



**THE EFFECT OF USING VIDEO ON STUDENTS' LISTENING  
SKILL AT SMP WAHID HASYIM MALANG**

*SKRIPSI*

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## ABSTRACT

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### Keywords: Listening skill, video, effect

Listening is a receptive skill that needs to be learned. Nevertheless, listening that can pay more attention than speaking. Listening can be taught through several media, such as video, audio, film, music, and youtube. The purpose of this study was to investigate the effect of video in listening comprehension at SMP Wahid Hasyim Malang. The presence of video can be an alternative media to ease the students in facing the listening problem.

Based on the dual coding theory with respect to multimedia learning, an experimental research was conducted to examine the effect of video listening comprehension on students' listening skill. Utilizing quantitative approach as the research design, the researcher carried out 44 students from two classes as experimental group and control group Junior High School of Malang in seventh grade as the participants of the research which randomly assigned by the teacher. The researcher collected the data by using pretest and posttest mean score which calculated by utilizing SPSS 2.0 to reveal the descriptive of the data, the normality and the homogeneity of the data, and independent sample t-test there is no significant

Carrying the research problem of this research (*Is there any significant effect of using video on students' listening skill at SMP Wahid Hasyim Malang?*), the researcher found that the t-value of the posttest score was 0.075 with sig 2-tailed 0.076. The finding of this research indicated that the t-value < t-table (1.821 < 1.993). It can be directly conclude that there was not significant effect there was no significant effect of using video toward the students' listening comprehension with the probability error 0.05 (5%) which means that it was less than the significant value of the test (0.02/2%).

## CHAPTER I

### INTRODUCTION

This chapter presents some topics related to introduction of study. They are background of the study, research problems, objective of the study, significances of the study, scope and limitation of the study, and the definition of key terms.

#### 1.1 Background of the Study

When we learn a language, there are four skills that we need to learn which include speaking skill, writing skill, reading skill, and listening skill, these four skill in learning English are very important but we often find that the listening skill is difficult. As this skill involves a very high concentration, the same intonation is difficult to discern but the context is different. Not understanding the English accent, mistakes in choosing learning strategies often occurred in listening problems, then lack of vocabulary is the most prominent. Listening is a process that occurs after stimuli the sound of touching layers of hearing in the brain (Rosr, 2007:7-8).

As we know that listening is one of the skills that must be taught in order to improve the students' language communication ability, this skill is considered as the most important matter to be taught in school because all students can prepare to do the work from teacher. Listening is more difficult than just listening. It is a mechanism consisting of four phases: sensing and attending,

comprehension and perception, recollection and reaction. The phases occur in series, but they are normally not known to us (Sheila Steinberg). For many students, listening is a difficult skill to be mastered. So, the teacher must find an appropriate method and media to improve the students' listening skill.

In SMP Wahid Hasyim, the English teaching is more focused on vocabulary, rather than other skills, including Listening. It is proven by the low score of the students from the listening score setting target. Based on the teachers who teach there, The students faced difficulties in listening because they had difficulties in learning, lack of communication between teacher and students, lack of the use of English in daily life, and the use of teacher centered learning, so that students feel bored in learning English.

Another problem found is the teacher cannot measure the students' level of understanding related to listening skill, and students were less motivated in learning listening because they thought that listening is very difficult, so far the ability of student in general in the learning listening is still in the level of listening well and correctly (Wenibrug, 2006: 10).

Teachers are required to be creative in teaching listening, one of which is by choosing the appropriate method and media for the learning process to create fun and interesting activity, and involve students to be more active.

In this study, the researcher used video to teach listening, because the teacher just used English book. The researcher used video about fable to attract the students' attention.

Researcher will implement video which is expected to help student in improving their listening ability. Therefore, based on the assumption that teaching listening using video can be the alternative media to teach listening, finally, the researcher conducted the research entitled “The Effect of Using Video on Students’ Listening Skill at SMP Wahid Hasyim Malang.”

### **1.2 Statement of the Problem**

Based on the background of the study, the research question is formulated as follow:

Is there any significant effect of using video on students’ listening skill at SMP Wahid Hasyim Malang?

### **1.3 Objective of the Study**

In this study, the researcher investigated the effect of using video on students’ listening skill at SMP Wahid Hasyim Malang.

### **1.4 Significance of the Study**

The researcher considered this research to have some results for teachers, students, and future researchers as follows:

1. Practically, the results of this study are expected to give English teachers and students about the effect of using video on students' listening skill.

Moreover, the teachers can use this research as a reference in teaching listening. Then the students are expected to improve their listening skill by using the video.

2. Theoretically, it is hoped that this research can encourage other researchers to conduct the similar research which can be useful for educational development and produce useful references to help the researchers in the future.

### **1.5 Scope and Limitation of the Study**

In this study, the researcher focused on the seventh grade students' especially class VIIA and VIIB, because the researcher wanted to know the effect of using video on students' listening skill in grade seven.

### **1.6 Definition of Key Terms**

In order to avoid differences in understanding of the terms used, several terms that are deemed necessary in this study will be explained.

