CHAPTER 1

INTRODUCTION

A. Background of the Study

English has been used widely in economic, politic, and scientific field as well as the main tool of communication in media as such radio, television, newspaper, and even internet (Lynch, 2000; Crystal, 1997; Fisherman, 1998). Now in every country, English is virtually taught as the main foreign language and used for business, education, and access to get information by a substantial proportion of the world population (Cook, 2003, p. 25). Therefore, Indonesian students need to learn English language.

In learning English, there are four main basic skills that students need to master. They are Listening, Reading, Speaking, and Writing. Listening is concerned with understanding of spoken Language. Reading involves the understanding of main and understanding of main supporting ideas of written language. Speaking is concerned with language orally. Writing refers to ability to express oneself in written form. According to Power (2010), learning English consisted of four skills distinction. Both is listening and reading are respective skill while speaking and writing are production skill. The four basic skills are related to each other by virtue of communication (oral written) and the direction of communication or receive information .

Among four basic skills, Listening is the most communicative activity in daily life. (Morey, 1991. Para.1) states that learner is expected to listen twice as much as we speak four times more than we read, five more times than we write. In a study , it was

found that 45% of communication was listening, 30% speaking , 16% reading and 9% writing (Qarinitamau, 2010, Para 1).

Despite that fact, English learners are not always able to develop oral comprehension skills on his/her own, because without additional support, English learner is not enough to developed better listening skill (Bilash, 2009, para. 4). As learner needs pointer to develop their skill, some learners can get confused and ceased to improve. So, it is crucial for teachers to help their students to learn good listening strategies using teaching aids as media. Consequently, teacher needs to construct learning activities which can enhance learners' oral comprehension (listening skill) and motivate them as well.

The better a student can understand what is being said, the better will be s/he is able to communicate (Bilash, 2009, para.2). In conversation, where the information is influenced by different accent, voice tone and pitch can have different meaning. So, English learner must pay attention to the conversation to be able to communicate with the speaker and to ensure that message which is being transmitted is received correctly.

For SMK PGRI 1 Palembang the writer found that the problem that teacher faced when teaching is that some student is not focused on what the teacher said, there also student that pay attention but cannot comprehend the meaning completely. This is because the lack of motivation from student in learning English language.

The writer will use video as a media in teaching English because video is audio visual material that provides a rich medium for teaching and learning. Video can effectively communicate complex information to a student and if used creatively, it can be a powerful expressive tool (definition watching video for learning, 2014,

para 1). Moreover, Pesce (2007) stated that video lesson give ESL students a wealth of learning opportunities. Therefore, the writer is interested to do a research on teaching listening using video to help students comprehend English well at SMK PGRI 1 Palembang.

B. The problem of the Study

The problem of this study is formulated in the following question: "Is there any significant difference on students listening comprehension taught by using video and those who are not to the tenth grade students at SMK PGRI 1 Palembang?"

C. Objective of the Study

The objective of this research is to find out whether or not there is any significant difference on student listening comprehension achievement between taught using video and those who are not to tenth grade students at SMK PGRI 1 Palembang.

D. Significance of the Study

The findings can contribute a thick description of English learning material by the writer. By doing this research, the writer hopes that will give contribution for English teacher, school, students, the writer and the readers in teaching and learning process in the future. Here, the benefits for each of them.

a. **Teacher of English**

The writer hopes this study can contribute valuable information about student's achievement taught by using video in listening comprehension can help for the teacher to overcome the student motivation problem in learning.

b. **Students**

The student hopes this study can improves the student's knowledge and achievement on learning listening comprehension through watching video and can improving their skill.

c. **School**

The writer hopes that from this study, the school can apply video as one of media to enrich the theories and methods for teachers to apply in teaching and learning process.

d. **Next Researchers**

The writer hopes this study can be informative references as additional reference to enrich ability and knowledge as prospective for the future.

E. **Hypothesis**

According to Richard, et, al, (2004), hypothesis is a speculation concerning other observed or expected relationship among phenomena. Hypothesis test is set up and testing hypothesis is an essential part of statistical inference. There were two hypothesis has been proposed for this study. Hypothesis (Ho) and alternative hypothesis (Ha) they are as follow:

Ho: "There is no significant difference on students listening comprehension between taught using video and teacher strategies to the tenth grade students at SMK PGRI 1 Palembang."

Ha: "There is any significant difference on students listening comprehension. Achievement between taught using Video and teacher strategies to tenth grade students at SMK PGRI 1 Palembang."

F. Criteria for Hypothesis

The criteria for testing the hypothesis are as follows:

1) The null hypothesis (Ho) will be rejected if the result of obtaining was higher than t-table and alternative hypothesis (Ha) will be accepted.

2) The null hypothesis (Ha) will be accepted if the result of obtaining was same or greater than that t-table and alternative hypothesis (Ha) will be rejected.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frame Work

In this chapter, the writer describes about (1) Concept of Teaching, (2) Concept of Listening Comprehension, (4) The Use of Video in Listening Comprehension, (5) Teaching Procedure of Listening Comprehension Using Video.

