THE USE OF VIDEO MEDIA TO IMPROVE THE STUDENTS’ LISTENING SKILL FOR THE SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL IN SMAN 2 GRABAG MAGELANG IN THE ACADEMIC YEAR OF 2017/2018

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for degree of SarjanaPendidikan (S.Pd.)

English Education Department of Teacher Training and Education Faculty State Institute for Islamic Sladies (IAIN) Salatiga

By:

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113-13-148

ENGLISH DEPARTMENT OF EDUCATIONAL FACULTY INSTITUTE FOR ISLAMIC STUDIES SALATIGA

2018
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer. This paper does not contain any materials published by another people and it does not cite any other people’s ideas except those quoted overtly.

The declaration is written with the full concern of writer.

Salatiga, March 1st 2018

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ATTENTIVE COUNCelor’S NOTE

Case: Fatma Rifiiningsih’s Graduating Paper

Dear
Dean of Teacher Training
and Education Faculty

Assalamu’alaikum, wr.wb

After reading and correcting Fatma Rifiiningsih’s graduating paper entitled “THE USE OF VIDEO MEDIA TO IMPROVE THE STUDENT LISTENING SKILL (A Classroom Action Research of the Second Grade Students of SMAN 2 Grabag in the academic year of 2017/2018)”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper can be examined as soon as possible.

Wassalama’alaikum, wr.wb.

Counselor,

Mashihatul Umami, M. A.

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A GRADUATING PAPER

THE USE OF VIDEO MEDIA TO IMPROVE THE STUDENTS' LISTENING SKILL

(A Classroom Action Research For The Second Grade Students of Senior High School in SMAN 2 Grabag Magelang In The Academic Year Of 2017/2018)

Written by:
Fatma Riftiningsih
113-13-148

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute of Islamic Studies (IAIN) Salatiga on March 26th 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education.

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Salatiga, March 26th 2018

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MOTTO

The harder you work the luckier you get.

Gary Player

Stay positive, work hard, make it happen.
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT
2. Both of my parents (my father and my mother) who had given me support.
3. My big brother
4. All of my friends
5. My big family that supported for my education and finishing this graduating paper
6. For my friend EkaKurniyanti, who always support me.
Bismillahirrohmanirrohim,

Assalamualaikum. Wr. Wb.

In the name of Allah, the most gracious and merciful, the king of universe and space. Thank you to Allah because the researcher can complete this graduating paper as one of requirement to finish the study in English Department Education of States for Institute Islamic Studies Salatiga.

This graduating paper would not have been completed without support, guidance and help from individual and institution. Therefore, I would like to express special thanks to:

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6. My big family, thank you so much

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8. For all my friend, thank for your friendship and kindness

9. Second grade students of IPA 2 class in SMAN 2 Grabag Magelang in the academic year of 2017

10. Thank your for the teacher and staff of SMAN 2 Grabag, who help me in my research.

Salatiga, January, 2018

The Researcher

Fatma Riffiningsih

113 13 148
ABSTRACT


This research focus on the use video media to improve the students listening skill for the second grade students of SMAN 2 Grabag in the academic year of 2017/2018. Objective of this study are to find out whether the use of video media can improve the students’ listening skill and how far the improvement in students listening skill by using video media.

The methodology of this research is action research. The technique of the data analysis is quantitative and qualitative research. There are two cycles in the process of the research. Each cycle consists of planning, implementation, observation, and reflecting.

The researcher stated that there is an improvement of students’ listening skill using video media. It can be seen from the number of students who pass the passing grade in cycle I and cycle II. The passing grade is 75. The number of the students who pass the passing grade in cycle one is 6.667% and post-test is 3.333%. While the pre-test in cycle II is 43.333% and post-test is 76.667%. The improvement of using video media in listening skill is significant. It is showed by the result of t-test in cycle I and II is higher than t-table. T-table is 2042. At the first cycle, the mean of pre-test is 54.333 and post-test is 59.333. Moreover, pre-test score in cycle II is 74 and post-test is 82. The percentage score from cycle I is 9.202% and cycle II is 10.811%. It means that video media can improve the students listening skill at the second grade students of SMAN 2 Grabag in the academic year of 2017/2018.

Keywords: Video, Media, Listening Skill.
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language. English is also intensively used in international communication. We have to speak English if we go to abroad because English is universal language that is used as a verbal media which is understood by almost all the people around the world. In our country, English is the foreign language, which is taught from Elementary level to University level.

