0	1	1	1	9
5	ANRS	0	0	1	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	5
6	ANR	1	1	0	1	1	0	0	1	1	0	1	0	0	1	0	0	1	1	1	1	12
7	AOM	1	0	1	0	0	0	1	1	1	1	1	0	0	1	0	0	1	1	1	0	11
8	ARA	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	1	1	0	1	1	8
9	ASI	1	1	0	1	0	0	1	0	1	1	1	1	0	0	1	0	1	1	0	1	12
10	BBJ	1	0	1	1	0	0	1	0	0	0	1	1	0	1	1	0	0	0	0	0	8
11	CACK	1	1	1	1	0	0	0	1	1	1	0	0	1	1	0	1	1	1	0	0	12
12	DAD	0	1	1	1	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	1	8
13	DR	0	0	0	0	0	1	1	0	1	0	1	1	1	1	0	1	1	0	0	1	10
14	DF	0	0	0	0	0	0	1	0	0	0	0	1	0	1	1	0	1	0	0	1	6
15	DAPW	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	0	0	0	8
16	FFM	1	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	1	1	8
17	FCW																					0
18	FK	0	0	0	0	0	1	1	0	0	0	1	0	0	1	1	0	1	1	1	1	9
19	LCW	1	1	1	0	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	1	16
20	LAP	1	0	0	0	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1	0	8

21	MRV	1	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	0	1	1	8
22	MNAF	0	0	1	0	0	0	1	1	1	0	0	1	0	1	1	0	1	1	1	1	11
23	MNH	0	0	0	1	0	0	0	0	0	0	1	1	1	1	0	0	1	1	0	1	8
24	MFZA	1	0	1	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	1	1	9
25	MFES	1	0	0	1	0	1	0	0	1	0	1	0	1	1	0	0	0	1	0	0	8
26	MR	1	0	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0	0	1	8
27	MSRW	0	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	1	0	1	13
28	NQ	1	0	0	0	0	0	0	0	1	0	1	0	0	1	0	1	0	1	0	1	7
29	NPA	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	14
30	NSNH	1	0	1	0	0	0	1	0	1	1	1	0	0	1	1	1	0	1	1	1	12
31	RIESW	1	0	0	0	0	0	1	1	1	0	1	0	0	1	1	1	0	0	0	1	9
32	SWP																					0
33	SDA	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0	1	1	6
34	SA	0	1	1	0	0	0	1	0	1	1	1	0	1	1	0	0	1	0	0	1	10
35	SFS	0	0	0	1	0	0	0	1	1	0	1	0	0	1	0	1	1	0	1	0	8
36	TPR																					0
Total		21	6	13	15	4	4	20	8	24	11	26	13	9	27	14	16	17	17	16	23	304

APPENDIX I. The Division of Odd (X) and Even (Y) Numbers

No	X	Y	X ²	Y ²	XY
1	12	10	144	100	120
2	9	4	81	16	36
3	7	9	49	81	63
4	10	9	100	81	90
5	8	5	64	25	40
6	11	12	121	144	132
7	13	11	169	121	143
8	6	8	36	64	48
9	13	12	169	144	156
10	8	8	64	64	64
11	11	12	121	144	132
12	12	8	144	64	96
13	9	10	81	100	90
14	5	6	25	36	30
15	9	8	81	64	72
16	8	8	64	64	64
17	0	0	0	0	0
18	9	9	81	81	81
19	17	16	289	256	272
20	8	8	64	64	64
21	8	8	64	64	64
22	11	11	121	121	121
23	12	8	144	64	96
24	7	9	49	81	63
25	9	8	81	64	72
26	7	8	49	64	56
27	13	13	169	169	169
28	7	7	49	49	49
29	12	14	144	196	168
30	9	12	81	144	108
31	12	9	144	81	108
32	0	0	0	0	0
33	5	6	25	36	30
34	11	10	121	100	110
35	13	8	169	64	104
36	0	0	0	0	0
Total	321	304	3357	3010	3111

APPENDIX J. The Result of Reliability Test

Reliability coefficient:

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

$$r_{xy} = \frac{33 (3111) - (321)(304)}{\sqrt{\{33 (3357) - (321)^2\} \{33 (3010) - (304)^2\}}}$$