1. Concept of Teaching.

Saleh (1997) states that teaching is profession conducted by using a combination of art, science, and skill. It is an art because it is based on the teachers' creative provision of the best possible learning environmental and activities for students. It is science since it is a system, and order set of ideas and methods used by the teacher in doing his or her main jobs; plan a lesson and implement it in the classroom, and evaluate the outcome of activities. It is a skill because it demands the ability attained for relevant theories and assist students expertly in learning to communicate well in target language.

According to Brown (2007), teaching is the guidance of learning. It means that the students must be active and the teacher guides the students in whole learning process. It means teaching is a skill for its demands, the ability which is attained from relevant theories and practices to assist the students expertly in learning.

So, teaching is a profession which needs art and creativities in transferring scientific information to students in any given situation.

2. Concept of Listening

There are several language experts who support the idea of the importance of listening. Nunan (1997) states listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening.

River (as cited in Duzer, 1997, para. 2) states Listening is critical element in important language performance of adult second language learners. Whether they are communicating at school, work, or community through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much reading and writing. Welvin and Coackley (as cited in Duzer, 1997, para. 1) found listening was perceived to crucial for communication at work with regards to entry-level employment, job success, general career competence, managerial competency, and effectiveness of relationships between superlative and subordinates.

According to Donoghue (1999), Listening is the process by which spoken language is converted to meaning in the mind. Listening involves giving active and conscious attention to sounds auditory expression for spoken sound and comprehends the information transmitted.

Gilbert (2005) believes that the skills of listening comprehension and pronunciation are interdependent: if Language learners unable to understand spoken English and also cannot speak fluently, it means they are cut off from the language, except from written form.

Listening occupies the position in content of the language skill. The word of "listening" is derived from "listen". Listen means to pay attention to somebody or

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something that you can hear (Hornby, 2000, p. 783). According to O'Brien (2009), there are five levels of listening, name:

A. Pseudo Listening

Pseudo listening is an imitation of the real thing.

B. Appreciative Listening

Appreciative listening takes place when people listen to personal pleasure.

C. Emphatic Listening

Emphatic listening is type of listening done to help the speaker work through some type of personal problem. Identifying other person feelings is the goal of emphatic listening.

D. Comprehensive Listening

Comprehensive Listening occurs when you listen to learn or to understand.

E. Critical listening

Critical listening takes place when you listen to analyze and to evaluate the speaker's ideas.

So, listening is a comprehension of understanding someone's mind through direct conversation.

3. Concept of Listening Comprehension

Listening comprehension has often been seen as a passive activity. It is, on the contrary, an active process in which the listener must discriminate among sounds, understands words and grammar, interpret intonation, and retain information gathered long enough to interpret it in the context of setting in which the exchange takes place. In short, listening is a complex activity which requires substantial mental effort.

Listening comprehension is not an easy activity to do for is complex process. It takes more than just receiving sound waves, but transmitting these ones to the brain for later application; as Brown (2001) States that listening is not a one way- way street ,it is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulse to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

Richard and Schmidt (2002) state that listening comprehension is the process of understanding speech in a first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic unit (e.g., phonemes words, grammar structures) as well as role of the listener's expectations, the situation and context, background knowledge and topic. Listening comprehension can be divided into three stages (Saciroban, 2003, p. 2):

1. Listening and making response (following a written text, informal teacher talk)

2. Listening and making short response (obeying instruction text, physical movement, building models, picture dictation, etc) true false exercise, nothing specific information, etc.

3. Listening and making longer response (repetition and dictation, paraphrasing, answering question, answering comprehension question on text, predictions, summarizing, etc)

Listening comprehension is a key initial step for communication. The better a student can understand what is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language which help improve their language development in all four key skill areas.

It is well known that listening comprehension plays a key role in foreign language teaching, especially with young learners (Anderson & Lynch, 1988; Brewster, 1994; Brown, 1986, 1989; Grabielatos, 1995; Phillips, 1993; Rost, 1990; Shorrocks, 1994). In these recent years, language teachers often face problems to improve their students' listening skills, especially in a 'Foreign Language' context. Since learners are not exposed to the language outside of the classroom. Therefore, teachers need to construct learning activities which will enhance learner's oral comprehension (listening skills) and motivate them, as well (Bilash, 2009, Para. 3).

For example, showing daily conversation of native speaker by using a foreign song, or a movie. When the video is appropriately selected and organized, it can offer a range of opportunities to develop foreign language listening and proficiency in a playful and enjoyable context (Van Scoter, Ellis & Railsback, 2001; Wright & Shade, 1994).

4. Using Videos in Listening Comprehension

Listening comprehension belongs to the most difficult skills. It is crucial for teachers to help their students to learn good listening strategies because without proper understanding people cannot contribute to various discussions and more over listening provide exposure to the target language. Employing a variety of audiovisual

resources (media) as teaching aids for developing listening comprehension is more interesting than many educational situations at present. There are several studies that used media for teaching listening comprehension and testing the effectiveness.

