



**THESIS**

**By**

**Herdy Baskara Jannata**

**140210401074**

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

**2019**



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

**THESIS**

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

**By**

**Herdy Baskara Jannata**

**140210401074**

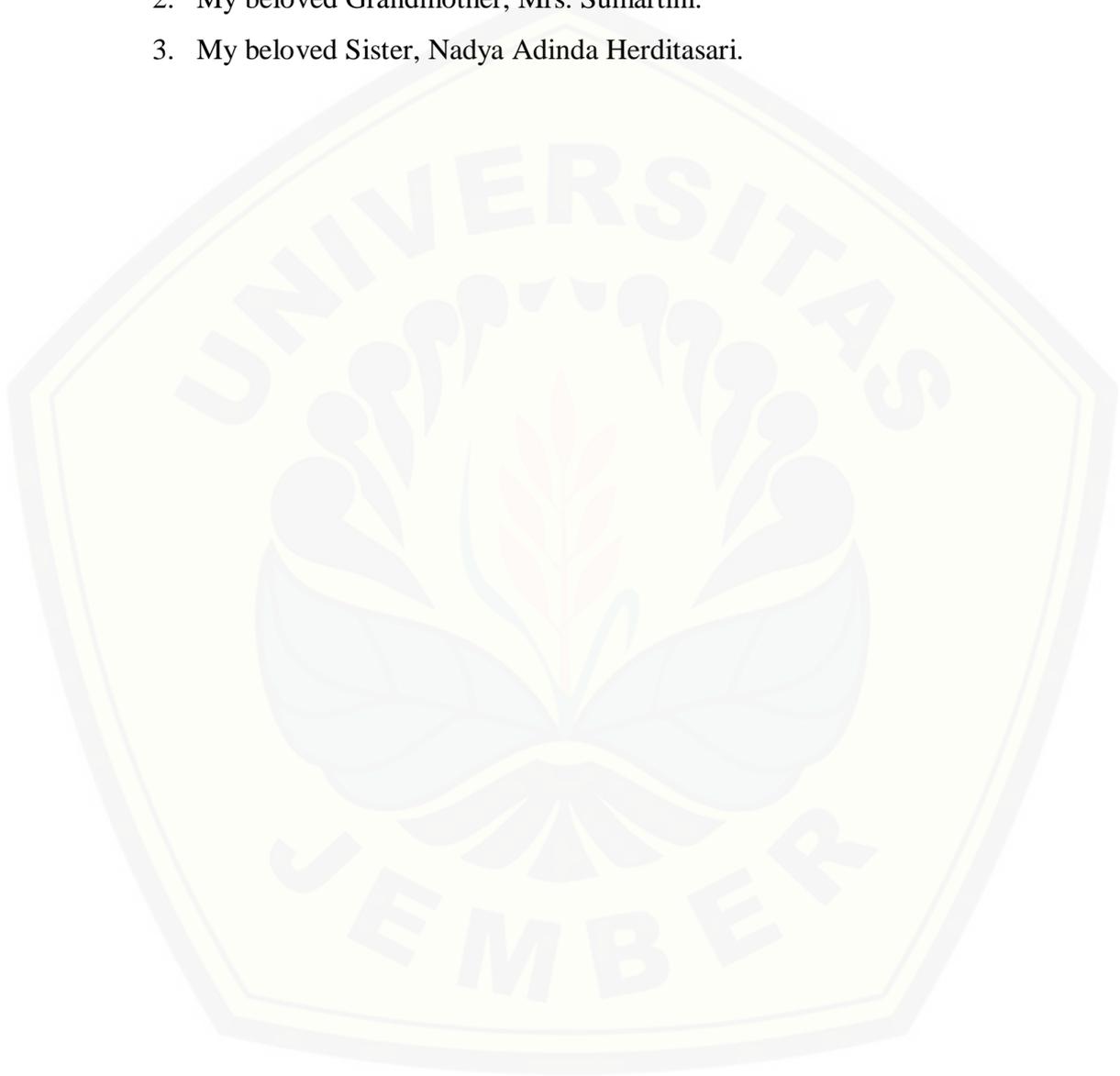
**ENGLISH LANGUAGE EDUCATION PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
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**2019**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Mr. Heru Triyono, S.P and Mrs. Dyah Prabawati, S.P
2. My beloved Grandmother, Mrs. Sumartini.
3. My beloved Sister, Nadya Adinda Herditasari.



**APPROVAL SHEET**

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**THESIS**

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

Name : Herdy Baskara Jannata  
Identification Number : 140210401074  
Level : 2014  
Department : Language and Arts Education  
Study Program : English Education  
Place and Date of Birth : Jember, June 20<sup>th</sup>, 1994

Approved by:

Consultant I,

Consultant II,

**Dra. Wiwiek Eko Bindarti, M.Pd.**  
**NIP. 19561214 198503 2 001**

**Dra. Made Adi Andayani T, M.Ed**  
**NIP. 19630323 198902 2 001**

**APPROVAL OF THE EXAMINATION COMMITTEE**

This thesis has been approved and accepted by Faculty of Teacher Training and Education, Jember University on :

Day :  
Date :  
Place : Faculty of Teacher Training and Education

**Examiner Committee:**

The Chairperson,

The Secretary,

**Dra. Siti Sundari, M.A.**  
NIP. 19581216 198802 2 001

**Dra. Made Adi Andayani T, M.Ed**  
NIP. 19630323 198902 2 001

Member I,

Member II,

**Dra. Wiwiek Eko Bindarti, M.Pd**  
NIP. 19561214 198503 2 001

**Drs. Erfan, M. Pd.**  
NIP. 19670110 199403 1 008

Acknowledgement by  
The Faculty of Teacher Training and Education  
The Dean

**Prof. Drs. Dafik, M.Sc., Ph.D.**  
NIP. 196808021993031004

**STATEMENT OF THESIS AUTHENTICITY**

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

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

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Jember, 7 January 2019

**Herdy Baskara Jannata**  
**140210401074**

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

Jember, 7 January 2019

The writer

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## SUMMARY

**The Effect of Using Video on Senior High School Students' Listening Comprehension Achievement; Herdy Baskara Jannata; 140210401074; 2019; 94 pages; English Language Education Study Program, Language and Arts Department, the Faculty of Teacher Training and Education, Jember University.**

Listening is one of the four English language skills which play an important role in mastering all the English skills. According to Ross (2006), it is important for everyone to have the ability to listen well because listening plays a significant role in acquiring language and in the process of communication. Learners who learn English as a second or foreign language should learn listening skill at the initial stage of language learning in the same manner as a child learns a mother language (Buck, 2001). In fact, Indonesia is a country where English is just a foreign language and in Indonesia students just learn English in limited time at school. Because of that, students often have difficulty when they learn English especially in listening skill. Sometimes the students cannot understand about the topic of the listening as they cannot keep their focus as they cannot imagine the situation or the appearance of the object on the spoken text.

Related to that condition, the English teachers need the new way or a medium of instruction to help the students in teaching and learning listening process. Therefore, the researcher considered the use of video as the appropriate medium of instruction in teaching listening comprehension skill. As the use of video provides realistic situations in the real life (Wang, 2014). That makes the students open their prior knowledge and relate with the picture the video to get the information. The video also helps the students to keep their attention in the process of teaching listening comprehension and that does not happen when the students learn listening comprehension by using video.

This experimental study was conducted in order to investigate the effect of using video on the tenth grade students' listening comprehension achievement at MAN 1 Jember. The population of the research was four classes of the tenth grade at MAN 1 Jember X MIPA 1 to X MIPA 4. From the result of homogeneity test by using ANOVA, It was known that the population was homogeneous. Thus,

researcher chose two classes as participants and both classes were chosen by using lottery. Class X MIPA 1 as was control class and X MIPA 3 was as experimental class. The X MIPA 1 was taught by using audio and X MIPA 3 was taught by using video. The total number of the participants was 60 students, 35 students were control class (X MIPA) 1 and 25 students were experimental class (X MIPA 3).

The primary data of the research was collected from the students' scores of listening comprehension achievement test, while the supporting data were gained through interview and documentation. The listening comprehension achievement test was collected from the post-test which was done to compare both the experimental and the control classes after the treatment. Then, the scores were analyzed by using Independent samples t-test in SPSS computing system. Based on the result of the analysis, the value of significance was 0.001 which was lower than 0.05 with the significance interval 95%. Thus, it could be concluded that the use of video affected the students' listening comprehension achievement. Therefore, the alternative hypothesis formulated: "there is a significant effect of using video on Senior High School students' listening comprehension achievement" was accepted.

The research result proved that there was an effect of using video on senior high school students' listening comprehension achievement. Therefore, the alternative research hypothesis saying that: there is a significant effect of using video on senior high school students, was accepted. So that, it is recommended for the English teachers at MAN 1 Jember to use video as an effective medium of instruction in teaching listening comprehension. The researcher also hopes that the result of this research will be used as information and empirical data to conduct a further research with different research design, such as a classroom action research to improve the students' listening comprehension achievement by using video in teaching and learning process or using the same research design on the effect of using video on different kinds of text genre such as : narrative, recount, and report texts; or using the same research design on students' speaking skill.

## CHAPTER 1. INTRODUCTION

This chapter explains some aspects dealing with the topic of the research. They are research background, research problem, research objective and research significance.

### 1.1 Research Background

Listening is one of the four English language skills which play an important role in mastering all English skills. It is important for everyone to have the ability to listen well because listening plays a significant role in acquiring language and in the process of communication (Ross, 2006). Learners who learn English as a second or foreign language should learn listening skill at the initial stage of language learning in the same manner as a child learns a mother language (Buck, 2001). According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing, and reading. It means that listening is important and the first skill needed to help learners master the other language skills.

Listening has an important role in mastering language skills and in fact, English is just a foreign language in Indonesia. Students often have difficulty to understand English because they just learn English at school in limited time. That thing happened too at MAN 1 Jember. Based on the interview with the English Teacher at MAN 1 Jember, the teacher also said if the teacher at MAN 1 Jember only used audio or by reading aloud the text to teach listening. Due to that condition, teachers in Indonesia need to think about the ways in teaching, especially in teaching listening. The English teachers commonly use audio as a medium of instruction in teaching listening but the teachers also need to provide an alternative way or treatment in teaching listening to make the teaching-learning process not monotonous and boring. Thus, the teacher can take alternative media in teaching such as pictures or videos. In teaching listening, the use of video is more appropriate as the alternative medium because video also provides audios and pictures at the same time. According to Harmer (2001), Video as a teaching aid has several benefits, such as: students do not only see the language being used,

but also the expressions and gestures and cross-cultural awareness. Those reasons made some researchers conduct the researches to investigate the effect of using video on language teaching and learning process and some of them tried to concentrate on listening as the skill.

A research was done by Woottipong (2014) entitled “The Effect of Using Video Materials in the Teaching of Listening Skills for University Students” showed that the use of video to develop listening comprehension of the first-year students seemed to be effective. It could happen because the students were interested in learning English when the teacher used video as a medium of instruction in the teaching and learning process. They claimed that it was easier for them to remember and understand the material on the video. Besides, another research was done by Wang (2015) also reported that video could improve the students’ comprehensive linguistic competence, students’ cultural awareness, and aesthetic appreciation skills

Based on the explanation above, the researcher was interested in conducting a research entitled “*The Effect of Using Video on Senior High School Students’ Listening Comprehension Achievement*”.