$$r_{xy} = \frac{102663 - 97584}{\sqrt{(110781 - 103041) (99330 - 92416)}}$$

$$r_{xy} = \frac{5079}{\sqrt{(7740)(6914)}}$$

$$r_{xy} = \frac{5079}{\sqrt{53514360}}$$

$$r_{xy} = \frac{5079}{7315,3}$$

$$r_{xy} = 0,69$$

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

$$r_{11} = \frac{2 (0,69)}{1 + 0,69}$$

$$r_{11} = \frac{1,38}{1,69}$$

$$r_{11} = 0,81$$

APPENDIX K. The Difficulty Index of Each Item of Try Out Test

Items' Number	R	N	FV	Criteria
1	26	33	0,78	Easy
2	21	33	0,63	Fair
3	16	33	0,48	Fair
4	6	33	0,18	Difficult
5	17	33	0,51	Fair
6	13	33	0,39	Fair
7	10	33	0,3	Difficult
8	15	33	0,45	Fair
9	7	33	0,21	Difficult
10	4	33	0,12	Difficult
11	26	33	0,78	Easy
12	4	33	0,12	Difficult
13	14	33	0,42	Fair
14	20	33	0,6	Fair
15	14	33	0,42	Fair
16	9	33	0,27	Difficult
17	8	33	0,24	Difficult
18	24	33	0,72	Easy
19	24	33	0,72	Easy
20	11	33	0,33	Fair
1	26	33	0,78	Easy
2	26	33	0,78	Easy
3	16	33	0,48	Fair
4	13	33	0,39	Fair
5	19	33	0,57	Fair
6	9	33	0,27	Difficult
7	13	33	0,39	Fair
8	27	33	0,81	Easy
9	13	33	0,39	Fair
10	14	33	0,42	Fair
11	11	33	0,33	Fair
12	16	33	0,48	Fair
13	21	33	0,63	Fair
14	17	33	0,51	Fair
15	15	33	0,45	Fair
16	17	33	0,51	Fair
17	15	33	0,45	Fair
18	16	33	0,48	Fair
19	9	33	0,27	Difficult
20	23	33	0,69	Fair

APPENDIX L

LESSON PLAN

(Meeting 1)

School	: SMPN 12 JEMBER
Subject	: English
Class/Semester	: VIII / Even
Language Skill	: Listening
Genre	: Recount text
Theme	: "The Bookmobile"
Time Allocation	: 2 X 40 Minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

No.	Basic Competence	Indicator(s)
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.	1.1.1 Showing the seriousness in teaching and learning process.
2.	2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	2.2.1 Showing honesty, discipline, and responsibility in discussing spoken personal recount text.

	transaksional dengan guru dan teman.	
3.	4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) .	4.11.1.1 Circling the best answer by selecting the options given correctly based on the spoken personal recount text entitled “The Bookmobile”. 4.11.1.2 Deciding whether the statements are true or false by circling the letter (T) or (F) based on the spoken personal recount text entitled “The Bookmobile”.

C. Learning Objective

- 1.1.1 Students are able to show the seriousness in teaching and learning process.
- 2.2.1 Students are able to show **honesty, discipline, and responsibility** in discussing spoken personal recount text.
- 4.11.1.1 Students are able to circle the best answer by selecting the options given correctly based on the spoken personal recount text entitled “The Bookmobile”.
- 4.11.1.2 Students are able to decide whether the statements are true or false by circling the letter (T) or (F) based on the spoken personal recount text entitled “The Bookmobile”.

D. Learning Material : Enclosed

E. Learning Method

Approach : Scientific Approach

Method : Question-Answer, Discussion

F. Media, Instrument, and Resource

Media	1. Experimental group: Video 2. Control group : Pictures
Instrument	Laptop, LCD projector, Speaker
Resource	https://www.youtube.com/watch?v=11OvHcgh-E4

G. Teaching and Learning Activity

Experimental Group	Control group	Time
<p>Set Induction Pre-viewing activities:</p> <ul style="list-style-type: none"> - Students sit on their own seat while teacher prepares the instruments. - Students respond to the teacher's greeting. - Students pray before starting studying. - Students respond when teacher checks the attendance list. - Students answer some leading questions (Enclosed). - Students listen to the objective of the lesson that is explained by the teacher. 	<p>Set Induction Pre-listening activities:</p> <ul style="list-style-type: none"> - Students sit on their own seat while teacher prepares the instruments. - Students respond to the teacher's greeting. - Students pray before starting studying. - Students respond when teacher checks the attendance list. - Students answer some leading questions (Enclosed). - Students listen to the objective of the lesson that is explained by the teacher. 	15'
<p>Main Activity</p> <ul style="list-style-type: none"> - Students listen to the teacher's short explanation about recount text. - Students observe the exercise given by the teacher. - With teacher's guidance, students ask questions which are related to the topic and the exercise. <p>While-viewing activities:</p> <ul style="list-style-type: none"> - Students answer the multiple choice questions by circling the best answer based on the video that played twice. - Students decide whether the statements are true or false by circling the letter (T) or (F) based on the video that played twice. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> - With teacher's guidance, students swap their worksheet. 	<p>Main Activity</p> <ul style="list-style-type: none"> - Students listen to the teacher's short explanation about recount text. - Students observe the exercise given by the teacher. - With teacher's guidance, students ask questions which are related to the topic and the exercise. <p>While-listening activities:</p> <ul style="list-style-type: none"> - Students answer the multiple choice questions by circling the best answer based on the recording and pictures that played twice. - Students decide whether the statements are true or false by circling the letter (T) or (F) based on the recording and pictures that played twice. <p>Post-listening activities:</p> <ul style="list-style-type: none"> - With teacher's guidance, students swap their worksheet. 	55'

- Students discuss the answer together with the teacher. - Students rate their friends' worksheet.	- Students discuss the answer together with the teacher. - Students rate their friends' worksheet.	
Closure - Students give conclusion about the materials have been discussed. - Students say hamdalah together. - Students answer the teacher's salam.	Closure - Students give conclusion about the materials have been discussed. - Students say hamdalah together. - Students answer the teacher's salam.	10'

H. Assessment

1. Behavioral Assessment

Technique: Observation

Instrument: Attitude Journal

A. Filling Instruction

Scoring the students' behavior by giving the score of 4,3,2, or 1 on the observation sheet.