Video as audio visual material provides a rich minimum for teaching and learning. Video can effectively communicate complex information to a student and, if it is used creatively, it can be a powerful expressive tool (definition watching video for learning, 2014, para.1). Pesce (2007) states that video lesson give ESL students a wealth of learning opportunities. Naturally, they are great in listening practice. It means it is a good material for learner to develop comprehension skill.

There are four main considerations to keep in mind when selecting a video or clip for your students to watch (Genesid, 2015, para. 3):

a) **Age Appropriate**

Adults can appreciate a wide range of video types, whereas younger students will find themselves bored with long monologues. Choose appropriate clips that don't contain any foul language, excessive violence, sexual actions or possibly offensive material.

b) **Language Level**

Presenting a Shakespearean play on video to a class of beginning students will simply cause confusion. It's very important to select videos that will stick to mostly known vocabulary. Animated videos for younger children tend to have

simpler words, but may be dull for older students, so keep an eye out for appropriate options.

c) **Humor**

Funny videos are not only more interesting to watch, but they also teach students about humor in their new language. It can be difficult for those from a different culture to get used to the jokes that abound in English, so give them a head start with a comedy.

d) **Interest Levels**

How exciting is an episode of "Thomas the Train Engine" for you, as an adult? When you were a child, would you have been content to sit through a long documentary on coral reefs? Take your students' interests into consideration when deciding on a good video to show them.

5. **Teaching Procedure of Listening Comprehensive**

Activities always proceed through formats which consist of three major stages of component (Saleh, 1997, p. 58). The three stages are:

1) Pre-activity, is intended to prepare the student for lesson and this stage as warm up for preparation.

2) Whilst-activity, is stimulus variation contain the greatest part of teaching and learning process of lesson.

3) Post-activity aims at drawing attention at the end of lesson and strategy in the post-test makes the students' feel satisfied with the lesson because they know that they have learned some material and skill.

The following are the procedures of teaching listening comprehension using video.

1. **Pre-listening stage:**

   a. Introduce the topic: asking the student knowledge tha related with video that will used as teaching material.

   b. Brainstorming: ask students to brain storm as many word or phrase as student know about the topic.

   c. Discussion: ask student to discuss these questions in their groups. Can student name and describe their opinion.

   d. Pre-teaching: pre-teach the vocabulary you expected that the students will not be familiar with.

2. **Whilst-Listening Stage:**

   a. Now, student will watch the video and try to predict the possible answers (a group activity-Teacher goes around the class monitors and helps).

   b. Listen to conversation to answer the question. After the video augment finish let the student to discuss their answer.

   c. Listen to video again and fill in the rest question.

   d. Group check-check the answer and explain why.

   e. Listen for the third time the typescript.

3. **Post-Listening Stage:**

   Self-reflection :

Pre-listening stage-introduction: at the beginning teacher suppose to take a note of the students learning style, and it important to know what student needs to be supported for the next meeting.

B. Previous study

In the previous related of this study, the writer get two of related studies which did the research did the research about video as the strategy of teaching listening comprehension.

Rolando Gunzman Martinez (2010): entitled "Effect On Teaching Listening Skill through Video to Advanced Student From Foreign Language Department at University of El Savador". He found that watching a movie could influence students' listening achievement. Based on the study above, the writer found similarities and differences between this study and previous study. The similarity is using visual media for teaching material, then the difference is the sample of the study and the skills. He added that watching video can influence not only listening skill, but also the other language basic skills which are too general while this study more focuses on listening skill.

The writer also found a thesis at PGRI University library in Palembang about research study on listening comprehension entitled" Teaching Listening Comprehension through Note Taking". It was written by Tri Rahma Dati (2012). She did the research at the eight grade students of state junior high school of Sekayu. She found that note taking could improve student's listening comprehension by applying taking note on important information during oral presentation in listening comprehension. Based on previous study, the writer found some similarity about the

topic of study which is investigated between this study and previous study. The difference is on the population and sample.

C. Research Setting

This research will be conducted at SMK PGRI 1 Palembang, this school is build on 1971. Until 1979 it only consist of fifty students with one department, but after moving from SMEP Negeri 1 Palembang to SMEA Negeri 2 located and then enlist as an institute at 1982/1983, since then from year to year this school is progressing very rapidly. This progress can be seen from the public interest and the number students enrolling, even in the academic year 1988/1989 the interest of pupils achieving 15 (fifteen) class. Since then, the SMEA PGRI 2 turned into SMEA PGRI 1 Palembang or the SMK PGRI 1 Palembang located at Jln. Parameswara no. 18 Bukit Baru Palembang.

The head master of SMK PGRI 1 Palembang is Drs. H. Akhmad Nizar, M.Si, There 52 teachers and 853 students consists of 20 classes in this school. for tenth grade, there are seven classes. Three classes of Akutansi department, two classes of Perkantoran Department, and two classes of Pemasaran Department.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents: (a) methods of research, (b) variables of the study, (c) operational definitions, (d) population and sample, (e) techniques for collecting data, and (f) techniques for analyzing the data are presented, and (g) hypotheses testing.