## **1.2 Research Problem**

Based on the background above, the research problem is formulated as follows: Is there any significant effect of using video on senior high school students’ listening comprehension achievement?

## **1.3 Research Contribution**

The result of this research is expected to give theoretical contribution and practical contribution to future researchers, English teachers, and students.

### **1.3.1 For Future Researchers**

The result of this research is expected to be useful to provide information and empirical data for future researchers who will conduct a further research with a similar problem but apply different research design such as a classroom action

research to improve the students' listening comprehension achievement by using video as a medium of instruction in the teaching and learning process of listening or using the same research design but on different kind of text genre, such as narrative, recount or report text.

### **1.3.2 For the Teachers**

The result of this research is expected to be useful for the English teacher as an input and consideration to use video as a creative medium to teach listening. It aims at creating the teaching and learning process to be more interesting, enjoyable, and motivating.

### **1.3.3 For the Students**

The use of video is expected to help and motivate the students in the teaching and learning process because it can make the students easier to understand the material. Thus, the students can increase their interest in the English subject especially in learning listening skill.

## CHAPTER 2. REVIEW OF RELATED LITERATURE

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

### 2.1 Theoretical Framework

#### 2.1.1 The Definitions of Listening Comprehension

Listening is one of the four English language skills which plays an important role in mastering all English skills. It is important for everyone to have the ability to listen well because listening plays a significant role in acquiring language and in the process of communication (Ross, 2006). According to Luo (2008:25), listening is the basic way of receiving language input. That means that when people do not have good listening skill, they will face a problem to develop other language skills. The other problem is that people with bad listening skill will be difficult to understand when other people speak. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. Zhang (2001) states that there are two steps which are involved in listening comprehension. The first step is the process of receiving, memorizing, and repeating the sounds. The second step is the listeners' ability to explain the message content that is being said by the speaker. From the explanation, it can be concluded when people can understand and able to explain the content or information what is being spoken, it means that people can really comprehend what they listen.

#### 2.1.2 The Process of Listening

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

##### a. Bottom-up Process

Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic,

lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2004:326). Besides, Wilson (2008:15) states that in a bottom-up process, the decoding or interpretation of the smallest-units – phonemes and syllables is being emphasized before directing the listeners towards the meaning. Thus, It can be inferred that in a bottom-up process, listeners try to understand the message part by part before understanding the meaning of the whole message. The listeners start by listening to the individual sounds and then joining these sounds together to make syllables and words which are then combined into phrases, clauses, and sentences. Then, these sentences are combined into one text of conversation.

## **b. Top-down Process**

Nation & Newton (2009:40) state in the top-down process, the inference is the key. The other opinion, Wilson (2008:15) states that in a top-down process, the use of background knowledge is used to predict the content. With similar opinion, Vandergrift (2002:2) states that listeners use top-down process when they use prior knowledge to understand the meaning of a message. In this process, listeners need to recall their prior knowledge of the topic. The prior knowledge of the listeners has a function to predict the content of the message. Therefore, it can be concluded in the top-down process the listeners understand the content of the message through their prior knowledge.

According to the explanation above, the process of listening that was activated in this research was an interactive process (a combination of the bottom-up and top-down processes). Those processes have their own function; students usually use the bottom-up process to answer questions related to specific information from the spoken text and top-down process to answer questions about the general idea of the information from the spoken text.

### **2.1.3 The Purpose of Teaching Listening**

Students listen for the purpose of getting information in learning listening comprehension. In this research, the purpose of listening that will be done by the students is to find the general and specific information of the descriptive text.

## **1. Listening for Finding General Information**

Hennings (1997:155) states that listening for finding general information is listening to find the substance or the gist of the message. She divided listening determining general information into two, listening for finding the topic and listening for finding the main idea. Listening for finding the topic is listening to collect the main information or main point only of the whole text spoken. Then, listening for finding the main idea is listening to get the main point of certain part of the text spoken.

## **2. Listening for Finding Specific Information**

In listening for finding specific information, the listeners need to remember the important detail of information. The listeners do not need to pay attention to the whole the text but they just need to focus on specific aspects or information they need. Hennings (1997:155) states that listening for finding specific information or supporting details work naturally to support the main idea. Specific information is a part of a text that supports the main idea. To find specific information in listening comprehension, students need to comprehend the text given and find the specific information stated in the spoken text.

## **2.2 Conceptual Framework**

### **2.2.1 The Definitions of Video**

According to Woolfitt (2015), video is defined as digitally recorded content that has sound and motion that can be stored or delivered live, and can be streamed to a variety of devices. In this research, the video is used as a medium of instruction in teaching and learning process of the listening subject to help the students to comprehend the spoken information.

Lin (2010) states that the modality of video viewing involves the viewer in reading and listening to verbal and non-verbal messages. The verbal messages are written or spoken words and non-verbal messages include background, sound, the

voices of the speaker, and gesture of the characters. These details may be included on video and to be clues or input for listening comprehension.

## **2.2.2 The Use of Video as a Medium of instruction in Teaching Listening**

In this era, technology and multimedia are developed very fast. That technology can be applied to so many fields in our life including in education. The use of technology like the video as a medium of instruction in the teaching and learning process is the example. Video can be applied to teaching and learning process, especially in teaching listening comprehension. With the use of video, we can make a great progress in teaching listening comprehension.

According to Arysad (2006:50), audiovisual media can be used to develop students' achievement to stimulate their intellectual competence and present new language material. Video helps the students to comprehend the material and develop their skill achievement. Mathew and Alidmat (2013:86) also state that the employment of video is preferable to audio-only instruction in teaching English because of the advantage of multiple input modalities. Furthermore, Brett (1995:77) states that video can provide second language students with contextual, visual, and non-verbal input that minimizes any lack of comprehension that might result from listening alone. Those statements explain that by using video, students can get more benefit. The students will have deep understanding and comprehension of something because the video provides not only audio but also visual input. It means that video can help the students to develop their skill and comprehension especially when the video applied in teaching and learning listening comprehension process.

In this research, the researcher used video as a medium of instruction with specific content about description of the historical place or building in Indonesia and around the world such as Borobudur Temple, Eiffel Tower, Taj Mahal, and Liberty Statue. It is related with the syllabus and curriculum of the tenth grade students of senior high school.

### **2.2.3 The Criteria for Selecting Video**

Selecting the appropriate video as a medium of instruction in teaching listening comprehension is important because it can stimulate students' attention and motivation. It can help them increase their listening comprehension Berk (2009:6) states that there are three sets of criteria that must be considered in selecting video that is students' characteristic, the offensiveness of the video, and the structure of the video.

#### **a. Students' Characteristic.**

Teachers need to think about the students' characteristics in finding the appropriate video. Teachers must know about socio-demographic of their students such as: age or grade level, gender, ethnicity, and language dominance. Those factors are very important as guidance for the teacher in choosing video. Wang (2015:26) states that a teacher should select the video that will make the students interested and match the English level of proficiency of the students. It means that teachers need to choose the video wisely to prevent the video that will be higher or lower level of difficulty than the students' proficiency. When the video is not appropriate with the students' proficiency level, students will not be interested in the learning process and as a result, they will get bored.

#### **b. The Offensiveness of the Video**

The teacher should consider about the contents of video. Before using the video in the classroom, a teacher must avoid using the video with inappropriate contents such as ridicule of female, racial and ethnic groups, mental and psychical abuse, and drug. The video, in this case, has a function to facilitate the students to get the suitable information. Inappropriate content of video will make the students angry or uncomfortable. The teacher should pay attention to the students' emotional by condition rejecting any content that is even potentially offensive.

## **c. The Structure of the Video**

The structure of the video must be appropriate for the instructional use. According to Berk (2009), the following guidelines are suggested when creating video clips:

### **1. Length**

The teacher should consider the length of the video. It should be as short as possible to make the students get the point easily. Three minutes is the maximum length of the video that the teacher uses in teaching and learning process.

### **2. Context**

The context should be appropriate for the students' level and their characteristics. The teacher can take the context related to daily activities to make the students understand how language is used in the real life.

### **3. Actions/visual cues**

The teacher should eliminate the extraneous things in the video if the things are irrelevant with the context and distract the students' attention.

### **4. Number of characters**

The characters must be limited, too many characters can be confusing or distracting the students.

## **2.2.4 The Procedures of Teaching Listening Using Video**

According to Gallacher (2004), there are three steps to teach listening using the video. They are pre-viewing activities, while-viewing activities, and post-viewing activities

### **a. Pre-viewing Activities**

1. The teacher should introduce the topic on the video to the students.
2. The teacher gives leading questions to the students to build their prior knowledge about the topic on the video that will be discussed.

## **b. While-viewing Activities**

1. The teacher plays the video and asks the students to pay attention on the video. Then, they can identify the characters, facial expression, gestures, and also a story or the information. In this section, students are not allowed to take a note.
2. The teacher distributes the worksheet which contains some comprehension questions about the video played. While watching the video, students may take some notes. In this research, the video was played three times to give the students chance to check their answers.

## **c. Post-viewing Activities**

1. The teacher together with the students discusses the answers from the listening activities by playing the video once more.
2. The teacher asks the students about the materials they do not understand related to the video.

In this research, the teacher has used Curriculum 2013 for Senior High School(*SMA/ Madrasah Aliyah (MA)*) by implementing scientific approach in teaching at MAN 1 Jember. Thus, the procedure of teaching listening will be adapted from what have been mentioned by Gallacher above. The procedures are as follows.

## **a. Pre-viewing**

1. Teacher introduced the topic of the video by showing some pictures related to the content of the video to the students.
2. Teacher gave leading questions to the students to build their prior knowledge about the topic on the video that was discussed.

## **b. While-viewing**

1. Teacher played the video and asked the students to watch.
2. Students watched the video carefully in the first time and students were not allowed to take any notes.
3. Students watched the video for the second time. Students are allowed to take notes during they watched a video.

4. Students could ask some questions to the teacher regarding the video they watch.
5. Teacher distributed the worksheet which contained some comprehension questions about the video played.
6. Teacher played the video for the third time. During this time, students were expected to fully understand the content of the video and check their answers.

### **c. Post-viewing**

1. Students discussed about the content of the video with their desk-mates.
2. Students answered some questions asked by the teacher.
3. Teacher and students discussed about the students' answer and guided the students to make conclusion about the video content of the video.

## **2.2.5 The Advantages of Using Video in Teaching Listening**

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

### **a. Video can stimulate students' autonomy and proficiency**

When teachers bring video into classrooms, students can directly learn about the cultural background and emotional attitudes about the learning material. Therefore, the students can use their autonomy in language learning. While they are viewing the video, the students can put themselves in the vivid atmosphere created by the video and understand the way in the language used by the characters. These two things cannot be gained using traditional teaching method.

### **b. Video can motivate students' passion for learning English and help to hold their attention in the classroom**

Video has some components, such as sound effect, vivid scene, and dialogues between characters. Those components can attract the students' attention and give the teacher more choices in classroom to minimize the students' boredom during teaching and learning process. That way is more efficient than traditional teaching in the classroom. As a result, students will be

able to improve their efficiency of language learning tremendously and teacher can be able to achieve their goal of English teaching.

### **c. Video can provides realistic situations in the real life**

Students can learn and observe how the language is used in the real life which is very different from the traditional English teaching materials. By using video, students can get to see various words, terms, expressions, and context used in daily lives. Thus, video helps the students develop their competence in communication.