English is one of students’ necessary, which is needed by students in this period; students need to learn English in order to increase their ability in it to make them ready to face the globalization era in the future. Through English, they can get good job in the corporation and people feel confidence when they can speak English fluently. Surely, when students are learning English, students need to study about four skills of English such as listening, speaking, reading, and writing. The goal of foreign language study is to learn a language in order to read literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study (Richard and Rodgers, 1986:3).

Usually an English teacher does not have any new method to teach their students about English; besides, a teacher should have good method to make their students feel that English is fun and easy to be learned. Teacher is a key factor in the successful implementation of curriculum changes. (Richard,
2001:99). A teacher is one of component that has important role in the teaching-learning process because teacher is the subject of the activity. In doing teachers’ role, a good teacher needs an effective method in order to make language teaching successful.

Actually, most of students in senior high school want to study about English, and most of them had been getting English when they are studying in elementary school, but they did not understand what their English teacher talking about. This problem comes from students itself because they feel that English is very hard to be understood, especially in listening. Some students have problem in listening. They think that listening is hard. When listening, teacher is usually use audio and the speaker is native speaker. Students usually not understood what the speaker said, because their pronunciations are different with us.

The English teacher seldom teaches their students listening. So, the teacher mush give their students listening because when the teacher teach English, the teacher mush teach four skill.

We can help students listen more effectively if we spend some time teaching them about purposes for listening. One way to do that is to use a simple dialogue. (Brown, 2006, p. 5)

In addition, when teacher teach listening, they also use media to teach their students. Usually the teachers are difficult to choose the media that they will use to teach. In this case, the teacher usually use video or audio to teach. When teacher use audio and video, the students can more interest and they
will focus to watch or listen what the teachers teach.

Media with emphasis on cognitive skill and academic achievement of young children. Media is important to teach in listening. A good media can improve cognitive and academic achievement for students. (Kirkorian, Wartella and Anderson, 2008)

Video is a popular tool used to engage learners and enhance a learning experience. Anyone with digital camera, webcam, tablet or smart phone can now create and edit a movie. YouTube statistics highlight the widespread use of video online, with more than 4 billion hours of video watched each month and 72 hours of video being uploaded every minute (YouTube 2013, statistics). Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. (Deakin, 2014)

The using of video to teach listening at senior high school is one of appropriate media in teaching English. Perhaps students feel that studying foreign language especially English will be more interesting when English teacher uses video as a media. The students can enjoy learning English when teacher uses video to teach English. Teacher can show English news, short movie, etc.

From the explanation above, the writer would like to know the use of video as a media to improve listening skill. However, teaching listening should use effective technique. By doing so, teacher know the strength and the weakness of their material. The teacher easy prepares a media to help students
in teaching-learning process.

Students in this research are students of SMAN 2 Grabag Magelang, the writer uses video media because those are suitable to teach in listening. In addition, by using video media in teaching-learning process the writer hopes that students are able to master listening and make students are interested in learning English.

Based on the explanation the researcher is interested in doing a research about *The Use Of Video Media To Improve The Students’ Listening Skill For The Second Grade Students Of Senior High School Of SMAN 2 Grabag Magelang In The Academic Year Of 2017/2018.*

**B. Statement of the Problem**

1. Can the use of videomedia improve the students’ listening skill for second grade of SMAN 2 Grabag Magelang in the academic year of 2017/2018?

2. How far can the use of video media improve the students’ listening skill for second grade of SMAN 2 Grabag Magelang in the academic year of 2017/2018?

**C. Objective of the Study**

1. To find out whether the use of video media can improve the students’ listening skill for second grade students’ of SMAN 2 Grabag Magelang in the academic year of 2017/2018.
2. To find out how far the improvement in students listening skill by using video media to the students’ listening skill for second grade of SMAN 2 Grabag Magelang in the academic year of 2017/2018.

D. Benefit of the study

The study expected to have both academic and practical contributions.

1. For the teacher
   Academyally, to help teacher find out the alternative media for teaching listening through video media can improve in the learning process.

2. For students
   The researcher hopes that the research facilitates the students to improve their self-confidence and listening skill.

3. For the researcher
   Practically, the finding of this research is useful to readers who want to increase the students’ listening skill.