A. Method of Research

This study is using a quasi-experimental method. Pretest-posttest non-equivalent group design was used to investigate a significant difference in listening comprehension achievement between student who were taught using video and teacher's method to the tenth grade students of SMK PGRI 1 Palembang. The design of pretest-posttest non-equivalent group was suggested by Best and Khan (2006) as follows:

Experimental Group   : $NR \; 1 \; O \; X \; 2 \; O$

Control Group   : $NR \; 1 \; O \; 2 \; O$

In this design NR represents non-randomization, $1 \; O$ represents pretests, X represents the treatment implemented, and $2 \; O$ represents posttests (Cohen et al., 2007). So while both the control and treatment group complete a pretest and posttest, the treatment group is the only group that receives the research treatment.

B. Variables of the Study

Creswell (2012) states that variable is a characteristic or attribute of an individual or organization that (1) researchers can measure or observe and (2) varies

among individuals or organizations studies. According to Fraenkel and Wallen (2012) independent variables are those that the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that is the independent variable is presumed to affect is called a dependent variable.

In this study, independent variable is the use of Audiovisual in teaching Listening comprehension, and the dependent variable in this study is the achievement of the tenth grade students of SMK PGRI 1 Palembang in Listening comprehension.

C.   Operational Definitions

The topic in this study dealt with "teaching:, "Listening", "Comprehension", and "Video" in order to avoid misunderstanding on what this Study was discussing about, the following were the term used in this study.

Teaching is the process teaching is the process to help the students to develop themselves, by giving knowledge, how to find an idea, how to solve the problem, and how to develop their skills and ability

Listen occupies the position in content of language skill. The word "Listening " is derived from "listen". Listen means to pay attention to somebody or something that you can hear (Hornby, 2000, p. 783). Listening happens in all aspect of life . we listen to each other talk, to gossip on the street, to sermon , to advertisements, to lectures, to music and all kinds of situations. One must be able to listen to material in whatever form and however fast it is presented.

Comprehension is the receptive skill in oral mode, and it is a sample process in order to understand the meaning of spoken language. The better a student can understand the meaning of spoken language. The better a student can understand what

is being said, the better will be their ability to communicate. In addition, they will be better able to notice the characteristics of the target language (Saciroban, 2003, p. 2).

Video is one of audio visual materials which provided with rich medium for teaching and learning. Video can effectively communicate complex information to a student and if used creatively, it can be a powerful expressive tool (definition watching video for learning, 2014, para. 1). Therefore, the writer chose to use video fairy land short-length conversation with appropriate vocabulary of American English accent, the video consists of fiction story with suitable vocabularies and interesting plots that makes it suitable for learning material in this study.

D.   Populations and Samples

1.   Population

Population is the group of elements or cases, or events that conform to specific criteria and to generalize the result of the research (McMillan, 1996, p. 85).

The population is any set of item, individuals, group of people, which share some commands and observable characteristics from sample (Richard, et al, 1985, p. 223).

The population of this study will be SMK PGRI 1 Palembang in academic year of 2015/2016. There will be Seven classes of the tenth grade with total number 297 students. Table shows the population of this study

Table 1
Population of the Study

No	Class	Total
1	X AKUNTANSI. 1	35
2	X AKUNTANSI. 2	36
3	X AKUNTANSI. 3	40
4	X PERKANTORAN 1	47

5	X PERKANTORAN 2	48
6	X PEMASARAN 1	48
7	X PEMASARAN 2	43
Total	7 Classes	297

Source: The administration of SMK PGRI 1Palembang in academic year 2015-2016

2. Sample

The sample is the group of elements, or a single element, from which Sample: Group of subjects from data is obtained, (McMillan, 1996, p. 86). The sample consisted of the students from the population who are chosen to participate in the study.

In this study, the writer will use convenience sampling. Fraenkel and Wallen (2012) state that convenience sampling is group of individuals who (conveniently) are available for study.

The total amounts of sample of this study were taken from Akutansi Department of tenth grade, two classes were selected as the sample, and both of classes have poor Listening achievement, therefore the writer was interested in using video to improve students achievement. The sample of this study was shown in Table 2.

Table 2
The Sample of the Study

No	Class	Group	Total
1	X AKUNTANSI 1	Experimental Group	35
2	X AKUNTANSI 2	Control Group	36
Total			71

Source: The administration of SMK PGRI 1Palembang in academic year 2015-2016

E. Techniques for Collecting Data

In collecting the data, the writer used a written test; pretest and posttest. In the process of collecting the data, the writer used the material same for the pretest and posttest.

1. **Test**

Hughes (1992) states that the test is used to obtain the information. The information that it is hoped to obtain will of course vary situation to situation. In this study, there were two kinds of the test which were used by the writer. The test administrated twice as a pretest that was given before the treatment and a posttest was given after the treatment in the experimental and control group. The test was listening test in which the students was signed to read to text or passage then answer some questions related to the text that they had read before.

a) **Pre-test**

A pretest was given to assess the students' skill in listening before doing the treatment. The assessment of the test was used for knowing whether there is a significant different of the students achievement on comprehension.

b) **Post-test**

According to Creswell (2012), pretest provides a measure of some attribute or characteristic that the researcher assesses or participants in an experiment after a treatment. Posttest is done to know the effect after some treatments are given. The posttest is given to know the students' achievement that is done after the treatment is given.