### **d. Video can provide direct access to the culture of native speakers**

It can complement the traditional English teaching which does not pay enough attention to the development of students' intercultural communication skills. Learning English does not only acquire linguistic knowledge, such as grammar, pronunciation, vocabulary, and idiomatic expression but the students can learn about how to think like native speakers. That means the students need to understand the values, social customs, and habits of the native speakers in order to reach near-native English proficiency.

## **2.2.6 The Disadvantages of Using Video in Teaching Listening**

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

### **a. Costs**

When the teachers bring video as a medium in the teaching process, it means they need to provide the other equipment such as LCD, active speakers, Laptop/computer. Those equipments are quite expensive. Thus, the teaching and learning process of English especially listening comprehension needs extra money to buy such equipments. In this case, there are two solutions to overcome the problems. First, we can rent the equipments from a certain rental place. Second, if the school has the equipment, we can borrow them and that does not need extra money to rent or buy. In this research, the researcher borrowed all the equipments

such as active speakers and LCD from the school and that made the researcher not spend extra money to buy or rent the equipments.

## **b. Inconvenience**

The use of the special effect, picture, scenes, and the light projector when teaching by using video can distract the students' concentration and the students will lose information. The other problem, music or back sound of the video sometimes makes the students not concentrate their mind well; as they just follow or hear the music and forget about the main goal in listening to find and collect the information from the spoken text. In this case, the teacher can play the video more than one time and ask the students to focus on the material to get the information and ignore the unnecessary things from the video. In this research, the researcher did editing to eliminate unnecessary things such as back sound and cut some parts of the video because the video duration was too long. The researcher edited the video by using two computer programs.

The first program was Adobe Audition. The researcher used this program to eliminate the back sound and changed with the smoother sound to make the back sound did not distract the students' focus to the voice of the speaker. The second program was Adobe Premier. This program was used to cut or delete the unnecessary parts to make the video duration shorter because the researcher just needed 2 until 3 minutes video duration in teaching listening.

## **c. Fear of technology**

Some teachers are not familiar with the use of technologies. They do not understand how to use the equipment or learn to other people how to use the equipment and practice on how to utilize them until they are able to use the equipment well. In this research, MAN 1 Jember has complete facilities to support the teaching and learning activities of English and the teachers at MAN 1 Jember are used to using those equipments when they are teaching. The researcher in this research also used the same equipments with the teachers and there was no problem faced by the researcher.

## 2.2.7 Descriptive Text

According to Curriculum 2013 for Senior High School(*SMA/ Madrasah Aliyah (MA)*), a descriptive text is one of the two types of genres learned by the tenth-grade students (descriptive text and recount text). Wardiman, et.al (2008:16) state that a descriptive text is a text that describes the features of someone, something, or a certain place. Wong (1993:373) also states that a descriptive text is used to describe a person, a place or an object precisely so that the reader “sees” the items clearly in his imagination. Thus, it can be concluded that a descriptive text is a kind of text which gives the reader the information by describing something from its details or characteristics.

The generic structures of descriptive text are identification and description. Identification is also called general descriptions or information as this part usually introduces something to be described. Then, description is a part which tells about more detail information such as characteristics, qualities, or parts of something that will be described.

## 2.3 Previous Studies

This research needs previous research findings to construct relevant references. The first research was conducted by Agung Puja Darmawan (2014) entitled “The Effect of Using Animated Video on the Eighth Grade Students’ Listening Comprehension Achievement at SMPN 1Bangsalsari”. The researcher conducted an experimental research on junior high school student level. The researcher chose two classes after conducting homogeneity test to some classes in that school. Both classes contained 36 students of each class and the first class was chosen as the control class and the second class as the experimental class. After the researcher gave treatment to the experimental class and did post-test to the both classes. The result revealed what the experimental class had higher achievement than the control class.

The second research was conducted by Jelisaveta Safranjan (2014) entitled “Advancing Listening Comprehension through Movie”. This research was Classroom Action Research (CAR) and was conducted in English Private School

in Novi Sad, Serbia. In this research, the researcher taught 38 students from that school by using movie as medium. The finding of this research, brought movie into the class made the leaning process very affective to improve the students' listening comprehension and the students also believed if they gained more vocabulary, understood more foreign culture, and felt relaxed and had fun while learning in class.

The third research was conducted by Kretsai Woottipong (2014) entitled the "Effect of Using Video in the Teaching of Listening Skills for University Students". This research used 41 first-year students in the second semester of the academic year 2012 at Thaksin University, Thailand as the samples of the population. The findings of this research revealed that the use of video as a medium to develop listening comprehension of the first-year English major students were effective. The post-test scores were significantly higher than the scores of the pretest. The results of the questionnaire revealed that the students were more interested in learning English when the researcher brought the video in teaching listening.

The fourth research was conducted by Mohammadreza Khodareza and Shahin Abassy Delvand (2016) entitled "The Effect of Watching Authentic Videos on the Improvement of Iranian EFL Learners' Listening Comprehension Ability". This research used 60 Iranian intermediate students as participants. Those students were divided into two classes, the experimental class and the control class. Each class contained 30 students. The researcher conducted listening pre-test first to both classes to check the students' listening ability before the researcher started the treatment. The finding of this research showed what the result of post-test of the experimental class achieved more significant effect than the control class.

The fifth research was conducted by Ike Yunita Sari (2017) entitled "The Effect of Using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students of SMPN 5 Jember in the 2017/2018 Academic Year". This research was experimental research, using two classes as the control and the experimental classes. Each class contained 36 students. The

result of this research revealed the experimental class had better achievement than the control class.

From the five of the previous researches above, there were similarities with this research that is discussing about the effect or effectiveness of using video as a medium of instruction in teaching listening comprehension. Meanwhile, there are some distinctions on each previous research above with this research. The previous studies did not mention clearly about the genre of the content of video and those researches were conducted on junior high school and university level only. Those facts can be the gap and the reason to conduct this present research.

This research aimed as investigating the use of video on the tenth grade students' listening comprehension achievement. The purpose was to know whether the use of video gives significant effect or not to the tenth grade students' listening comprehension achievement at MAN 1 Jember academic year 2018/2019

## **2.4 The Research Hypothesis**

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

### CHAPTER 3. RESEARCH METHODS

This chapter discusses the methods that are used in this research. They consist of the research design, research context, research participants, data collection method, and data analysis method. Each section is explained in the following part respectively.

#### 3.1 Research Design

This research was intended to know whether or not there was a significant effect of using video as a medium of instruction on the tenth grade students' listening comprehension achievement at MAN 1 Jember. Therefore, quasi-experimental design with non-equivalent class post test design chosen to be applied in this research.

In this research, the researcher selected two classes, one as the experimental class and the other one as the control classes. The two classes (the experimental and the control classes) were determined based on the homogeneity test result given to all students from the tenth grade classes. The experimental class was taught listening by using video, whereas the control class was taught listening by using audio. The experimental and the control classes were given different treatments; the listening post-test was given to both classes to know the significant difference of the listening comprehension achievement between the experimental class and the control class.

The research design that was applied in this research could be illustrated as follows:

Table 3.1 Research Design

Post-testOnly Design		
Selecting the Control Class	No Treatment	Post-test
Selecting the ExperimentalClass	Treatment by using video	Post-test

(Cresswell, 2012:310)

The steps of the research design were as follows :

1. Administering the homogeneity test to all the classes of the tenth grade students of MAN 1 Jember to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using Analysis of Variance (ANOVA)
3. Determining the control and the experimental based on the result of the homogeneity test.
4. Giving the try out test to one of the classes that was not chosen as the experimental class and the control class. The try-out test was administered to measure the validity, the reliability and difficulty index of the teacher made test to analyze the result. Besides, the try out test was administered to know whether the time allocation is appropriate or not and whether the instruction was clear or not.
5. Doing revision to the test material based on the try-out result.
6. Giving treatments to the experimental class by teaching listening using video while the control class was taught by using audio usually used or applied by the teacher.
7. Giving post-test to both classes after giving the treatments twice to the experimental class to know the result of the treatment.
8. Analyzing the results of post-test by using t-test formula by using SPSS to know whether the mean difference was significant or not.
9. Drawing a conclusion from the result of the data analysis to answer the research problem.

### **3.2 Research Context**

The research was conducted at MAN 1 Jember in Jember, East Java, Indonesia. Purposive method was used to determine the area of the research because of a certain purpose. The facilities which are available to support the students in learning English especially listening is good enough. It is because there is a representative language laboratory and each class has audio system and projector.

The curriculum which has been used at MAN 1 Jember is Curriculum 2013. Curriculum 2013 is used in teaching and learning process including the English subject. At MAN 1 Jember, English is taught a twice week with 2x40 minutes for each meeting.

Moreover, the area of this research was determined by using purposive method. According to McMillan (1996:92), in the purposive method, the researcher selects particular elements from the population that is representative and informative about the topic. Moreover, a purposive method is a method in choosing a research area based on a certain purpose or reason. The school was chosen purposively as the research area based on two reasons as follows:

- 1) The headmaster and the English teacher gave permission to the researcher to conduct this experimental research at MAN 1 Jember
- 2) The English teacher has never used video in teaching listening comprehension for the tenth grade students.

### **3.3 Research Participants**

The participants of this research were two classes taken from the tenth grade classes at MAN 1 Jember. Two classes were chosen out of 4 classes X MIPA 1 to X MIPA 4 by using cluster random sampling based on the result of homogeneity test. The result of homogeneity test was analyzed by using Analysis of Variance (ANOVA). When the result of the homogeneity test revealed that the population was homogeneous, the participants were taken at random by using lottery.

In the homogeneity test, there were 20 test items of listening in the form of True or False and Fill in The Blank questions. The researcher provided 50 minutes for the students to do the test. The test had been administered on October 4<sup>th</sup>, 2018. This test was intended to know whether the population was homogeneous or not. The result of homogeneity test was analyzed by using One-way ANOVA in the SPSS program as presented below.

Table 3.2 Descriptive Statistics for Homogeneity Test

Descriptive								
score								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
X MIPA 1	36	85.1389	7.69843	1.28307	82.5341	87.7437	70.00	100.00
X MIPA 2	35	85.1429	8.17868	1.38245	82.3334	87.9523	65.00	100.00
X MIPA 3	28	85.8929	5.27987	.99780	83.8455	87.9402	75.00	95.00
X MIPA 4	25	84.8000	9.18332	1.83666	81.0093	88.5907	70.00	100.00
Total	124	<b>85.2419</b>	7.62044	.68434	83.8873	86.5965	65.00	100.00

From Table 3.1 above, it was known that the population who participated in the homogeneity test was 124 students. The mean score from each class started from 84.80 to 85.89 and the total mean score from the 4classes was 85.24.

Table 3.3 the Result of the Score Analysis by Using ANOVA

ANOVA					
Score					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	17.472	3	5.824	<b>.098</b>	<b>.961</b>
Within Groups	7125.270	120	59.377		
Total	7142.742	123			

The result of the ANOVA analysis above showed that F value was 0.098 with the value of variance 0.961. The result of the value of variance was more than 0.05, which means that the population of the research was homogeneous. In other words, there was no significant difference on the students' listening comprehension achievement among the 4 classes. Therefore, the experimental and

the control classes were chosen from the two classes with the lottery and in this research, the researcher chose X MIPA 1 as the control class and X MIPA 3 as the experimental class.

### **3.4 Data Collection Methods**

In this research, the researcher used three kinds of data collection methods, listening comprehension test, interview, and documentation. The listening test was conducted to get the primary data, whereas the interview, and documentation were conducted to get the secondary data. The following parts discuss the method used to collect data.