These terms are as follows:

#### **1. Listening skill**

In this research is a way for students to listen to and respond to questions in the form of a listening test using video media, listening skill is one of the language skills. The data processing of learning outcomes is carried out on the results of the *pretest* and *posttest* scores using multiple

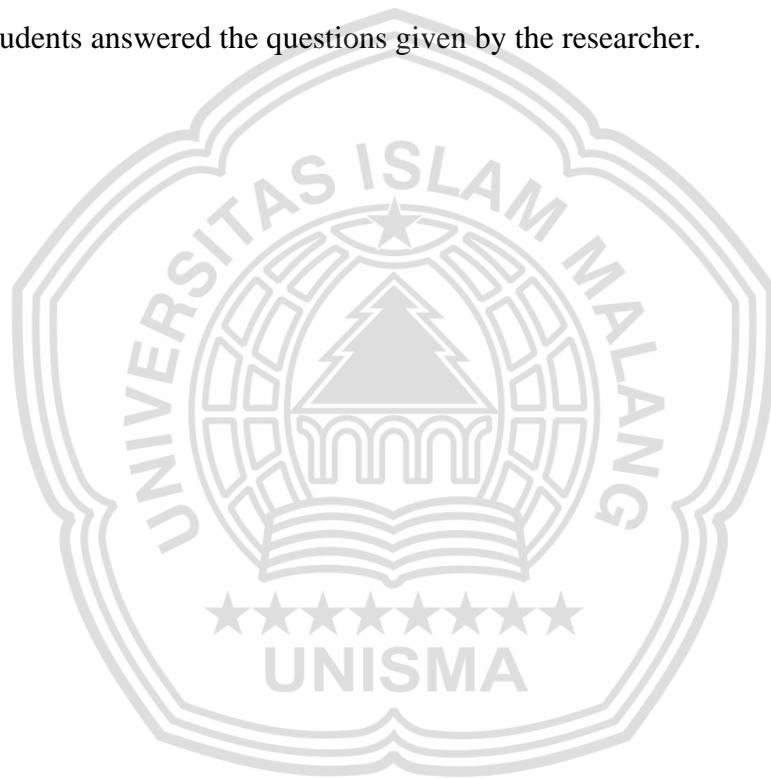




choice test questions and essays to determine the increase in mastery of listening skills.

## 2. Video

In class, the students learned descriptive texts about animals through videos. In the process of listening to the video, the researcher asked the students to pay attention and understand about the video, then the students answered the questions given by the researcher.





## CHAPTER V

### CONCLUSION AND SUGGESTIONS

In this chapter, the researcher addresses the conclusion and the suggestion of this study. This study also provides some implications for the lecturer, learners, and future researchers.

#### 5.1 Conclusion

The purpose of this study is to investigate determine the effectiveness of video as a medium for students' listening skills. The researcher concluded that in general the students' listening ability was still poor. Then based on the data analysis, the research is not significant because students are still less capable, if given material about video and audio. The result showed that a difference between the two that is not significant in the effect of using video on students' listening. This was indicated by the results of the independent sample t-test which showed that  $t_{count} < t_{table}$  ( $2,852 < 2,423$ ) and  $p < 0.05$  ( $p = 0.05 < 0.05$ ). Thus, it can be concluded that  $H_0$  was accepted,  $H_1$  was rejected. Because there was no significant effect, it means that  $H_0$  was accepted.

#### 5.2 Suggestions

Based on the conclusion above, the researcher would like to give some suggestions as follow:

1. For English teachers

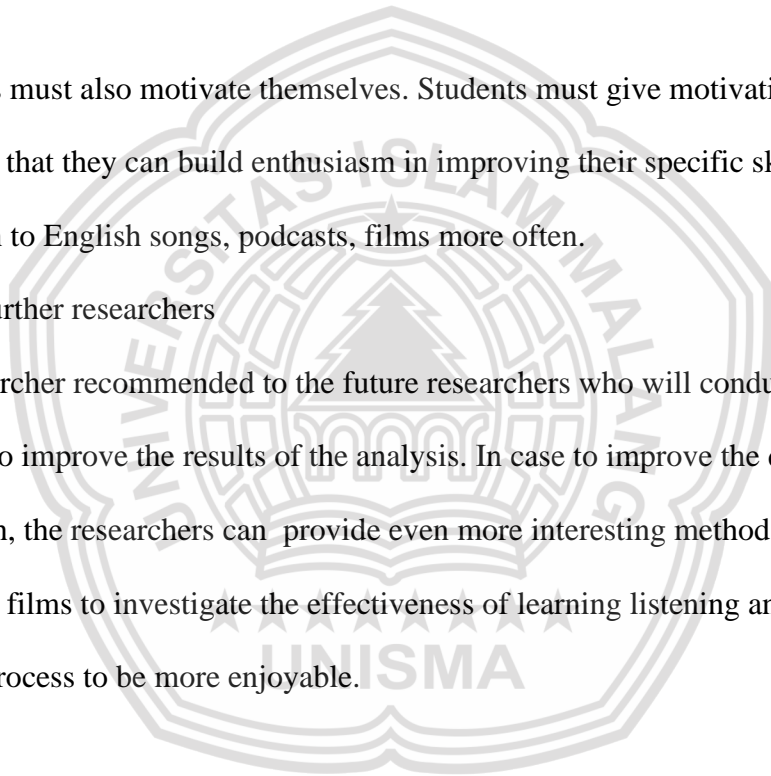
The researcher suggests that teachers should use various media in the class such as short story videos or other videos related to the material, because it can motivate, stimulate and help students if they do not understand the material. In addition, the use of videos can improve the students' motivation in Listening learning activity.

2. For students

Students must also motivate themselves. Students must give motivation to themselves so that they can build enthusiasm in improving their specific skills, and also listen to English songs, podcasts, films more often.

3. For further researchers

The researcher recommended to the future researchers who will conduct the similar topic to improve the results of the analysis. In case to improve the quality of the research, the researchers can provide even more interesting methods, such as podcasts or films to investigate the effectiveness of learning listening and make the learning process to be more enjoyable.



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