In this study, pretest/posttest used Nonequivalent Group Design: participants were not randomly assigned to the treatment and control groups. Both groups received a pretest and a posttest, but only the treatment group received the treatment.

F. Research Instruments Analysis

1. Validity Test

According to Fraenkel & Wallen (2012), validity is the most important idea to consider when preparing or selecting an instrument for use. Validity has been defined as referring to the appropriateness, correctness, meaningfulness, and usefulness of the specific inference*s* researchers make based on the data they collect. On the other hand, validity test is done to know whether the instruments which are going to be used for pre-test and post are valid or not. Validity is concerned with accuracy measuring what the researchers set out to measure. In this study there were three parts of validity test used. They are as follows.

a. Validity Test of Each Question Item

Validity test of each question item is used to indicate whether the test item of the instruments in each question is valid or not. To know whether it is valid or not, the score of significance (r-output) should be compared with the score of r-table product moment. A question item is considered valid if r-output is higher than r-table (Basrowi and Soenyono, 2007, p. 24). To analyze the respondence's answer from the questionnaire Pearson correlation coefficients was used. The table analysis on respondence's answers from emotional intelligence questionnaire (Q) with 60 questions items and sample (N) was 29 respondences.

From the result analysis in validity test of each questions item, it was found that there were 18 questions considered invalid by the number of questions (1, 2, 3, 4, 8, 14, 15, 21, 32, 39, 41, 42, 45, 46, 47, 49, 55, 57) and 42 questions were valid with the number of questions (5, 6, 7, 9, 10, 11, 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26,

27, 28, 29, 30, 31, 33, 34, 35, 36, 37, 38, 40, 43, 44, 48, 50, 53, 54, 56, 58, 59, 60).

The result analysis of each questions item was displayed in appendix:

b. Content Validity

According to Hughes (1989) a test is said to have a content validity if its content constitutes a representative sample of the language skills, structures, etc with which is meant to be concerned. A content validity is very important since it is an accurate measuring of what it is supposed to measure. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum or syllabus.

In order to know if the contents of the test item given were appropriate, the researcher arranged and presented the specification of the test in Table 3.

Table 3
Test of Specification

Objectives	Test Materials	Indicators	Number Of Items	Tot	Types of test	Answer keys
The students are able to respond the written meaning of conversati on	Video fairy land	The students are able: - To find the detail and factual information	3, 8, 9, 10, 11, 12, 13, 14, 18, 19, 20, 22, 23, 25, 27, 32, 37, 38, 40	40	Multip le Choic es	c, a, d, c, b, c, a, c, b, a, a, c, a, c, b, b, c, a, a
		- Assess the information	2, 5, 6, 15, 16,17, 21, 26, 28, 29, 30, 34, 36,			a, c, c, c, d, b, c, b, a, a, c, c, d,
		- Find the similar word mean	1, 7, 31, 35,			a, a, d, b
		- Completing dialogue	4, 14,24, 33, 39			c, a, b, c, b

2. Realiability Test

Fraenkel and Wallen (2011) state that reliabilty test is used to measure the consitency of the two scores obtained for each invidual from one administration of an instrument to another and from one set of items to another. The scores of reliability were obtained from a tryout analysis which was done twice at MA al-Fatah Palembang.

To test reliability, the writer used test-retest method. Test-retest method measures the stability of test scores over time involves aminidtering the same instrument twice to the same group of individuals after a certain time has elapsed. The result of the Tryout was displayed in appendix

To measure the test-retest method, **Pearson Correlation Coefficient** found in SPSS was used. The result analysis of reliability test showed that the score of Pearson Correlation was 0.246, from the p-output, it was stated that the test instruments reliable since it was higher than 0.70. The result analysis in measuring test-retest method was displayed in appendix.

G. Research Treatment

The research was conducted at the tenth grade students of the SMK PGRI 1 Palembang. The Audio visual were taught based on the teaching-learning objectives that refer to the English syllabus of Senior High school. The learning materials were from the internet which was relevant to the Senior High School Syllabus.

a. **Research Teaching Schedule**

The writer did the treatment to the experimental group students suitable with English teacher schedule for eleventh grade students in academic 2013-2014. The treatment will be done in the morning; every meeting is 90 minutes in 12 meetings.