#### **3.4.1 Listening Comprehension Test**

Listening test was administered by the researcher to gain the data about the students' listening comprehension achievement. According to Hughes (1986:16), test is a list of questions or exercise and other instruments used to gain information. In this research, try-out test was administered for the sake of the post-test. By conducting those tests, the researcher gained the information that was explained in the following parts.

##### **A. Try-out Test**

In this research, the total number of test items needed was 20 items but the researcher provided 25 questions in the forms of WH questions and true-false, the total score of the both tasks was 100. The value of each item in WH question form was 5 and the value of each true false question was 3. The time allocation for the Try-out test was 50 minutes. The researcher administered a try-out test on October 8<sup>th</sup>, 2018 to a class which did not belong to the experimental or the control class but had the closest mean score with them. As the result of the homogeneity in this research showed all population was homogeneous, then the researcher chose class X MIPA 2 to administer the try out test.

It was conducted to test the validity, the reliability, and the difficulty level of test items, whether the instruction was understandable and readable or not, and the time allocation for the students to finish the test was appropriate or not.

**. 1. The Validity of the Test**

According to Hughes (1989:9), a test is valid if it measures what is intended to be measured. This research, the listening comprehension test is constructed based on content validity and the indicator to be measured namely general information and specific information.

Table 3.4 Basic competence on listening

Listening	
3.4 <i>Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</i>	4.4. <i>Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</i>
3.4 Classifying social function, generic structure, and language features of written and spoken descriptive text of people, animals related to the surrounding environment	4.4. Finding the contextual meaning related to social function, generic structure, and language features of written and spoken descriptive text of tourism place and historical building.

**. 2. The Reliability of the Test**

The try out test used *split half odd-even technique* to measure the difficulty level of the test item. The procedures of analysis were as follow.

1. Conducting the try out and giving the score to each item achieved by the students.
2. Splitting the scores into two parts according to odd-even numbers.
3. Giving sign (X) to the odd numbers and sign (Y) to the even numbers.
4. Analyzing the correlation between X and Y by using Product Moment Formula as follows.

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

notes:

$r_{xy}$  : The correlation coefficient of product moment

- N : The total of participants  
 $\sum XY$  : The total number of odd items and even items  
 $\sum X$  : The total of odd items  
 $\sum Y$  : The total of even items

(Sudijono, 1996:219)

Finding the reliability coefficient of the whole text by using Spearman Brown formula:

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

notes:

- $r_{11}$  : Reliability coefficient for the whole items  
 $r_{xy}$  : The correlation coefficient of product moment

As explained before, the researcher applied split half odd-even technique (*see Appendices H and I*) in estimating the value of reliability coefficient. To gain the coefficient value of the test reliability ( $r_{11}$ ), the correlation of the two halves was done by using product moment formula. The  $r_{xy}$  was calculated in the following calculation.

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

$$r_{xy} = \frac{35(2989) - (356)(287)}{\sqrt{\{35(3760) - (356)^2\}\{35(2437) - (287)^2\}}}$$

$$r_{xy} = \frac{104615 - 102172}{\sqrt{\{131600 - 126736\}\{85295 - 82369\}}}$$

$$r_{xy} = \frac{2443}{\sqrt{\{4864\}\{2926\}}}$$

$$r_{xy} = \frac{2443}{\sqrt{14232064}}$$

$$r_{xy} = \frac{2443}{3772.54}$$

$$r_{xy} = 0.65$$

From the calculation above, it was found that the correlation of the two halves was 0.65. The result was then continued to be processed by using Spearman Brown Formula:

$$r_{11} = \frac{2r_{xy}}{1 + r_{xy}} \quad \Longrightarrow \quad r_{11} = \frac{2(0.65)}{1 + 0.65} \quad \Longrightarrow \quad r_{11} = \frac{1.3}{1.65} = \mathbf{0.79}$$

From the calculation above, it was found that the reliability coefficient was 0.79. It was considered as the reliable test because the total score from r11 formula had a high reliability coefficient viewed from Sudijono's (1996:229) interpretation scale.

### 3. The Difficulty Index of the Test

According to Arikunto (2006:207) good test items should not be easy or too difficult. If the test items are too easy, it will not stimulate the student's effort in answering those test items given. On the contrary, if the test items are too difficult, it will make the students discouraged and unenthusiastic to answer those test items because they do not understand the test items well.

In this research, the result of the try out was analyzed by using the difficulty index of the test calculated using the following formula:

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

notes:

FV : Facility of Value (The difficulty index)

R : The number of the correct answer

N : The number of students taking the test

The criteria of difficulty index are as follows:

0,00 – 0,19 : Difficult

0,20 – 0,80 : Fair

0,81 – 1,00 : Easy

In this research, try out test had 25 items. In order to know whether the test items were too difficult or too easy for the students, the difficulty index of the test was analyzed. The difficulty index was calculated by finding the total number of the students who answered each item correctly divided by the total number of the students participating in the try out test. Then, the researcher determined each item's difficulty index based on Heaton (1991:178) interpretation scale, whether it was considered as easy, fair, or difficult test item (*see Appendix J*)

Good test items must be neither too easy nor too difficult. Therefore, the researcher selected 20 test items out of 25 items to reduce some easy and difficult items. Then, the researcher selected questions being deleted. Those questions were deleted to make the number of the distribution of test items balance. After sorting five test items, it was found that the proportion of the test items was 5 easy items (25%), 13 fair items (65%), and 2 difficult items (10%). The researcher deleted the test items number 2, 4, 14, 18, and 22, because those items were easy and difficult. (see Appendix K)

The try out test was also intended to know whether the time allocation was appropriate enough and the instruction was understandable or not for the students when they did the test. In conclusion, it was not necessary for the researcher to change the instruction and the time allocation since everything was clear for the students.

## **b. Post-Test**

The listening post-test was conducted to both the experimental and the control classes after the treatments given by the researcher. The test items of the post-test was the same as those in the try-out test. In this research, the test consisted of 20 items and was classified into two forms, the first form consisted of 10 items in WH questions and the second form consisted of 10 items in True or False statements. Those items were taken from the descriptive text entitled "Taj Mahal". The value of each item in WH question form was 6 and the value of each true false question was 4. The score value was different from that of the try out test to adjust with the total number of the questions. The time allocation of the post test was 50 minutes.

## **3.4.2 Interview**

According to Burns (2010:74), interview is a conversation which is done by an interviewer with a purpose to get information from the interviewee. This research was conducted to get some information about the strategy which was used by the English teacher in teaching listening, curriculum used by the

school, English materials used by the English teacher, and the teaching media and technique used by the English teacher in teaching listening.

### **3.4.3 Documentation**

Documentation in this research was used to gain the data needed in this research. It is also an important method to collect the data in the form of notes, transcript and agenda (Arikunto, 2006:206). The documents dealt with the students' names (initials) of the tenth grade students at MAN1 Jember, the curriculum used, syllabus, lesson plans and the schedule of the English subject for the tenth grade students.

### **3.5 Data Analysis Method**

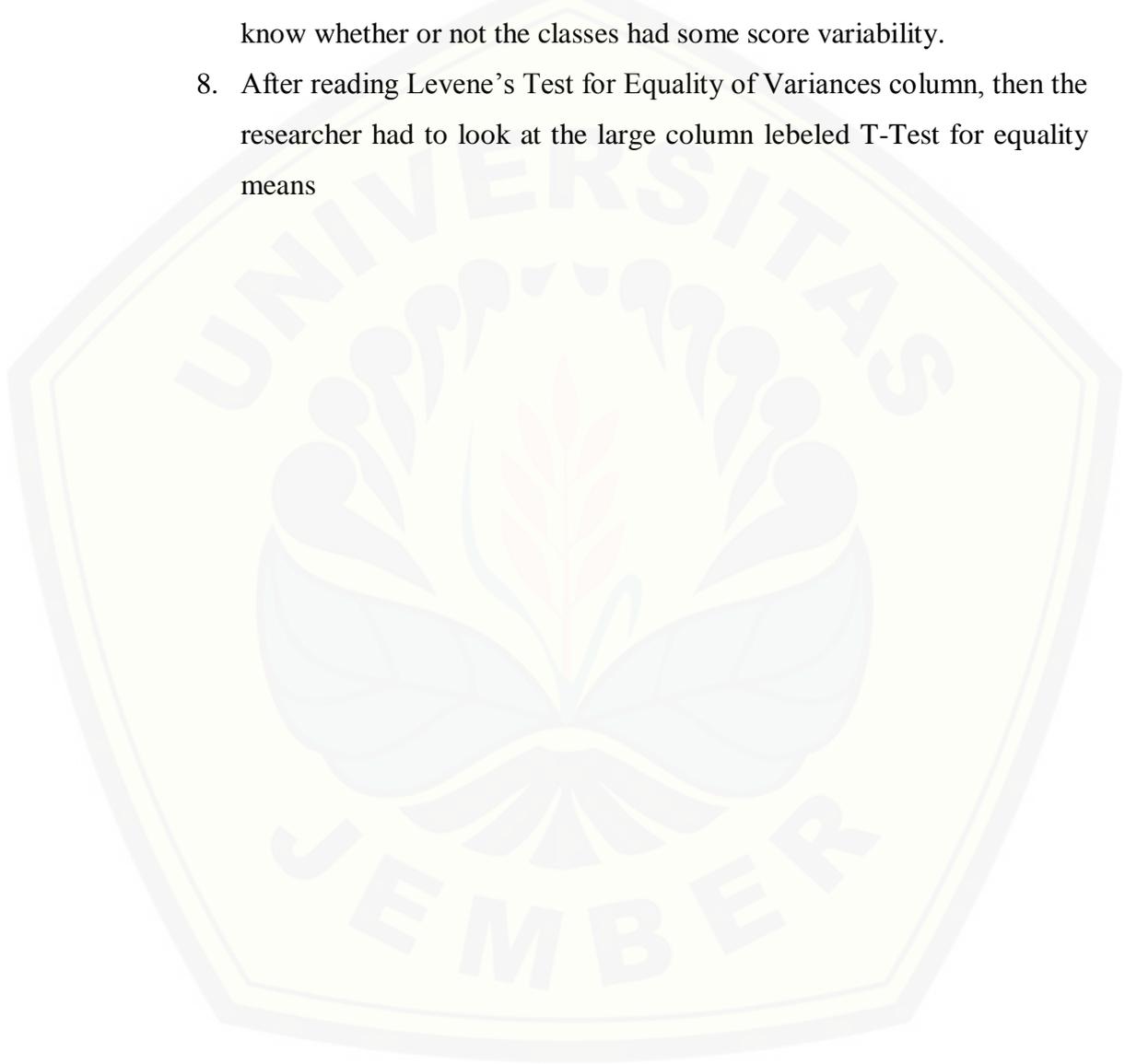
The data were collected from the listening post-test of both the experimental and the control classes; the data were analyzed by using independent sample t-test by using Statistical Package for the Social Sciences (SPSS). In order to know whether or not the difference was significant, the researcher applied 5% of significance level. The independent sample t-test was used to compare the mean scores of the listening post-test between the experimental and the control classes. The steps of using t-test in SPSS were as follows:

The procedures of t-test formula application in SPSS were applied as suggested by Lund and Lund,(2012:1) as follows:

1. Opening the SPSS application
2. Setting the Variable View based on the data obtained
3. Entering the data in Data View
4. Selecting Analyze in the toolbar menu, choosing Compare Means and selecting Independent Sample T-Test
5. Resetting the Independent Sample T-Test dialogue box to make sure the variable was put in the right way, entering the Post-test Score into Test Variable(s) box and Class into Grouping Variable box, defining the grouping variable by setting 1 for the experimental class and 2 for

the control class, then clicking option to set the confidence interval into 95% and clicking continue.