E. Limitation of the Study

The study focus on the use of video media can improve students’ listening skill. The subject in this research is listening skill that focuses in the second grade of SMAN 2 Grabag Magelang in the academic year of 2017/2018.
**F. Graduating Paper Organization**

Chapter I is the Introduction, there are consist background of the study, statement of the problems, objectives of the study, significance of the study, limitation of the study, definition of key terms and graduating paper outline. Chapter II is describe theoretical framework, consists of previous research, the definition of video, types of video, advantages and disadvantages of video, the use of video, the definition of media, function of media, types of media, why teach listening, the definition of listening, models of listening skill, parts of listening, and rubric of listening. Chapter III is contain of research report that included the general description of SMAN 2 Grabag Magelang population, subject of study, method of the research, procedure of the research, technique of collecting data, technique of data analysis. Chapter IV presents the data analysis that contains discussion and result of the research. Chapter V is the Conclusions and Suggestions that carry the explanation about the conclusion and the suggestion from the researcher.
CHAPTER II
THEORETICAL FRAMEWORK

This chapter explains the theoretical foundation which consist of previous study, definition of video, types of video, the advantages and disadvantages of using video in learning, the use of video in learning, definition of media, the function of video, types of video, definition of video, models of listening process, teaching listening, and parts of listening

A. Previous Study

In order to improve the understanding this research, the researcher presents five relevant studies

Based on the research by Londe (2009), “The Effect of Video Media in English As a Second Language Listening Comprehension Test”. The study is to test listening comprehension two video and one audio format. The video formats were 1) the “talking head” (TH), which was a close-up shot of the lecturer ’s head and face, which filled the screen; 2) the “full body” (FB) format, which was a long shot of the whole body view of the lecturer with some background and foreground information. The “audio-only” (audio) format was the sound track from the video, without any visuals. The target language use domain (TLU) is academic English as a second language. All three formats presented the same ten-minute simulated academic lecture.

Other researcher is Lestari (2013), “The Effectiveness of Video Media to the Result Study to Students in Sub Competent Make Up for First Grade
Students in SMK 2 Boyolangu Tulungagung”. This study aimed to determine the effect of video media toward student learning outcome. This study was pre-experimental design with "Pre-test and Post-test Group”. Data collection techniques used were tests of student learning outcomes and student questionnaire responses sheet. Tests performed were pre test and post test. While student questionnaire responses were used to determine students' responses after the use of video media in the learning process

Puspita (2013), “The Use of Video to Improve Students’ Speaking Ability”. this study is quasi-experimental study which examines the effectiveness of the use of video media in teaching learning process to improve students speaking ability. In addition, it tries to find out students’ responses toward the use of video media in teaching learning speaking.

In Bachtiar (2013) research entitle, “The Use of Video to Improve Students’ Writing of Procedural Text”. The study is to test listening comprehension two video and one audio format were used. The video formats were 1) the “talking head” (TH), which was a close-up shot of the lecturer ’s head and face, which filled the screen; 2) the “full body” (FB) format, which was a long shot of the whole body view of the lecturer with some background and foreground information. The “audio-only” (audio) format was the sound track from the video, without any visuals. The target language use domain (TLU) is academic English as a second language. All three formats presented the same ten-minute simulated academic lecture.
Mursyidto (2014). “The Use of Video Media to Improve students Speaking skill of the tenth grade students at SMK PI Ambarrukmo ISleman”. From the observation and implementation in the classroom, he found some effective ways to improve the speaking skill of the tenth grade students at SMK PI Ambarrukmo ISleman by using video media. First, the action using video could attract students’ attention and motivation in the teaching and learning process. The use of video also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident.

B. Video

1. Definition of Video

Video is a movie, television show, event, etc., that has been recorded onto a videocassette, DVD, etc., so that it can be watched on a television or computer screen. In this research the writer uses educational video to teach the students. (Merriam-Webster, 2017)

2. Types of Video

Harmer (2001: 284) states that there are three types of videos that can be used in the class.

a) Off-air program

Off-air program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-air videos are also extremely difficult for students to
understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

b) Real-world video

The teachers should not use separately published videotape material such as feature of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make their choice based on how engaging and comprehensible the extract is likely to be. In this research, the researcher uses analytical video. The video is about pollution such as water pollution, land pollution, air pollution, etc.

c) Language learning videos

It means that the videos are prepared to accompany course books. The advantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students’ topic interests and multi-use since they cannot only be used for language study but also for a number of other activities as well.

3. The Advantages and disadvantages of using Video in learning

According to Harmer (2001:282), there are advantages why video can add a special, extra dimension to the learning experience:
a) Seeing language-in-use, the students do not just hear language but they can also see it. They can know the general meaning and moods that are convey through expressions, gesture, and other visual clues.

b) Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.