Table 4
Teaching Schedule for Experimental and Control Group

RESEARCH TEACHING SCHEDULE				Meetings	Materials
Control Group		Experimental Group			
Date	Time	Date	Time		
August 24, 2015	2 x 45 minutes (10.30-12.00)	August 24, 2015	2 x 45 minutes (08.35-10.15)	1st	Fairy land Clip video
August 28, 2015	2 x 45 minutes (10.30-12.00)	August 25, 2015	2 x 45 minutes (10.30-12.00)	2nd	Fairy land Clip video
September 1, 2015	2 x 45 minutes (10.30-12.00)	September 1, 2015	2 x 45 minutes (08.35-10.15)	3rd	Fairy land Clip video
September 4, 2015	2 x 45 minutes (10.30-12.00)	September 2, 2015	2 x 45 minutes (10.30-12.00)	4th	Fairy land Clip video
September 8, 2015	2 x 45 minutes (10.30-12.00)	September 8, 2015	2 x 45 minutes (08.35-10.15)	5th	Fairy land Clip video
September 11, 2015	2 x 45 minutes (10.30-12.00)	September 9, 2015	2 x 45 minutes (10.30-12.00)	6th	Fairy land Clip video
September 15, 2015	2 x 45 minutes (10.30-12.00)	September15 , 2015	2 x 45 minutes (08.35-10.15)	7th	Fairy land Clip video
September 18, 2015	2 x 45 minutes (10.30-12.00)	September 16, 2015	2 x 45 minutes (10.30-12.00)	8th	Fairy land Clip video
September 22, 2015	2 x 45 minutes (10.30-12.00)	September 22, 2015	2 x 45 minutes (08.35-10.15)	9th	Fairy land Clip video
September , 2015	2 x 45 minutes (10.30-12.00)	September 23 , 2015	2 x 45 minutes (10.30-12.00)	10th	Fairy land Clip video

H. Techniques for Analyzing the Data

In analyzing the obtained data, it presents data descriptions and prerequisite analysis.

1. Data Description

In data description, distribution of frequency data and descriptive statistics were illustrated from the obtained data of students' pretest and posttest in control and experimental groups.

a. Distribution of Frequency Data

In distribution of frequency data, the students' score, frequency, precentage were achieved. The distribution of frequency data were achieved from students' pretest scores in control group, students' posttest scores in control group, the students' pretest scores in experimental group, and students' posttest scores in experimental group. Then, the distribution of frequency data were displayed in a table analysis.

b. Descriptive Statistic

In descriptive statistic, number of sample, the score of minimal, maximal, mean, standard deviation, and standard error of mean were acquired. Descriptuve statistics were acquired from students' pretest and posttest scores in control and experimental group.

2. Prerequisite Analysis

Before analyzing the obtained data, prerequisite analysis should be done to see whether or not the data is normal and homogeny.

a. Normality Test

Normality test is used to measure whether the acquired data is normal or not. According Basrowi (2007) The data can be classified into normal whenever the p-

output is higher than 0,025. In measuring normality test, ***One-Sampke KolmogravSmrinov*** was used. The normality test was used to measure students' pretest and posttest scores in control and experimentsl group

b.   Homogeneity Test

Homogeneity test is used to measure the acquired scores wheather it is homogen or not. According Basrowi (2007) states that the score is catagorized homogen when the p-ouput is higher than mean significant difference at 0,05 levels. In measuring test, **Levene Statistics** in SPSS 23 was used.

3.   Hypotheses Testing

According to Donald, et.al, (1979) state that the index used to find the significance of the difference between the means of the two samples in this case is called the t-test for independent samples. These samples are referred to as independent because they are drawn independently from a population without any pairing or other relationship between the two groups.

Therefore, to measure significant difference on students' achievement average scores which was taught using Video and teacher's method, independent sample t-test was used. Significant difference was found whenever the p-output was lower than mean significant difference at 0.05 level.

CHAPTER IV

FINDINGS AND INTERPRETATIONS

In this chapter, the writer presents (a) findings and (b) interpretations.

A. Findings

The findings of this study were to find out: (1) data descriptions, (2) pre-requisite analysis, and (3) the result of significant difference analysis on the tenth grade students' score taught by using Video for teaching listening comprehension and strategy that usually used by teacher of SMK PGRI 1 Palembang.

1. Data Descriptions

In the data descriptions, distributions of data that obtains from this study will be explained base on data frequency and descriptive.

Table Data 5
Data of Students' Pretest Scores and Posttest Score got from Control and Experimental Group

Variable	N	Score Frequency (%)			Minimum	Maximum	Mean	Std. Deviation
		Exellent (81-100)	Good (61-80)	Fair (41-60)				
Pretest group Scores	36	3 (8.4%)	19 (53.2%)	14 (38.4%)	50.00	87.50	67.4306	10.83127
Control group Posttest	36	1 (2.8%))	20 (55.8)	15 (41.4%)	50.00	82.50	65.0694	8.11714
Experiment group pretest	35	5 (14.4%)	20 (57.1%)	10 (28.7%)	45.00	92.50	68.9286	11.62031
Experiment group posttest	35	9 (25.8%)	24 (68.6%)	2 (5.8%)	55.00	95.00	76.3571	9.20244

1.1. Distribution of Data Frequency

In the distributions of data frequency, score excellent, good and fair, frequency, and percentage were analyzed. The scores were got from: (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest scores in experimental group, and (d) posttest scores in experimental group.

a. Students' Pretest Scores in Control Group

In distribution of data frequency, the writer got the interval Variable, only 3 (8.4%) indicated that the presentation was excellent. 19 (53,2%) of them indicated that it was good, while 14 (38.6%) showed that it was Fair. The result of the pretest score in control group is described in table 5.