6. Clicking OK to run the test
7. Interpreting the result of the computerize test by looking at the Levene's Test for Equality of Variance column. This table was used to know whether or not the classes had some score variability.
8. After reading Levene's Test for Equality of Variances column, then the researcher had to look at the large column labeled T-Test for equality means



## **CHAPTER 5. CONCLUSION AND SUGGESTIONS**

This chapter presents the conclusion of the findings and suggestions for the persons who might deal with the same research topic in the present time or in the future.

### **5.1 Conclusion**

Based on the result of the data analysis of t-test and the discussion in the previous chapters, it could be concluded that there was a significant effect of using video on the tenth grade students' listening comprehension achievement at MAN 1 Jember in the 2018/2019 academic year.

### **5.2 Suggestions**

Since there was a significant effect of using video on the tenth grade students' listening comprehension achievement at MAN 1 Jember in the 2018/2019 academic year, it is necessary to consider the use of video as a medium of instruction in teaching English especially in teaching listening. Therefore, the researcher proposes some suggestions to the following persons.

#### **5.2.1 The English teacher**

The English teachers of MAN 1 Jember are suggested to use video in teaching listening. Video can help the English teacher to provide interesting material and give the students more chance to collect new information about the topic. The English teacher can also take advantage of this medium in teaching such as to show the students the appearance and the details of something what they want to learn.

## **5.2.2 The Students**

The researcher suggests that students of MAN 1 Jember use video to help them collect and comprehend the topic much easier. Besides, the students can use video to avoid monotonous and students can feel more interested in learning listening. Hopefully the students will be able to increase their achievement in listening.

## **5.2.3 The Future Researchers**

The result of this research can be used to provide information and empirical data to conduct a further research with a similar problem but apply different research design such as a classroom action research to improve the students' listening comprehension achievement by using video as a medium of instruction in the teaching and learning process of listening or using the same research design but on different kind of text genre such as narrative, recount and report text.

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## APPENDIX A. Research Matrix

Title	Problem	Variables	Indicator	Data Resources	Research Method	Hypothesis
The Effect of Using Videos on Senior High School Students' Listening Comprehension Achievement	Is there any significant effect of using videos on Senior High School students' listening comprehension achievement?	<p><b>a. Independent variable</b> Teaching listening by using video</p> <p><b>b. Dependent variable</b> The tenth gradestudents' listening comprehension achievement</p>	<p><b>a. Use Video as a medium</b></p> <ul style="list-style-type: none"> <li>- Visible</li> <li>- Interesting</li> <li>- Useful</li> <li>- Accurate</li> <li>- Legitimate</li> </ul> <p><b>b. The Students' scores of listening comprehension achievement test covering the material of:</b></p> <ul style="list-style-type: none"> <li>-Finding the general information</li> <li>-Finding the specific information</li> </ul>	<p><b>1. Research participants</b> The tenth grade students of MAN 1 Jember in the 2018/2019 Academic Year.</p> <p><b>2. Informant</b> The English teacher of the tenth grade students of MAN 1 Jember.</p> <p><b>3. Document</b> Students' names (initials)</p>	<p><b>1. Research design :</b> Quasi-experimental designwith non-equivalent groupposttest only design (Creswell, 2012:310)</p> <p><b>2. Research area :</b> Purposive method</p> <p><b>3. Research Participants :</b> Cluster random sampling</p> <p><b>4. Data collection methods :</b></p> <ul style="list-style-type: none"> <li>➤ Reading comprehension test (primary)</li> <li>➤ Interview and documentation (secondary)</li> </ul> <p><b>5. Data analysis method</b> The data taken from listening test were analyzed by using t-test formula :</p>	There is a significant effect of using videos onSenior High School Students' Listening Comprehension.

				$t_{test} = \frac{(Mx - My)}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{n_x + n_y - 2}\right) \left(\frac{1}{n_x} + \frac{1}{n_y}\right)}}$ <p>(Arikunto, 2006: 311-312)</p> <p>Notes:  t = t-test  Mx = mean score of the experimental class  My = mean score of the control class  <math>\sum x^2</math> = individual score deviation of the experimental class (Mx)  <math>\sum y^2</math> = individual score deviation of the control class (My)  n<sub>x</sub> = the number of the participants of the experimental class  n<sub>y</sub> = the number of the participants of the control class</p>	
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**APPENDIX B. Instrument of the Preliminary Study**

**Table A.1 Documentation**

No.	Questions	Source
1.	What curriculum do you use in teaching English at MAN 1 Jember?	MAN 1 Jember apply 2013 curriculum.
2.	How many times do you teach English in a week?	For each class we teach English twice a week.
3.	What are the students' difficulties in listening English comprehension?	Sometimes, the students do not understand about some vocabularies and make them lose a lot of information.
4.	What media do you apply in teaching listening comprehension?	I apply audio only in teaching listening.
5.	Have you ever used video in teaching listening comprehension?	No. I have not.
6.	Why do you use or do not use video in teaching listening comprehension?	I never use video in teaching listening because it needs more time to prepare and edit the video to avoid inappropriate thing in the video..

**Table A.2 Documentation**

No.	Data Taken	Data resources
1.	The total number of the Tenth grade students of MAN 1 Jember 2017/2018 academic year	The English teacher
2.	The names of the students in the experimental and control class	The English teacher

**Table A.3 The Total Number of the Tenth Grade Students of MAN 1 Jember in the 2018/2019 Academic year**

No.	Class	Male	Female	Total
1	X MIPA 1	8	28	36
2	X MIPA 2	4	31	35
3	X MIPA 3	0	29	29
4	X MIPA 4	25	0	25
Total		37	88	125

**APPENDIX C. Homogeneity Test**

<b>Name / Class :/</b>
<b>Student's Number :</b>
<b>Time allocation : 50 minutes</b>

**Task 1**

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

<b>No.</b>	<b>Statements</b>	<b>T/F</b>
1.	Borobudur is one of the modern buildings in Indonesia.	
2.	It is located in Yogyakarta.	
3.	Borobudur Temple is also included in UNESCO list of the world heritage site.	
4.	Borobudur temple consists of 20 floors	
5.	The spoken text tells us about the historical building	
6.	Borobudur temple consists of six square and three circular floors.	
7.	Borobudur is Shinto's temple	
8.	On the wall of Borobudur, the tourist can see a lot of paintings.	
9.	The best title of the spoken text is Borobudur monastery	
10.	The height of the statue measured from its base is about 15129 meters.	

**Task 2**

*Fill in the blank space by using the correct option on the box related with the material!*

A. Borobudur	B. 6	C. describing	D. Yogyakarta
E. Magelang	F. reliefs	G. 60 meters	H. The facts
I. 504	J. Buddha	K. The stupa	L. 34.5 meters

1. .... is the topic of the spoken text.
2. This place is located in ....., Central Java
3. Based on the data, Borobudur has 2.672 panels and .....statues
4. On the top of the temple, tourist can see a lot of ..... statues surrounded the dome
5. The purpose of this spoken text is ..... about something
6. .... is the high of the Borobudur.
7. If you put your hand into .....you can touch the Buddha statue on the inside.
8. On each level of the floor, there are a lot of ..... panels and Buddha statues.
9. The main idea of spoken text tells about.....of Borobudur Temple
10. Borobudur temple consists of .....square floors and three circular floors

*Listening script*

**Borobudur**

Borobudur is one of the historical buildings in Indonesia. It is considered to be the world's largest Buddhist temple for its size (15129 m<sup>2</sup>) and height (34.5m). It is located in Magelang, Central Java. Not only it became a well-known tourism destination to a lot of travelers around the world, Borobudur Temple is also included in UNESCO list of world heritage site.

Borobudur temple consists of six square floors and three circular floors which are arranged accordingly and make it stair-like layers that can be climbed one by one to reach the top of the temple. In the middle of the floor, you will find a small stairwell with couples of stairs connecting each floor that you can use as a passage to go to the top. On each level of the floor, there is a lot of *relief* panels and Buddha statues spread around it. Based on the data, there are 2.672 panels and 504 statues in total. There is a dome located on the top center of the temple and is surrounded by 72 Buddha statues, each seated inside a perforated *stupa*. It is said that, if you place your hand into the *stupa* through one of its holes and you can touch the Buddha statue, you will be able to make one of your dreams come true.

(Adapted from: <http://www.wordcliff.com/2017/04/contoh-descriptive-text-singkat-tentang.html> )

**ANSWER KEY**

No.	Task 1	Task 2
1.	F	Borobudur
2.	F	Magelang
3.	T	504
4.	F	Buddha
5.	T	describing
6.	T	34.5 meters
7.	F	The Stupa
8.	F	Reliefs
9.	F	The facts
10.	F	6 ( six )

**The Distribution of the Test Items**

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (True False)	Task 2 (Fill in the blank)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10	2,3,4,6,7,8,10	15
			20

**SCORING**

Type of Questions	Description	Score	Max.Score
True-false questions (10 items)	Right answer	5	50
Fill in the blank questions (10 items)	Right answer	5	50
<b>Total Score</b>			<b>100</b>
(score from True-False questions + Fill in the blank questions) x 5 points			

**APPENDIX D. Lesson Plan1**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Senior High School</b>
<b>Class</b>	<b>: X</b>
<b>Genre</b>	<b>: Descriptive Text</b>
<b>Theme</b>	<b>: Historical Building</b>
<b>Sub Theme</b>	<b>: Eiffel Tower</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>

**A. Core Competence**

KI3:Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Basic Competence and Indicators**

<b>Basic Competence</b>	<b>Indicators</b>
3.4Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai	3.4.1 Finding the general information related to the spoken text.
	3.4.2 Finding the specific information related to the spoken text.

dengan konteks penggunaannya	
4.4 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4.4.1 Finding unfamiliar words in the spoken text.
	4.4.2 Giving the meaning of the unfamiliar words.
	4.4.3 Answering the comprehension questions in the forms of WH question, and True or False related to the spoken text.

### C. Learning Objectives

Students are expected to be able to:

- 3.4.1 finding the general information related to the spoken text.
- 3.4.2 finding the specific information related to the spoken text.
- 4.4.1 finding unfamiliar words in the spoken text.
- 4.4.2 giving the meaning of the unfamiliar words..
- 4.4.3 answering the comprehension questions in the forms of WH question, and True or False related to the spoken text.