Note:

Score 4: Always do the aspect being observed.

Score 3: Often do the aspect being observed.

Score 2: Seldom do the aspect being observed.

Score 1: Never do the aspect being observed.

B. Observation Sheet

OBSERVATION SHEET

Class/Semester : VIII/2

Academic year : 2017/2018

Aspect scored : Showing honesty, discipline, and responsibility in teaching and learning process.

Indicators :

1. Doing all the task without cheating.
2. Doing all the task given by the teacher.
3. Doing all the work that becomes their responsibility.

No.	Students' Name	Score			Sum	Final Score
		1	2	3		
1.						
2.						
3.						
4.						
5.						

C. Final Score Formula

$$\text{Final Score} = \frac{\text{Gotten Score}}{12} \times 4$$

The students' behavioral assessment category based on the Permendikbud No. 81A in 2013, as follows.

Very good : Final score : 3, $66 < \text{Final score} \leq 4, 00$

Good : Final score : 2, $66 < \text{Final score} \leq 3, 33$

Average : Final score : 1, $66 < \text{Final score} \leq 2, 33$

Poor : Final score : $1 < \text{Final score} \leq 1, 33$

2. Skill Assessment

Technique: Listening test (Enclosed)

Instrument: Scoring rubric

Table of Specification

Part	Specific Information	General Information
Multiple choice	1,2,3,4,7,8	5,6,9,10
True / False	1,3,4	2,5

Scoring rubric

Type of Test	Total Number of Test Item	Score of Each Right Item	Total Score
Multiple choice	10	8	80
True / False	5	4	20
TOTAL			100

Teacher Trainee,

Siti Komariah
140210401019

APPENDIX**A. Leading Questions:**

1. Does anyone like reading books?
2. What kind of books do you like to read?
3. How do you feel after reading a book?
4. In your opinion, what does a book mean to you?
5. Can you guess what today's topic is?

B. Recount Text

- The Purpose of Recount Text:

Recount text is a text which retells events or experience that happened in the past.

- Generic Structure:

Orientation => Introducing the participants, place, and time

Event => Describing series of events that happened in the past

Re-orientation => Stating personal comment about the event (optional)

- Language Feature:

Using simple past tense: The conditions were pretty terrible

Using specific participant: I, my, etc.

Using adjectives: pretty, heavy, neat, etc.

Using conjunction: first, then, next, etc.

Using action verb: fight, ride, read, etc.

C. Material:

Listening transcript:





“The Bookmobile”

The conditions were pretty terrible. I once told someone that I learned to fight with a knife long before I learned how to ride a bicycle. And when you are grinding day after day after day, there is no room in you for hope. You don't even know it exists. There's nothing to aspire to except filling your hungry belly. That's how I was raised. When I was 12, a bookmobile came to the fields. And you have to understand that I wasn't allowed to have books, because books are heavy, and when you're moving a lot you have to keep things just as minimal as possible. So when I first saw this big vehicle on the side of the road, and it was filled with books, I immediately stepped back. Fortunately when the staff member saw me, kind of waved me in, said "These are books, and you can take one home." I'm like, "What's the catch?" And he explained to me there was no catch. Then he asked me what I was interested in. And the night before the bookmobile had come, in the camps, there was an elder who was telling us about the day that Mount Rainier blew up. So I told the bookmobile person that I was a little nervous about the mountain blowing up. And he said to me "The more you know about something, the less you will fear it." and he gave me a book about volcanoes. And then I saw a book about dinosaurs. I said "Oh that looks neat." So he gave me a book about dinosaurs. And I took them home, and I devoured them. I didn't just read them, I devoured them. And I came back in two weeks and had more questions. And he gave me more books and that started it. That taught me that hope was not just a word. And it gave me the courage to leave the camps. That's where the books made the difference. By the time I was 15, I knew there was a world outside of the camps. I believed I could find a place in it. And I did.