b. Students' Posttest Scores in Control Group

In distribution of data frequency, the writer got the interval Variable, only 1 (2.8%) indicated that the presentation was excellent. 20 (55.8%) of them indicated that it was good, while 15 (41.4%) showed that it was Fair. The result of the posttest score in control group is described in table 5.

c. Students' Pretest Scores in Experiment Group

In distribution of data frequency, the writer got the interval Variable, only 5 (14.4%) indicated that the presentation was excellent. 20 (57.1%) of them indicated that it was good, while 10 (28.7%) showed that it was Fair. The result of the pretest score in Experiment group is described in table 5.

d. Students' Posttest Scores in Experiment Group

In distribution of data frequency, the writer got the interval Variable, only 9 (25.8%) indicated that the presentation was excellent. 24 (68.6%) of them indicated

that it was good, while 2 (5.8%) showed that it was Fair. The result of the posttest score in experiment group is described in table 5.

1.2. Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviations were analyzed. The scores were gained from; (a) pretest scores in control group, (b) posttest scores in control group, (c) pretest score in experimental group, and (d) posttest scores in experimental group.

a. Students' Pretest Scores in Control Group

In descriptive statistics, it was found that the total number of sample in control group (N) were 36 students, the minimum score is 50.00, the maximum score is 87.50, the mean score is 67.4306, and the standard deviation is 10.83127.

The result of data analysis was achieved from pretest of control group is showed in table 5.

b. Students' Posttest Scores in Control Group

In descriptive statistics, it was found that the total number of sample in control group (N) were 36 students, the minimum score was 50.00, the maximum score is 82.50, the mean score is 65.0694, and the standard deviation was 8.11714.

The result of data analysis was achieved from posttest of control group is showed in table 5.

c. Students' Pretest Scores in Experimental Group

In descriptive statistics, it was found that the total number of sample in control group (N) were 35 students, the minimum score was 45.00, the maximum score is

92.50, the mean score is 68.9286, and the standard deviation was 11.62031. The result of data analysis was achieved from pretest of experimental group is showed in table 5.

d. Students' Posttest Scores in Experimental Group

In descriptive statistics, it was found that the total number sample in control group (N) were 35 students, the minimum score was 55.00, the maximum score is 95.00, the mean score is 72.3571, and the standard deviation was 9.20244. The result of data analysis was achieved from posttest of experimental group is showed in table 5.

2. Pre-requisite Analysis

In the pre-requisite analysis, normality and homogeneity were analyzed.

Table 6
Normality Test of Students Pretest Scores
In Control Group

No	Variable	N	Kolmogorov Smirnov	Sig	Result
Students 'Pretest	Control Group	36	1.029	0.240	Normal
Students' Posttest	Control Group	36	1.020	0.250	Normal
Students 'Pretest	Experimental Group	35	0.835	0.489	Normal
Students' Posttest	Experimental Group	35	0.921	0.365	Normal

2.1. Normality Test

In the normality test, the total of sample (N), Kolmogorov Smirnov, significant and result were analyzed. The scores were got from: (a) students' pretest control scores in control group, (b) students' posttest scores in control group, (c) students' pretest scores in experimental group, and(d) students' posttest scores in experimental group.

a. Students' Pretest Scores in Control Group

Based on the data which was obtained from the scores of the 36 students in control group, it was found that the significance level is 0.240. From the result of the output, it can be stated that the students' pretest control group was normal. Since, it was higher than 0.025. The result of data analysis was achieved from pretest of control group is showed in table 6.

b. Students' Posttest Scores in Control Group

Based on the data which was obtained from the scores of the 36 students in control group, it was found that the significance level is 0.250. From the result of the output, it can be stated that the students' posttest control group was normal. Since, it was higher than 0.025.The result of data analysis was achieved from posttest of control group is showed in table 6.

c. Students' Pretest Scores in Experimental Group

Based on the data which was obtained from the scores of the 35 students in control group, it was found that the significance level is 0.489. From the result of the output, it can be stated that the students' pretest experimental group was normal. Since, it was higher than 0.025. The result of data analysis was achieved from pretest of experimental group is showed in table 6.

d. Students' Posttest Scores in Experimental Group

Based on the data which was obtained from the scores of the 35 students in control group, it was found that the significance level is 0.365. From the result of the output, it can be stated that the students' pretest experimental group was normal. Since,

it was higher than 0.025. The result of data analysis was achieved from pretest of experimental group is showed in table 6.

2.2. Homogeneity Test

In the homogeneity test, the students' pretest and posttest scores in control and experiment group were analyzed by using Levene Analysis.

1. Students' Pretest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.820. From the result of the output, it could be stated that the students' pretest in control experimental group was homogeny since it was higher than 0.05. The result of data analysis was achieved from pretest of control and experimental group is showed in table 7.

Table 7
Homogeneity Test on Students' Pretest Scores
In Control and Experimental Groups

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control Group	36	0.052	0.820	Homogen
2	Experimental Group	35			

2. Students' Posttest Scores in Control and Experimental Groups

Based on measuring homogeneity test, it was found that the significance level is 0.847. From the result of the output, it could be stated that the students' pretest in control experimental group was homogeny since it was higher than 0.05. The result of data analysis was achieved from pretest of control and experimental group is showed in table 8.