### D. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 :Instructional materials for the experimental and control classes

### E. Teaching Approach / Model

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

### F. Media, Tools, and Teaching Sources

- 1. Media : 1. Video(*for the experimental class*)  
2. Audio (*for the control class*)
- 2. Tools :Board markers, a white board, LCD, Active speakers.
- Learning source :<http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-patung.html>

**G. Teaching and Learning Activities**

<b>The Experimental class</b>	<b>Time</b>	<b>The Control class</b>	<b>Time</b>
<b>Pre-viewing Activities</b>	<b>10'</b>	<b>Pre-viewing Activities</b>	<b>10'</b>
<i>Set Induction</i>		<i>Set Induction</i>	
1. Greeting the students and checking their attendance.	3'	1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving riddle and leading questions about Eiffel Tower to the students.	4'	2. Asking the students to guess the topic by giving riddle and leading questions about Eiffel Tower to the students.	4'
3. Stating the topic and the learning objective.	3'	3. Stating the topic and the learning objective.	3'
<b>While-viewing Activities</b>	<b>55'</b>	<b>While-viewing Activities</b>	<b>55'</b>
<i>Observing</i>	8'	<i>Observing</i>	8'
1. Playing the video for the first time (the students are not permitted to take any notes).	4'	1. Playing the audio for the first time (the students are not permitted to take any notes).	4'
2. Playing the video for the second time and letting the students to take notes.	4'	2. Playing the audio for the second time and letting the students to take notes.	4'
<i>Questioning</i>	18'	<i>Questioning</i>	18'
1. Guiding the students to ask some questions related to the content of the video.	5'	1. Guiding the students to ask some questions related to the content of the audio.	5'
2. Asking the students to find unfamiliar words.	5'	2. Asking the students to find unfamiliar words.	5'
3. Asking the students to give the meaning of the unfamiliar words.	5'	3. Asking the students to give the meaning of the unfamiliar words.	5'
4. Giving the exercise to the	3'	4. Giving the exercise to the	3'

students.		students.	
<i>Collecting Information</i>	5'	<i>Collecting Information</i>	5'
1. Asking the students to find general and specific information from the video.	5'	1. Asking the students to find general and specific information from the audio.	5'
<i>Associating</i>	24'	<i>Associating</i>	24'
1. Asking the students to do WH questions on the exercise individually.	10'	1. Asking the students to do WH questions on the exercise individually.	10'
2. Asking the students to do True or False questions from the exercise individually.	10'	2. Asking the students to do True or False questions from the exercise individually.	10'
3. Playing the video for the third time and letting the students to check their answer.	4'	3. Playing the audio for the third time and letting the students to check their answer.	4'
<b>Post-viewing Activities</b>	<b>20'</b>	<b>Post-viewing Activities</b>	<b>20'</b>
<i>Communicating</i>	10'	<i>Communicating</i>	10'
1. Asking the students to discuss the results of the exercises together with the teacher.	10'	1. Asking the students to discuss the results of the exercises together with the teacher.	10'
<i>Closing</i>	10'	<i>Closing</i>	10'
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'	1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting.	2'	2. Parting.	2'

## H. LEARNING ASSESSMENT *(enclosed)*

1. Assessment  
Exercise (*Listening comprehension*): Appendix 2
2. Instrument Form
3. Fill in the blank and true or false questions.

## *Learning materials for both the experimental and control class*

### ❖ *Leading questions*

It is the famous building in French

It is the highest building in Paris.

It is a big iron tower.

1. Do you know the name of this place?
2. Do you know the name of the big tower in Paris, which is known as a symbol of love?
3. Do you know the name of the monument on this picture?



### ❖ *The definition of descriptive text*

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

### ❖ *The generic structure of a descriptive text*

The generic structures of descriptive text are classified into two parts.

They are:

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

***Exercise***

Spoken Text

**Eiffel Tower**

Eiffel tower is very famous as a symbol of love. Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution. The construction process took 2 years to finish, started from 1887 until 1889. The building is located in Paris, France.

Eiffel Tower is the highest building in Paris. It is 324 meters tall and its square base size is 125 meters. Almost all parts of the construction are made of iron with a weight of approximately 7.300 tons. There are three levels of the tower that can be accessed by tourist. On the first and second levels, the visitors will find the restaurants, on the first level is *Le 58 Tour Eiffel* restaurant, on the second level is *Le Jules Verne* restaurant. The top level is where we can find the observation deck. There are 8 elevators that we can use in the tower. Eiffel tower is also used as an aerial to transmit radio and digital television signals; therefore we will find the additional part on the top of the tower in the form of transmitters.

(Adapted from:<http://www.wordcliff.com/2017/05/descriptive-text-tentang-eiffel-tower.html> )

**STUDENTS' WORKSHEET**

<b>Name</b> :	
<b>Student's Number / Class</b> :	/

**Task 1**

*Please answer the following questions based on the spoken text you have heard!*

1. What does the spoken text tell us about?
2. What was the purpose of French in building the Eiffel Tower?
3. Where is the location of Eiffel Tower?
4. How long was the construction process of Eiffel Tower?
5. How tall is the Eiffel Tower?
6. How large is the Eiffel Tower?
7. How many elevators can the visitors use in Eiffel tower?
8. What is the other function of Eiffel Tower besides as a tourism place?
9. How many restaurants can the visitors find in Eiffel Tower?
10. What is the purpose of the spoken text you listened to?

**Task 2**

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

No.	Statements	T/F
1.	This landmark is a symbol of love	
2.	Eiffel tower was built to celebrate the 100th year anniversary of the French Revolution	
3.	The total weight of the tower is 7.300 pounds.	
4.	We can find the observation deck in the top level of Eiffel Tower	
5.	The spoken text tells us about the historical building	
6.	All parts of the Eiffel Tower construction are made of stone	
7.	Eiffel Tower is the highest building in Paris	
8.	The construction process took 2 years to finish, started from 1887 until 1889.	
9.	The best title of the spoken text is the Tokyo Tower.	
10.	The name of the restaurant on the first level of Eiffel Tower is <i>Le 58 Tour Eiffel</i> restaurant.	

**ANSWER KEY**

No.	Task 1	Task 2
1.	Eiffel Tower.	T
2.	To celebrate 100th year anniversary of the French Revolution.	T
3.	In the Paris, French	F
4.	2 years	T
5.	324 meters	T
6.	Its square base size is 125 meters	F
7.	Eight (8) elevators	T
8.	Eiffel Tower is used as aerial to transmit radio and digital television signals	T
9.	Two (2) Restaurants	F
10.	To describe The Eiffel Tower	T

**The Distribution of the Test Items**

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (WH Question)	Task 2 (True False)	
Finding General Information	1,10	1,9	4
Finding Specific Information	2,3,4,5,6,7,8	2,3,4,6,7,8,10	16
			20

**Scoring**

Type of Questions	Description	Score	Max.Score
True-false questions (10 items)	Right answer	5	50
Fill in the blank questions (10 items)	Right answer	5	50
Total Score = (score from WH questions + Fill in the blank questions) x5			<b>100</b>

**APPENDIX E. Lesson Plan2**

<b>Subject</b>	<b>: English</b>
<b>Level</b>	<b>: Senior High School</b>
<b>Class</b>	<b>: X</b>
<b>Genre</b>	<b>: Descriptive Text</b>
<b>Theme</b>	<b>: Historical Building</b>
<b>Sub Theme</b>	<b>: Liberty Statue</b>
<b>Language Skill</b>	<b>: Listening</b>
<b>Time</b>	<b>: 2 x 40 minutes</b>

**A. Core Competence**

KI3:Memahami,menerapkan, dan menganalisis pengetahuan faktual, konseptual,dan prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

**B. Basic Competence and Indicators**

<b>Basic Competence</b>	<b>Indicators</b>
3.4Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan	3.4.1 Finding the general information related to the spoken text.
	3.4.2 Finding the specific information related to the spoken text.

bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya	
4.5 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal	4.4.1 Finding unfamiliar words in the spoken text.
	4.4.2 Giving the meaning of the unfamiliar words.
	4.4.3 Answering the comprehension questions the forms of Fill in the blank, and True or False related to the spoken text.

### C. Learning Objectives

Students are expected to be able to:

3.4.1 finding the general information related to the spoken text.

3.4.2 finding the specific information related to the spoken text.

4.4.1 finding unfamiliar words in the spoken text.

4.4.2 giving the meaning of the unfamiliar words..

4.4.3 answering the comprehension questions the forms of Fill in the blank, and True or False related to the spoken text.

### D. Teaching and Learning Materials

Materials are enclosed

- Appendix 1 :Instructional materials for both the experimental and control classes

### E. Teaching Approach / Model

Technique : - The experimental class= Scientific approach (*using video*)

- The control class = Scientific approach(*using audio*)

### H. Media, Tools, and Teaching Sources

1. Media : 1. Video(*for the experimental class*)

2. Audio (*for the control class*)

2. Tools :Board markers, a white board, LCD, Active speakers.

3. Learning source :<http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-patung.html>

## I. Teaching and Learning Activities

<b>The Experimental class</b>	<b>Time</b>	<b>The Control class</b>	<b>Time</b>
<b>Pre-viewing activities</b>	<b>10'</b>	<b>Pre-listening activities</b>	<b>10'</b>
1. Greeting the students and checking their attendance.	3'	1. Greeting the students and checking their attendance.	3'
2. Asking the students to guess the topic by giving riddle and leading questions about Liberty Statue monument to the students.	4'	2. Asking the students to guess the topic by giving riddle and leading questions about Liberty Statue monument to the students.	4'
4. Stating the topic and the learning objective.	3'	3. Stating the topic and the learning objective.	3'
<b>While-viewing Activities</b>	<b>55'</b>	<b>While-viewing Activities</b>	<b>55'</b>
<i>Observing</i>	<i>8'</i>	<i>Observing</i>	<i>8'</i>
3. Playing the video for the first time (the students are not permitted to take any notes).	4'	2. Playing the audio for the first time (the students are not permitted to take any notes).	4'
4. Playing the video for the second time and letting the students to take notes.	4'	2. Playing the audio for the second time and letting the students to take notes.	4'
<i>Questioning</i>	<i>18'</i>	<i>Questioning</i>	<i>18'</i>
1. Guiding the students to ask some questions related to the content of the video.	5'	1. Guiding the students to ask some questions related to the content of the audio.	5'
2. Asking the students to find unfamiliar words.	5'	2. Asking the students to find unfamiliar words.	5'
5. Asking the students to give the meaning of the unfamiliar words.	5'	5. Asking the students to give the meaning of the unfamiliar words.	5'

6. Giving the exercise to the students.	3'	6. Giving the exercise to the students.	3'
<i>Collecting Information</i>	5'	<i>Collecting Information</i>	5'
1. Asking the students to find general and specific information from the video.	5'	1. Asking the students to find general and specific information from the audio.	5'
<i>Associating</i>	24'	<i>Associating</i>	24'
1. Asking the students to do True or False questions on the exercise individually.	10'	4. Asking the students to do True or False questions on the exercise individually.	10'
2. Asking the students to do Fill in the blank questions on the exercise individually.	10'	5. Asking the students to do Fill in the blank questions on the exercise individually.	10'
6. Playing the video for the third time and letting the students to check their answer.	4'	4. Playing the audio for the third time and letting the students to check their answer.	4'
<b>Post-viewing Activities</b>	<b>20'</b>	<b>Post-viewing Activities</b>	<b>20'</b>
<i>Communicating</i>	10'	<i>Communicating</i>	10'
1. Asking the students to discuss the results of the exercises together with the teacher.	10'	1. Asking the students to discuss the results of the exercises together with the teacher.	10'
<i>Closing</i>	10'	<i>Closing</i>	10'
1. Asking the students to draw a conclusion of what they have learned and discussed.	8'	1. Asking the students to draw a conclusion of what they have learned and discussed.	8'
2. Parting.	2'	2. Parting.	2'

#### H. LEARNING ASSESSMENT (enclosed)

1. Assessment  
Exercise (*Listening comprehension*)
2. Instrument Form
3. Fill in the blank and true or false questions.