(<https://www.youtube.com/watch?v=11OvHcgh-E4>)

D. Exercises

Name :
Number :
Class :

I. Circle the best answer for the following questions!

1. What did Storm Reyes say about her living conditions at that time?
 - a. It was unbelievable
 - b. It was untouchable
 - c. It was terrible
 - d. It was incredible
2. What was Storm's opinion about hope?
 - a. She believed it exist
 - b. She did not believe it
 - c. She knew it exist
 - d. She had room for it
3. How old was Storm when the bookmobile came to the field?
 - a. When she was 2
 - b. When she was 10
 - c. When she was 11
 - d. When she was 12
4. Why was Storm not allowed to have books?
 - a. Because they were light
 - b. Because they were heavy
 - c. Because they were dirty
 - d. Because they were flimsy
5. What did the staff member of the bookmobile do when he saw Storm?
 - a. Invited her in
 - b. Forced her in
 - c. Kicked her in
 - d. Dragged her in
6. How much did Storm spend for the books?
 - a. She spent all of her money
 - b. She spent a lot of money
 - c. She spent everything
 - d. She spent nothing
7. What made Storm little nervous?
 - a. Bomb blew up
 - b. Grenade blew up
 - c. Stove blew up
 - d. Mountain blew up
8. What kind of books did she borrow?
 - a. Volcanoes
 - b. Dinosaurs
 - c. Volcanoes and Dinosaurs
 - d. Mountains
9. How long did she borrow the books?
 - a. Two days
 - b. Two weeks
 - c. Two months
 - d. Two years
10. What did she do when she was 15 years old?
 - a. She stayed at the camps
 - b. She played at the camps
 - c. She built the camps
 - d. She left the camps

II. Decide whether the following sentences are True (T) or False (F) by circling the letter!

1. T – F : Storm Reyes learned to ride a bicycle long before she learned how to fight with a knife.
2. T – F : When she was a child, Storm Reyes lived nomadically.
3. T – F : At the end, books made her believe that hope does exist.
4. T – F : Books gave her no courage to leave the camps.
5. T – F : The moral value that we can get is that books are the windows of the world that cannot change human's life.

☺GOOD LUCK☺

ANSWER KEY

I. Multiple Choice

- | | |
|------|-------|
| 1. C | 6. D |
| 2. B | 7. D |
| 3. D | 8. C |
| 4. B | 9. B |
| 5. A | 10. D |

II. True / False

1. F
2. T
3. T
4. F
5. F

APPENDIX M

LESSON PLAN

(Meeting 2)

School	: SMPN 12 JEMBER
Subject	: English
Class/Semester	: VIII / Even
Language Skill	: Listening
Genre	: Recount text
Theme	: "Uncomfortable with my skin color"
Time Allocation	: 2 X 40 Minutes

A. Core Competence

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

No.	Basic Competence	Indicator(s)
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional.	1.1.1 Showing the seriousness in teaching and learning process.
2.	2.2 Menghargai perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	2.2.1 Showing honesty, discipline, and responsibility in discussing spoken personal recount text.

	transaksional dengan guru dan teman.	
3.	4.11.1 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>) .	4.11.1.1 Circling the best answer by selecting the options given correctly based on the spoken personal recount text entitled “Uncomfortable with My Skin Color”. 4.11.1.2 Deciding whether the statements are true or false by circling the letter (T) or (F) based on the spoken personal recount text entitled “Uncomfortable with My Skin Color”.

C. Learning Objective

1.1.2 Students are able to show the seriousness in teaching and learning process.

2.2.1 Students are able to show **honesty, discipline, and responsibility** in discussing spoken personal recount text.

4.11.1.1 Students are able to circle the best answer by selecting the options given correctly based on the spoken personal recount text entitled “Uncomfortable with My Skin Color”.

4.11.1.2 Students are able to decide whether the statements are true or false by circling the letter (T) or (F) based on the spoken personal recount text entitled “Uncomfortable with My Skin Color”.

D. Learning Material : Enclosed

E. Learning Method

Approach : Scientific Approach

Method : Question-Answer, Discussion

F. Media, Instrument, and Resource

Media	3. Experimental group: Video 4. Control group : Pictures
Instrument	Laptop, LCD projector, Speaker
Resource	https://www.youtube.com/watch?v=6TF1apnfXmw

G. Teaching and Learning Activity

Experimental Group	Control group	Time
<p>Set Induction Pre-viewing activities:</p> <ul style="list-style-type: none"> - Students sit on their own seat while teacher prepares the teaching instruments. - Students respond to the teacher's greeting. - Students pray before starting studying. - Students respond when teacher checks the attendance list. - Students answer some leading questions (Enclosed). - Students listen to the objective of the lesson that is explained by the teacher. 	<p>Set Induction Pre-listening activities:</p> <ul style="list-style-type: none"> - Students sit on their own seat while teacher prepares the teaching instruments. - Students respond to the teacher's greeting. - Students pray before starting studying. - Students respond when teacher checks the attendance list. - Students answer some leading questions (Enclosed). - Students listen to the objective of the lesson that is explained by the teacher. 	15'
<p>Main Activity</p> <ul style="list-style-type: none"> - Students review material about recount text. - Students observe the exercise given by the teacher. - With teacher's guidance, students ask questions which are related to the topic and the exercise. <p>While-viewing activities:</p> <ul style="list-style-type: none"> - Students answer the multiple choice questions by circling the best answer based on the video that played twice. - Students decide whether the statements are true or false by circling the letter (T) or (F) based on the video that played twice. <p>Post-viewing activities:</p> <ul style="list-style-type: none"> - With teacher's guidance, students swap their worksheet. 	<p>Main Activity</p> <ul style="list-style-type: none"> - Students review material about recount text. - Students observe the exercise given by the teacher. - With teacher's guidance, students ask questions which are related to the topic and the exercise. <p>While-listening activities:</p> <ul style="list-style-type: none"> - Students answer the multiple choice questions by circling the best answer based on the recording and pictures that played twice. - Students decide whether the statements are true or false by circling the letter (T) or (F) based on the recording and pictures that played twice. <p>Post-listening activities:</p> <ul style="list-style-type: none"> - With teacher's guidance, students swap their worksheet. 	55'