Table 8
Homogeneity Test on Students' Posttest Scores
In Control and Experimental Groups

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control Group	36	0.038	0.847	Homogen
2	Experimental Group	35			

3. Results of Significant Difference Analysis on Students' Listening Comprehension by Using Video and Teacher's Strategy

In this study, independent t-test was used to measure the significant difference on student's score who was taught using Video and t conventional strategies SMK PGRI 1 Palembang. From the table analysis, it was found that the p-output is 0.000 and the t-value is 5.185. Since the p-output was lower than 0.05 and the t-value was higher than critical value of t-table (1.990). It could be stated that there was significant difference on students' listening comprehension achievement taught using Video. The result of analysis of independent t-test is described in Table 9.

Table 9
Results of Significant Difference Analysis
on Students' Listening Score
Taught Using Video and Teacher's Strategy

Using Video and strategy that used by the teacher of SMK PGRI 1 Palembang	Independent Sample t-Test			Ho
	T	Df	Sig. (2-tailed)	
	5.185	69	0.00	Rejected

B.   Interpretations

Based on the findings above, some interpretations were made as follows:

First, the writer analyzed the normality and homogeneity test of the sample data of the pretest between control and experimental groups to prove that the data was normal and homogenous. The test could be categorized normal whenever it is higher than 0.025 and it is homogenous whenever it is higher than level of significance at 0.05. The result showed the normality of pretest score in control group was lower than experimental group. Furthermore, the result of homogeneity test of pretest scores in control and experimental groups could be concluded normal. Therefore, the students in control and experimental groups have the same ability and could be given the treatment.

Then, during the treatments the writer found out some notes. For the first-three-meeting, the students still got difficulties in understanding the story. The listening session was seldom done during the teaching and learning process in the class. The teacher said the location which was near to the main street influenced the bad result listening activity. According to Donoghue (1999), Listening is the process by which spoken language is converted to meaning in the mind. Listening involves giving active and conscious attention to sounds auditory expression for spoken sound and comprehends the information transmitted and The word of "listening" is derived from "listen". Listen means to pay attention to somebody or something that you can hear (Hornby, 2000, p. 783). Therefore, I used bluetooth speakers which I put in the middle of the class to help minimize the class condition while the students could focus watching video I played.

Video which is appropriately selected and organized, it can offer a range of opportunities to develop foreign language listening and proficiency in a playful and enjoyable context (Van Scoter, Ellis & Railsback, 2001; Wright & Shade, 1994). For the next three-meeting, the students seemed able to comprehend the story of they watched even they still got difficulties of understanding some new vocabularies. The other last three-meeting was better, most of the students had already prepared dictionaries to find out the difficult words without asking and without I asked. They had already enjoyed to comprehend the story and finding new words. Richard and Schmidt (2002) state that listening comprehension is the process of understanding speech in a first or second language and based on this statement it means that they had grasp how to be a good listener.

Therefore, the results of the p-output could be concluded that the students' posttest in control and experimental group was normal. So the analyzing of independent t-test was done to answer the hypothesis of the study.

Third, from the result analysis of measuring significant difference from students' posttest scores in experimental and control groups, it could be interpreted that there was significant difference between students' posttest score taught by using video and teacher's strategy. It indicated that by watching video, it could significantly improved the students' achievement than the strategy that was used by the teacher. It can be concluded that watching video could increase the students' achievement in comprehension and bring advantages to student's comprehension in SMK PGRI 1 Palembang. It is related to Claudia (2007, para. 1) stated that video lesson give ESL students a wealth of learning opportunities. By improving students' comprehension it can increase conceptual learning in ways that maximize students' involvement.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter, the writer presents (a) conclusion and (b) suggestions.

A. Conclusion

Based on the experiment done by the writer in the tenth grade class of SMK PGRI 1 Palembang, It could be concluded that;

1. There was significant difference found on the students' achievement who were taught by using Video and who were taught by using teacher's strategy.

2. The noise condition could influence bad comprehension for listening skill.

3. The use of media such as Video and Bluetooth Speakers could minimize the noise.

4. Learning by using Video is effective in improving students' achievement.

B. Suggestion

Based on the conclusion above, the writer would like to give some suggestions for teacher of English, students, and institution.

1. For Teachers of English

The findings of this study encourages the writer to suggest the teacher of English, especially for teacher of English at SMK PGRI 1 Palembang to apply many kinds of teaching strategies and media in helping students to comprehend better. One of them is using video that has been effective in improving students' achievement.

2.   For students

For students, especially for students of SMK PGRI 1 Palembang, the students are also expected to have high motivation, especially intrinsic learning motivation. Therefore, it is hopefully that they will be more active and creative in teaching and learning process. As a result, learning achievement will also be better than before.

3. For the School

The writer suggests to the institution especially for SMK PGRI 1 Palembang to facilitate the teacher of English and the students with many text books and media to make the teaching and learning English more interesting and effective.

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