## *Learning materials for both the experimental and control class*

### ❖ *Leading questions*

It is a famous landmark of America.

It is a statue with a crown.

It stands on the small island in the middle of the big river.

4. Do you know the name of this place?
5. Do you know the name of the big female statue used as the symbol of freedom of America?
6. Do you know the name of the monument on this picture?



### ❖ *The definition of descriptive text*

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

### ❖ *The generic structure of a descriptive text*

The generic structures of descriptive text are classified into two parts.

They are:

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

***Exercise***

- Spoken Text

**Statue of Liberty**

Which Statue of Liberty Enlightening the World or mostly known as The Statue of Liberty is located in Liberty Island in New York Harbor, United States. This national building is a symbol of freedom. It was a gift from The French to the United States to celebrate the centennial of the American Declaration of the Independence.

Liberty Statue is made of 3.16 inch thick of copper sheets. The appearance of the statue is believed to represent the Roman goddess of freedom. Its right hand is holding a torch, and the left hand is holding a book with the date of the American Declaration of Independence written on it. The colour of the statue was rusty brown, but after 30 years of the oxidation process, it turns into green as we can see now.

The height of the statue measured from its base is 46 meters, but when it is measured from the ground, it is 93 meters. The height of the head is 14 feet. The width of the eye is 28 inches. The length of the nose is 3 feet 9 inches. The length of the forefinger is 8 feet. The total weight of the statue is 440.000 pounds.

(Adapted from:<http://www.wordcliff.com/2017/05/contoh-descriptive-text-tentang-patung.html>)

**STUDENTS' WORKSHEET**

<b>Name</b> :	
<b>Student's Number / Class</b> :	/

**Task 1**

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

No.	Statements	T/F
1.	This national building is a symbol of freedom.	
2.	The total weight of the statue is 445.000 pounds.	
3.	It was a gift from The Russia to the United States to celebrate the centennial of the American Declaration of the Independence.	
4.	The appearance of the statue is believed to represent the Roman goddess of freedom.	
5.	The spoken text tells us about the historical building	
6.	The colour of the statue was blue.	
7.	The width of the eye is 28 inches.	
8.	This monument was built by the American people	
9.	The best title of the spoken text is the Great Wall	
10.	The height of the statue measured from its base is 46 meters	

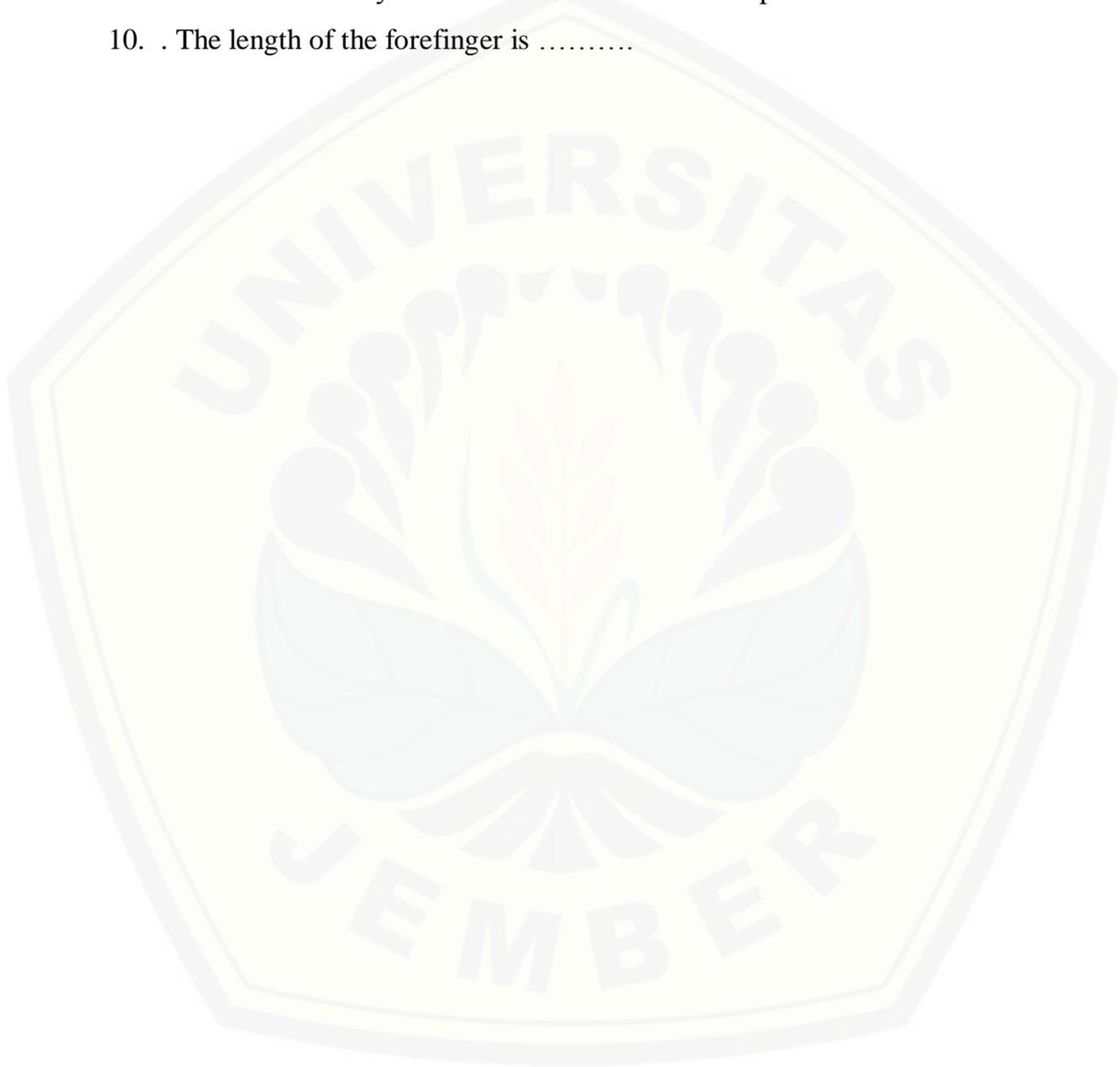
**Task 2**

Fill in the blank space by using the correct option on the box related with the material!

A. Liberty Island	B. oxidation process	C. describing	D.torch
E. 3 feet 9 inches	F.New York Island	G. Eight (8) feet	H. The facts
I. book	J. Liberty statue	K. The French	L.10 feet

- ..... is the topic of the spoken text.
- Liberty statue is located in ..... in New York Harbor.
- ..... given to the United States to celebrate the centennial of the American Declaration of the Independence.
- After 30 years of .....,the statue turns into green as we can see now.

5. the purpose of this spoken text is ..... about something
6. .... is the length of the nose of this monument.
7. The statue is holding a ..... in the right hand.
8. The statue is holding a ..... in the left hand.
9. .... of Liberty Statue is the main idea of the spoken text
10. . The length of the forefinger is .....



**ANSWER KEY**

No.	Task 1	Task 2
1.	T	Liberty statue.
2.	F	Liberty Island
3.	T	The French
4.	T	oxidation process
5.	T	describing
6.	F	3 feet 9 inches
7.	T	torch
8.	F	book
9.	F	The facts
10.	T	8 feet

**The Distribution of the Test Items**

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 (True False)	Task 2 (Fill in the blank)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10	2,3,4,6,7,8,10	15
			20

**SCORING**

Type of Questions	Description	Score	Max.Score
True-false questions (10 items)	Right answer	5	50
Fill in the blank questions (10 items)	Right answer	5	50
Total Score = (score from true-false questions + Fill in the blank questions) x5point			100

## APPENDIX F. Try Out Test

<b>Name / Class</b>	:	/
<b>Student's Number</b>	:	
<b>Time allocation</b>	:	<b>50 minutes</b>

### **Task 1**

*Please answer the following questions based on the spoken text you have heard!*

1. What does the spoken text tell us about?
2. What was the purpose of the King to build the Taj Mahal?
3. Where is the location of Taj Mahal?
4. Who is the name of the king's wife?
5. Who is the name of the king in that era?
6. How large is the dome of Taj Mahal?
7. How far is Taj Mahal from Agra Fort?
8. When was Taj Mahal build by the King?
9. Where is the location of the large pool of Taj Mahal?
10. What is the purpose of the spoken text you have listened to?
11. When the UNESCO was placed it into the list of World HeritageSite?
12. What are people called the pool of the Taj Mahal?

### **Task 2**

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

No.	Statements	T/F
1.	This building is a symbol of peace	
2.	The color of Taj Mahal is Ivory-White	
3.	Taj Mahal is near Gangga River	
4.	We can find the tomb of the King and Queen outside Taj Mahal	
5.	The spoken text tells us about the historical building	
6.	The dome of Taj Mahal construction is made of marble	
7.	Taj Mahal looks like a cathedral	
8.	Taj Mahal has 5 minarets on every corner of the base walls.	
9.	The best title of the spoken text is Taj Mahal mosque.	
10.	The architecture of Taj Mahal is combined between India, Persian and	

	Islamic architectural style.	
11	The dome of Taj Mahal is decorated with a lotus motif.	
12	The minarets are decorated with a very detailed rose motif.	
13	Taj Mahal is a very large mosque in India.	



*Listening script*

**Taj Mahal**

Taj Mahal or The Taj is a well known architectural object in India for its finest design which combines elements from India, Persian and Islamic architectural style. This historical building was built on the south of the Yamuna River and 2.5 km from Agra Fort. It was built in the 17<sup>th</sup> century to represent the story of Eternal Love of the Mughal Emperor, Shah Jahan, to his dearest wife Mumtaz Mahal. In 1983 UNESCO placed Taj Mahal into the list of World Heritage Site and consider it as “the jewel of Muslim art in India and one of the universally admired masterpieces of the world’s heritage”.

Taj Mahal is a very large tomb made of ivory-white marble. The building looks like a mosque, we will get the impression that Islamic architectural style is very strong in the building, starting with the wall and the calligraphy decorations on it, a huge dome on top of the building along with 4 minarets on every corner of the base walls. The dome is also made of marble with a size nearly 35 meters and the top of it is decorated with a lotus design. The minarets are also decorated with a very detailed lotus motif.

If we come from the main entrance, we will see a large pool in front of the building, this pool is called the reflecting pool as it will reflect the image of The Taj to the sky. Once we enter the building, we will find that there are more decorations on the inner wall. The tomb as the central focus of the building is located at the lower level. The graves of Mumtaz Mahal and Shah Jahan were positioned next to each other in a large room with Persian style decorations.