- Students discuss the answer together with the teacher. - Students rate their friends' worksheet.	- Students discuss the answer together with the teacher. - Students rate their friends' worksheet.	
Closure - Students give conclusion about the materials have been discussed. - Students say hamdalah together. - Students answer the teacher's salam.	Closure - Students give conclusion about the materials have been discussed. - Students say hamdalah together. - Students answer the teacher's salam.	10'

H. Assessment

1. Behavioral Assessment

Technique: Observation

Instrument: Attitude Journal

A. Filling Instruction

Scoring the students' behavior by giving the score of 4,3,2, or 1 on the observation sheet.

Note:

Score 4: Always do the aspect being observed.

Score 3: Often do the aspect being observed.

Score 2: Seldom do the aspect being observed.

Score 1: Never do the aspect being observed.

B. Observation Sheet

OBSERVATION SHEET

Class/Semester : VIII/2

Academic year : 2017/2018

Aspect scored : Showing honesty, discipline, and responsibility in teaching and learning process.

Indicators :

4. Doing all the task without cheating.
5. Doing all the task given by the teacher.
6. Doing all the work that becomes their responsibility.

No.	Students' Name	Score			Sum	Final Score
		1	2	3		
1.						
2.						
3.						
4.						
5.						

C. Final Score Formula

$$\text{Final Score} = \frac{\text{Gotten Score}}{12} \times 4$$

The students' behavioral assessment category based on the *Permendikbud No. 81A in 2013*, as follows.

Very good : Final score : 3, $66 < \text{Final score} \leq 4, 00$

Good : Final score : 2, $66 < \text{Final score} \leq 3, 33$

Average : Final score : 1, $66 < \text{Final score} \leq 2, 33$

Poor : Final score : $1 < \text{Final score} \leq 1, 33$

2. Skill Assessment

Technique: Listening test (Enclosed)

Instrument: Scoring rubric

Table of Specification

Part	Specific Information	General Information
Multiple choice	1,2,4,6,7,9,10	3,5,8
True / False	3,4	1,2,5

Scoring rubric

Type of Test	Total Number of Test Item	Score of Each Right Item	Total Score
Multiple choice	10	8	80
True / False	5	4	20
TOTAL			100

Teacher Trainee,

Siti Komariah
140210401019

APPENDIX**A. Leading Questions:**

1. Does anyone know what diversity is?
2. Can anyone give example of diversity?
3. When talking about race, what kind of difference do you think is most visible?
4. How many skin colors do you know?
5. Can you guess what today's topic is?

B. Material:

Listening transcript:

**“Uncomfortable with My Skin Color”**

Ever since I was little, I kinda knew that I wasn't the ideal skin tone for the world. I'm African-American and I'm not just, you know your typical African-American. I am extremely dark and it's always somewhat been a problem. I've gotten bullied about being dark by people at my school, family members, people in stores, and don't get me started on when I go to nail salons and they told me that the nail color doesn't necessarily go with my skin tone and that I should pick a darker shade. All my life, people have called me nighttime, asphalt, they called me ultra black and it honestly hurt me because I honestly thought that I would never be good

enough just because of my skin tone. I remember seeing a can of paint in my aunt's room and it just so happened to be white paint. And that kind of struck the idea that when I'm older I'll just paint myself white and put on a blonde wig and nobody will know. when I was in the seventh grade I ended up thinking that I was never gonna find a boyfriend just because of my skin tone, and that I necessarily wasn't good enough for anybody because of my skin tone, and it's pretty sad that I have to think that. Because ever since I was little I would look on TV and I would never see people of my color. I am 14 years old and it took me, I'd say 13 years to come to terms with my skin color and to appreciate my skin color. And for anybody out there who is fighting this just like me, no matter what, you are a beautiful human being. Pimples, skin tone, weight, that doesn't define you. Beauty is beyond the surface.