(Adapted from: <http://www.wordcliff.com/2017/05/contoh-descriptive-text-bahasa-inggris.html>)

**ANSWER KEY**

<b>No.</b>	<b>Task 1</b>
1.	Taj Mahal
2.	He wanted to represent his Eternal Love
3.	South of Yamuna River
4.	Mumtaz Mahal
5.	Shah Jahan
6.	35 meters
7.	2.5 km
8.	It was built in the 17 <sup>th</sup> century
9.	In front of the Taj Mahal
10.	To describe the Taj Mahal
11.	In 1983
12.	The reflecting pool

<b>Task 2</b>			
<b>No.</b>	<b>Answer</b>	<b>No.</b>	<b>Answer</b>
1.	F	8.	F
2.	T	9.	F
3.	F	10.	T
4.	F	11.	T
5.	T	12.	F
6.	T	13.	F
7.	F		

**The Distribution of the Test Items**

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 ( WH Questions )	Task 2 (True False)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10,11,12	2,3,4,6,7,8,10,11,12,13	20
			25

**SCORING**

Type of Questions	Description	Score	Max.Score
WH questions (12 items)	Right answer	5	60
True-false questions (13 items)	Right answer	3	40
<b>Total Score</b>			<b>100</b>
$\sum$ correct answer of WH question + True-false question			

**APPENDIX G. Post Test**

<b>Name / Class</b> :	/
<b>Student's Number</b> :	
<b>Time allocation</b> :	<b>50 minutes</b>

**Task 1**

*Please answer the following questions based on the spoken text you have heard!*

1. What does the spoken text tell us about?
2. Where is the location of Taj Mahal?
3. Who is the name of the king in that era?
4. How large is the dome of Taj Mahal?
5. How far is Taj Mahal from Agra Fort?
6. When was Taj Mahal build by the King?
7. Where is the location of the large pool of Taj Mahal?
8. What is the purpose of the spoken text you have listened to?
9. When the UNESCO was placed it into the list of World HeritageSite?
10. What are people called the pool of the Taj Mahal?

**Task 2**

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

<b>No.</b>	<b>Statements</b>	<b>T/F</b>
1.	This building is a symbol of peace	
2.	Taj Mahal is near Gangga River	
3.	We can find the tomb of the King and Queen outside Taj Mahal	
4.	The spoken text tells us about the historical building	
5.	The dome of Taj Mahal construction is made of marble	
6.	Taj Mahal has 5 minarets on every corner of the base walls.	
7.	The best title of the spoken text is Taj Mahal mosque.	
8.	The dome of Taj Mahal is decorated with a lotus motif.	
9.	The minarets are decorated with a very detailed rose motif.	
10.	Taj Mahal is a very large mosque in India.	

**ANSWER KEY**

<b>No.</b>	<b>Task 1</b>
1.	Taj Mahal
2.	South of Yamuna River
3.	Shah Jahan
4.	35 meters
5.	2.5 km
6.	It was built in the 17 <sup>th</sup> century
7.	In front of the Taj Mahal
8.	To describe the Taj Mahal
9.	In 1983
10.	The reflecting pool

<b>Task 2</b>			
<b>No.</b>	<b>Answer</b>	<b>No.</b>	<b>Answer</b>
1.	F	6.	F
2.	F	7.	F
3.	F	8.	T
4.	T	9.	F
5.	T	10.	F

**The Distribution of the Test Items**

Listening Indicators	The Number of the Test Items		Total Items
	Task 1 ( WH Questions )	Task 2 (True False)	
Finding General Information	5,9	1,5,9	5
Finding Specific Information	1,2,3,4,6,7,8,10,	2,3,4,6,7,8,10,	15
			20

**SCORING**

Type of Questions	Description	Score	Max.Score
WH questions (10 items)	Right answer	6	60
True-false questions (10 items)	Right answer	4	40
<b>Total Score</b>			<b>100</b>
$\sum$ correct answer of WH question + True-false question			

**APPENDIX H. The Result of Try Out Test of Odd Number (X)**

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34
3	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	6
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	28
7	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	1	1	0	1	28
9	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	32
11	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	32
1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	26	
3	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	26
5	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	1	0	0	0	1	0	1	1	1	1	1	28
7	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	34
9	0	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	0	1	27	
11	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	29
13	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	26	
$\Sigma$	7	12	9	12	12	12	10	9	9	6	11	12	8	11	11	10	9	11	11	20	7	12	7	12	13	9	10	8	7	9	11	11	12	6	12		

**Notes :**

- The top row : The number of the test takers
- The bottom row : The total number of questions the students answered correctly
- The left-side row : Odd test items
- The right-side row : The total number of students who answered the questions correctly

**APPENDIX I. The Result of Try Out Test of Even Number (Y)**

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35		
2	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	6	
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	34
6	1	0	0	1	1	0	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	24	
8	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	26	
10	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	1	1	1	1	1	27	
12	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	3	
2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	35	
4	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	1	1	1	28	
6	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	33	
8	0	0	0	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	0	1	1	0	0	0	0	0	0	1	1	0	0	1	17
10	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	32	
12	0	1	1	1	1	1	1	1	0	0	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	0	1	1	0	0	1	0	1	0	1	22	
total	8	8	9	10	10	9	8	8	9	4	8	10	8	8	8	10	7	9	8	7	6	10	9	9	8	5	8	8	7	8	7	9	9	4	10		

**Notes :**

- The top row : The number of the test takers
- The bottom row : The total number of questions the students answered correctly
- The left-side row : Even test items
- The right-side row : The total number of students who answered the questions correctly

**APPENDIX J. The Calculation of Each Odd (X) and Even (Y)**

<b>No.</b>	<b>Initial Names</b>	<b>X</b>	<b>Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	AD	7	8	49	64	56
2	ANSE	12	8	144	64	96
3	ANS	12	9	144	81	108
4	BCR	12	10	144	100	120
5	CBN	12	10	144	100	120
6	CYP	12	9	144	81	108
7	EP	10	8	100	64	80
8	ER	12	8	144	64	96
9	FAF	11	9	121	81	99
10	FWF	6	4	36	16	24
11	FLDL	11	8	121	64	88
12	FZ	12	10	144	100	120
13	FMA	8	8	64	64	64
14	FMA	11	8	121	64	88
15	IJN	11	8	121	64	88
16	ITW	10	10	100	100	100
17	IKI	9	7	81	49	63
18	KNMS	11	9	121	81	99
19	LAK	11	8	121	64	88
20	LH	10	10	100	100	100
21	MAD	7	6	49	36	42
22	NSSP	12	10	144	100	120
23	NFM	7	9	49	81	63
24	NWW	12	9	144	81	108
25	NNA	13	8	169	64	104
26	NK	9	5	81	25	45
27	NM	10	8	100	64	80
28	OEA	8	8	64	64	64
29	PAR	7	7	49	49	49
30	RPA	9	9	81	81	81
31	RAW	11	7	121	49	77
32	RDA	11	9	121	81	99
33	SDT	12	9	144	81	108
34	YAH	6	4	36	16	24
35	YDS	12	10	144	100	120
		<b>356</b>	<b>287</b>	<b>3760</b>	<b>2437</b>	<b>2989</b>

APPENDIX K. The Result of Difficulty Index Analysis

No	R	N	FV	Criteria	Status
1	34	35	0.97	easy	used
2	6	35	0.17	difficult	deleted
3	6	35	0.17	difficult	used
4	34	35	0.97	easy	deleted
5	28	35	0.8	fair	used
6	24	35	0.68	fair	used
7	28	35	0.8	fair	used
8	26	35	0.74	fair	used
9	32	35	0.91	easy	used
10	27	35	0.77	fair	used
11	32	35	0.91	easy	used
12	3	35	0.08	difficult	used
13	26	35	0.74	fair	used
14	35	35	1	easy	deleted
15	26	35	0.74	fair	used
16	28	35	0.8	fair	used
17	28	35	0.8	fair	used
18	33	35	0.94	easy	used
19	34	35	0.97	easy	deleted
20	17	35	0.48	fair	used
21	27	35	0.77	fair	used
22	32	35	0.91	easy	deleted
23	29	35	0.82	easy	used
24	22	35	0.62	fair	used
25	26	35	0.74	fair	used

Notes :

Easy : 5 items 25%

Fair : 13 items 65%

Difficult : 2 items 10%

**APPENDIX L. The Post Test Score**

**The Scores of Participants in the Control class (X MIPA 1)**

No.	Initial Names	Scores	No.	Initial Names	Scores
1.	AWAS	60	19.	HRF	60
2.	AMWS	80	20.	IAAM	70
3.	ANM	60	21.	KA	60
4.	AAN	82	22.	LA	74
5.	ADP	68	23.	LL	80
6.	AZ	74	24.	NFR	70
7.	AYA	78	25.	PNIN	94
8.	AGD	78	26.	RMRM	68
9.	DNM	60	27.	RAF	90
10.	EHTA	52	28.	RM	72
11.	FA	-	29.	S	64
12.	FOS	76	30.	UK	70
13.	FZN	94	31.	VCNB	76
14.	FMN	60	32.	WPM	76
15.	FA	68	33.	YNA	74
16.	FJ	64	34.	ZAF	64
17.	GAPI	50	35.	ZAA	78
18.	HF	70	36.	ZCS	70

**The Scores of Participants in the Experimental class (X MIPA 3)**

No.	Initial Names	Scores	No.	Initial Names	Scores
1.	ADPC	80	15.	IM	80
2.	AAS	68	16.	IAR	78
3.	AIM	82	17.	IANF	76
4.	AFQ	78	18.	IPN	94
5.	ANKU	74	19.	JFP	86
6.	AMDC	78	20.	KA	80
7.	ANS	84	21.	MA	84
8.	AZR	78	22.	NA	78
9.	DAS	68	23.	NNS	78
10.	FNA	78	24.	PS	78
11.	FSR	84	25.	QSA	88
12.	FMR	60	26.	QA	86
13.	HNP	68	27.	VMR	86
14.	IMS	86	28.	YRA	74

**APPENDIX M. The Schedule of The Research**

No.	Activity	Date
1.	Conducting the interview	February 19 <sup>nd</sup> , 2018
2.	Taking the documentation	October 2 <sup>nd</sup> , 2018
3.	Administering Homogeneity test	October 4 <sup>th</sup> , 2018
4.	1 <sup>st</sup> meeting (the experimental and the Control classes)	October 9 <sup>th</sup> to 10 <sup>th</sup> , 2018
5.	2 <sup>nd</sup> meeting (the experimental and the Control classes)	October 16 <sup>th</sup> to 17 <sup>th</sup> , 2018
6.	Administering Try out test	October 8 <sup>th</sup> , 2018
7.	Administering Post test (the experimental and the Control class)	October 24 <sup>th</sup> , 2018

APPENDIX N. The Permission Letter of Conducting Research



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

Nomor 6720UN25.1.5/LT/2018  
Lampiran :-  
Perihal : Permohonan Izin Penelitian

02 OCT 2018

Yth. Kepala MAN 1 Jember  
Jember

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

Nama : Herdy Baskara Jannata  
NIM : 140210401074  
Jurusan : Pendidikan Bahasa dan Seni  
ProgramStudi : 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 Senior High School Students' Listening Comprehension Achievement". Sehubungan dengan hal tersebut, mohon Bapak/Ibu berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik,kami sampaikan terima kasih.



Prof. Dr. Suratno, M.Si.  
NIP. 1967062519992031003

**APPENDIX O. Statement Letter for Accomplishing the Research from MAN 1 Jember**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER  
MADRASAH ALIYAH NEGERI 1**

Jalan Imam Bonjol 50, Telp. 0331-485109, Faks. 0331-484651, PO Box 168 Jember  
E-mail: man1jember@yahoo.co.id  
Website: www.mansatujember.sch.id

**SURAT KETERANGAN PENELITIAN**

Nomor : B-2069 /Ma.13.73/PP.00.06/ 10 /2018

Yang bertanda tangan di bawah ini ;

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

dengan ini menerangkan bahwa :

Nama : Herdy Baskara Jannata  
NIM : 140210401074  
Fakultas : FKIP Bahasa Inggris UNEJ

Benar benar telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1 Jember dengan Judul ; the Efefect of using vidio on senior high school students listening comprehension achievement.

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember , 27 Oktober 2018

Kepala Madrasah