<https://www.youtube.com/watch?v=6TF1apnfXmw>

C. Exercises

Name :
 Number :
 Class :

I. Circle the best answer for the following questions!

1. The girl thought that her skin tone was.....
 - a. Ideal
 - b. Quite ideal
 - c. Very ideal
 - d. Not ideal
2. What kind of race does the girl belong to?
 - a. African
 - b. American
 - c. African-American
 - d. Caucasian
3. What makes the girl different from other African-American people?
 - a. She is black
 - b. She is very black
 - c. She is white
 - d. She is very white
4. What did people do to the girl at her school?
 - a. They loved her
 - b. They cared about her
 - c. They bullied her
 - d. They hated her
5. What did people call her? Except.....
 - a. Night time
 - b. Blackie
 - c. Ultra black
 - d. Asphalt
6. How did the girl feel when people called her names?
 - a. She was happy
 - b. She was proud
 - c. She was hurt
 - d. She was satisfied

7. What did the girl want to do with the paint? She wanted to.....
 - a. Paint her shelf
 - b. Paint her self
 - c. Paint her sleeve
 - d. Paint her sheet
8. How many boyfriend did the girl have when she was at the seventh grade?
 - a. Only one
 - b. Two
 - c. Three
 - d. Not even one
9. Did the girl find people with the same skin color on TV?
 - a. She did
 - b. She always did
 - c. She ever did
 - d. She never did
10. How long does it take her to accept her skin color?
 - a. 11 years
 - b. 12 years
 - c. 13 years
 - d. 14 years

II. Decide whether the following sentences are True (T) or False (F) by circling the letter!

1. T – F : The girl’s skin tone is not common.
2. T – F : People love the girl’s skin tone.
3. T – F : The girl was not free to choose whatever color she likes for her nails.
4. T – F : The girl found a can of white paint in her room and tried to paint herself white.
5. T – F : According to the girl, all human beings are beautiful in spite of having so many flaws because beauty is not only seen from the physical appearance.

☺GOOD LUCK☺

ANSWER KEY

I. Multiple Choice

- | | |
|------|-------|
| 1. D | 6. C |
| 2. C | 7. B |
| 3. B | 8. D |
| 4. C | 9. D |
| 5. B | 10. C |

II. True / False

1. T
2. F
3. T
4. F
5. T

APPENDIX N**POST TEST**

Name :
Number :
Class :
Time : 60 minutes

I. Circle the best answer for the following questions based on the recording!

1. What did James see as he climbed up on the lumber stack?
 - a. Light school
 - b. Bright school
 - c. White school
 - d. Night school
2. What are the facilities of white school mentioned by James?
 - a. Band and orchestra
 - b. Circus and football team
 - c. Football team and basketball team
 - d. Band and football team
3. What was James' opinion about white school at that time?
 - a. It was a dream school
 - b. It was an ugly school
 - c. It was a dirty school
 - d. It was a small school
4. How many rooms were there at James' school?
 - a. Only one
 - b. Two
 - c. Four
 - d. Five
5. Where were James' school toilets located?
 - a. Inside
 - b. Outside
 - c. Beside
 - d. Upside
6. What happened to the black population at that town?
 - a. Increased
 - b. Decreased
 - c. Raised
 - d. Upgraded
7. What was his mother's position at the school?
 - a. Principal
 - b. Teacher
 - c. Janitor
 - d. Everything
8. Why did all of the black family leave the town?
 - a. They wanted to
 - b. They needed to
 - c. They were forced to
 - d. They wished to
9. How did they go to the school that day?
 - a. By airplane
 - b. By helicopter
 - c. By station wagon
 - d. By motorcycle
10. What made a deep hole?
 - a. The station wagon
 - b. The school
 - c. The bulldozer
 - d. James' mother
11. What did the bulldozer do to James' school?
 - a. Dragged it to the hole
 - b. Yanked it to the hole
 - c. Pushed it to the hole
 - d. Pulled it out from the hole

12. What happened to James' school?
 - a. Buried
 - b. Burned
 - c. Damaged
 - d. Sunk
13. Will James forget about what had happened?
 - a. Never
 - b. Ever
 - c. He will
 - d. He wants to
14. What is Sheridan, Arkansas?
 - a. Blue town
 - b. Grey town
 - c. Black town
 - d. White town
15. How do you think of James' feeling at that moment?
 - a. Sorrowful
 - b. Joyful
 - c. Cheerful
 - d. Grateful

II. Decide whether the following sentences are True (T) or False (F) by circling the letter based on the recording!

1. T – F : When he was a child, James used to climb up on the lumber stack to look over the white school.
2. T – F : The white school was huge and had good facilities.
3. T – F : James' school was a good school with many classroom and complete facilities.
4. T – F : From time to time, more and more black people are living in Sheridan, Arkansas.
5. T – F : James and his mother are the last black family who lived in Sheridan, Arkansas.
6. T – F : James' mother has made every effort to save their school.
7. T – F : A bulldozer came and dug a deep hole to build James' school.
8. T – F : James' school stayed until the end.
9. T – F : That bad experience happened to James when he was a teenager.
10. T – F : James was a black child who once lived in a white town.

☺GOOD LUCK☺

ANSWER KEY

I. Multiple Choice

- | | | |
|------|-------|-------|
| 1. C | 6. B | 11. C |
| 2. D | 7. D | 12. A |
| 3. A | 8. C | 13. A |
| 4. B | 9. C | 14. D |
| 5. B | 10. C | 15. A |

II. True / False

- | | | |
|------|------|-------|
| 1. T | 5. T | 9. F |
| 2. T | 6. T | 10. T |
| 3. F | 7. F | |
| 4. F | 8. F | |

Table of Specification

Part	Specific Information	General Information
Multiple choice	1,2,4,5,7,8,9,10,11,13,14	3,6,12,15
True / False	1,2,5,9	3,4,6,7,8,10

Scoring rubric

Type of Test	Total Number of Test Item	Score of Each Right Item	Total Score
Multiple choice	20	3,5	70
True / False	20	1,5	30
TOTAL			100

Transcript:

School's Out

As a child, I would climb up on the lumber stack and look over at the white school. Huge school with a band, football team, everything that you could imagine. And on our side, here we were, with our two-room school, outdoor toilets and two teachers. And gradually as the black population in town began to go down, that left my mother there at the school as the principal, the janitor, whatever was needed, she had to do everything. And, as long as there was one black child left in town, they had to keep the school open. So 10, 9, 8, mother was there till the last child, the last family, was forced out of town. So I remember one day, mother and I got in the old station wagon because mother had heard that the school was going to be torn down. We went inside the school, we got whatever records we could find; we put them in the back of the station wagon. Then, a big bulldozer came and dug a deep hole, and after digging this deep hole, just pushed our beloved school in the hole and covered it up, and it was as though it was never there. Years later, when I was in graduate school and people would talk about urban renewal, I had a particular perspective. To me, urban renewal meant they'll dig a deep hole and push your school, cover it up and it will be like the school never existed or you never existed. I'll never forget those days. Even today, this town of Sheridan, Arkansas is an all-white town. And if you ever have an opportunity to go through that town, drive very slowly.

(<https://www.youtube.com/watch?v=ShdY37Dq5bE>)

APPENDIX O. The Listening Post-test Scores

No.	Experimental Group		Control Group	
	Name	Score	Name	Score
1	AN	68	AVW	55
2	AGES	75	AD	80
3	AGR	53	ABA	73
4	AND	53	ADP	68
5	ARS	68	AZY	65
6	AIT	53	ACD	58
7	ARF	68	AA	
8	CCD	68	ADN	65
9	DDDK	85	AMEL	53
10	DAF	68	BFP	
11	EFS	75	DFR	65
12	FASP	68	DGD	
13	FA	68	ERN	
14	FP	53	FDM	58
15	FR	65	FLD	65
16	FA	85	FPNS	53
17	GHF	60	GARB	55
18	ILP	65	HHA	53
19	MRAA	68	IF	80
20	MRAL	85	KRS	53
21	MMR		MRRY	53
22	MSF	65	MHBPI	68
23	MANR	88	MAM	88
24	NAU	88	MHCS	75
25	NAPM	73	MRW	63
26	PW	53	NRP	80
27	RBR	85	NSK	75
28	RPH	68	PDA	68
29	RH	60	RN	55
30	SRS		RNM	55
31	SNA	75	RF	58
32	TAB	65	RSB	60
33	WAF	88	SNHB	60
34	WAE	75	TS	55
35	ZF	65	TNS	50
36	ZHI	85	TFPN	73
37			WDM	60

APPENDIX P. The Output of Post Test

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Score Experimental Group	34	70.12	11.025	1.891
Control Group	33	63.48	9.928	1.728

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
								95% Confidence Interval of the Difference		
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper	
Score	Equal variances assumed	.188	.666	2.585	65	.012	6.633	2.566	1.509	11.757
	Equal variances not assumed			2.589	64.643	.012	6.633	2.562	1.516	11.749

APPENDIX Q. The Permission Letter for Conducting the Research

KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS JEMBER
Jalan Kalimantan 37 Kampus Tegalboto Kotak Pos 159 Jember 68121
Telepon (0331)-330224, 334267, 337422, 333147 * Faximile (0331)-339029
Laman : www.unej.ac.id

Nomor : **1185** /UN25.1.5 / LT / 2018
Lampiran : -
Perihal : Permohonan Izin Penelitian

07 FEB 2018

Yth. Kepala SMPN 12
Jember

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

Nama : Siti Komariah
NIM : 140210401019
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan Penelitian di Sekolah yang Saudara pimpin dengan judul: "The Effect of Using Video on the Eighth Grade Students' Listening Comprehension Achievement in an EFL Classroom".

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik kami sampaikan terimakasih.



Prof. Dr. Suratno, M.Si
NIP. 19670625 199203 1 003

APPENDIX R. The Post Test Result of the Experimental Group

Name : Nadia Aulia Vlfah
 Number : 29
 Class : VIII C



I. Circle the best answer for the following questions!

1. What did James see as he climbed up on the lumber stack?
 - a. Light school
 - b. Bright school
 - c. White school
 - d. Night school
2. What are the facilities of white school mentioned by James?
 - a. Band and orchestra
 - b. Circus and football team
 - c. Football team and basketball team
 - d. Band and football team
3. What was James' opinion about white school at that time?
 - a. It was a dream school
 - b. It was an ugly school
 - c. It was a dirty school
 - d. It was a small school
4. How many rooms were there at James' school?
 - a. Only one
 - b. Two
 - c. Four
 - d. Five
5. Where were James' school toilets located?
 - a. Inside
 - b. Outside
 - c. Beside
 - d. Upside
6. What happened to the black population at that town?
 - a. Increased
 - b. Decreased
 - c. Raised
 - d. Upgraded
7. What was his mother's position at the school?
 - a. Principal
 - b. Teacher
 - c. Janitor
 - d. Everything
8. Why did all of the black family leave the town?
 - a. They wanted to
 - b. They needed to
 - c. They were forced to
 - d. They wished to
9. How did they go to the school that day?
 - a. By airplane
 - b. By helicopter
 - c. By station wagon
 - d. By motorcycle
10. What made a deep hole?
 - a. The station wagon
 - b. The school
 - c. The bulldozer
 - d. James' mother
11. What did the bulldozer do to James' school?
 - a. Dragged it to the hole
 - b. Yanked it to the hole
 - c. Pushed it to the hole
 - d. Pulled it out from the hole
12. What happened to James' school?
 - a. Buried
 - b. Burned
 - c. Damaged
 - d. Sunk

$$\begin{array}{r}
 13 \times 5 = 65 \\
 22,5 \\
 \hline
 87,5
 \end{array}$$

APPENDIX S. The Post Test Result of the Control Group

Name : M. HABIBA C.S
 Number : 29
 Class : VIII A

75

I. Circle the best answer for the following questions!

1. What did James see as he climbed up on the lumber stack?
 - a. Light school
 - b. Bright school
 - c. White school
 - d. Night school
2. What are the facilities of white school mentioned by James?
 - a. Band and orchestra
 - b. Circus and football team
 - c. Football team and basketball team
 - d. Band and football team
3. What was James' opinion about white school at that time?
 - a. It was a dream school
 - b. It was an ugly school
 - c. It was a dirty school
 - d. It was a small school
4. How many rooms were there at James' school?
 - a. Only one
 - b. Two
 - c. Four
 - d. Five
5. Where were James' school toilets located?
 - a. Inside
 - b. Outside
 - c. Beside
 - d. Upside
6. What happened to the black population at that town?
 - a. Increased
 - b. Decreased
 - c. Raised
 - d. Upgraded
7. What was his mother's position at the school?
 - a. Principal
 - b. Teacher
 - c. Janitor
 - d. Everything
8. Why did all of the black family leave the town?
 - a. They wanted to
 - b. They needed to
 - c. They were forced to
 - d. They wished to
9. How did they go to the school that day?
 - a. By airplane
 - b. By helicopter
 - c. By station wagon
 - d. By motorcycle
10. What made a deep hole?
 - a. The station wagon
 - b. The school
 - c. The bulldozer
 - d. James' mother
11. What did the bulldozer do to James' school?
 - a. Dragged it to the hole
 - b. Yanked it to the hole
 - c. Pushed it to the hole
 - d. Pulled it out from the hole
12. What happened to James' school?
 - a. Buried
 - b. Burned
 - c. Damaged
 - d. Sunk

$$10 \times 5 = 50$$

$$\frac{25}{75} = F$$

**APPENDIX T. The Statement Letter for Accomplishing the Research from
smpn 12 Jember**

	PEMERINTAH KABUPATEN JEMBER DINAS PENDIDIKAN SMP NEGERI 12 JEMBER	
Jl. Kh. Wahid Hasyim No. 16 Telp. (0331) 424526 Jember		
<hr/>		
SURAT KETERANGAN Nomor : 421.6/ 50 /413.01.20523885/2018		
Yang bertanda tangan di bawah ini kepala SMP Negeri 12 Jember dengan ini menerangkan bahwa :		
Nama	: SITI KOMARIAH	
NIM	: 140210401019	
Fakultas/Prody	: FKIP/Pend. Bahasa Inggris	
Universitas	: Universitas Jember	
<p>Bahwa nama tersebut di atas telah melaksanakan penelitian pada tanggal 19 – 29 Maret 2018 dengan judul penelitian <i>“The Effect of Using Video on the Eighth Grade Student’ Listening Comprehension Achievement in an EFL Classroom”</i>.</p> <p>Demikian surat keterangan ini dibuat dengan sebenarnya, untuk dipergunakan sebagaimana mestinya.</p>		
<p>Jember, 31 Maret 2018 Kepala Sekolah DINAS PENDIDIKAN SMP NEGERI 12 SEKOLAH MENGENG PERTAMA NEGERI JEMBER EDIK KRISTYONO, S.Pd. NIP. 19690418 199302 1 002</p> 		