From the explanation above, we know that video has many advantages if we use in teaching learning process. Video not only has advantages in teaching learning process but also has advantages too.

According to Harmer (2001:283), there are disadvantages when we use video in teaching learning process:

a) The ‘nothing new’ syndrome

The uses of videos are not only switching on the monitor in the classroom and then watching the videos. The teachers should provide activities before viewing, when viewing and after viewing videos to encourage the students to speak so it is not just like watching television at home.

b) Poor quality types and disks

In selecting the video, the teacher also should judge the quality of video that will be given to the students whether the video is sufficiently good to attract the students’ interest.

c) Poor viewing conditions
It is important for the teachers to make sure that the students can see and hear the video. The monitor must be big enough for the students who sit at the back to see the screen clearly.

d) Stop and start

When the teachers constantly stop and start the videos, only showing little bits at a time, it will make the students become frustrated. However, sometimes the teachers do that on purpose, prediction. Therefore, the teachers need to think by themselves how many stops and starts can cope with and how much they will want to see the end of sequence.

e) The length of extracts

The teachers should consider the length of the video seriously. Some people think that more than two or three minutes of videos make students to sleep. However, short video sequences between one and four minutes can yield a number of exercises, demonstrate satisfying range of language that are easier to manipulate and can be highly motivating for students.

4. The Use of Video

Video can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. (Woottipong, 2014)
Mirvan (2013) asserted that employing video materials in a classroom can enhance students’ motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

C. Media

1. The Definition of Media

   Media is the system and organizations of communication through which information is spread to a large number of people. (Merriam-Webster, 2017), According to Smaldino (2007: 09), Media is a means of communication and source of information.

2. Functions of Media in Teaching and Learning Process

   In the teaching and learning process, the use of media makes the learning become more interesting and can create good atmosphere. Furthermore, Smaldino(2007: 12) explains five roles of media in teaching and learning process:
   a. Thematic Instruction

      It is known as the teachers’ ways on organizing their instructions around topics.

   b. Portfolios

      A portfolio is a collection of students’ work that illustrates growth over a period. Portfolios often include such artifacts as students-produced illustrated books, videos and computer multimedia projects.

   c. Distance Education
The distinguishing characteristic of distance education is the separation of the instructional team and students during learning. As a consequence, the course content must be delivered by instructional media.

d. Instructor-directed learning

A common use of media in an instructional situation is for supplementary `support of the ‘live’ instructor in the classroom. Certainly, good media can enhance and promote learning and support teacher-based instruction.

e. Learner-directed learning

Media can be used effectively in formal education where a teacher is not available or is working with other students. Media are often “packaged” for this purpose; objectives are listed, guidance in achieving objectives is given, materials are assembled, and self-evaluation guidelines are provided.

3. Types of Media

According to Smaldino (2007:10) there are six basic of media used in learning and instruction:

a. Text

Text is alphanumeric characters that may be display in any format such as book, poster, chalk board, computer screen, and so on.

b. Audio
Audio include everything that you can hear such as person’s voice, music, mechanical sound (running car engine), noise, and so on.

c. Visual

Visual is regularly use to promote learning. It is include diagram in a poster, drawing is chalkboard, photograph, graphics in a book, cartoons, and so on.

d. Motion Media

Motion media is a media that show motion include videotape, animation, and so on.

e. Manipulative (object)

Manipulative ate three dimensional and can be touch and handle by students.

f. People

People here may be teachers, students, and so on.

D. Listening

1. Why teach listening?

Why teach listening? seems an odd question. It is standard practice nowadays for language teachers to provide sessions that focus on this particular skill. There is a wide choice of listening materials available with accompanying CDs, and DVD or video is used in many classroom. (Field, 2009: 1)
2. **Definition of listening**

Listen is to pay attention to someone or something in order to hear what is being said, sung, played, etc. (Merriam-Webster, 2017)

According to Flowerdew and Miller (2005, p. xi), Listening is a skill that deserves equal treatment with the others, both in the classroom and in the preparation of language teachers. With the unrelenting trend toward globalization, which manifests itself in greater international trade, travel, education, Internet use, cheap international telephone calls, and mass entertainment, English has become a world language. The need to be able to understand English is increasing by the day. There is a growing need, therefore, for international citizens to be able to understand not just standard British or American spoken English, but other varieties spoken around the world.

3. **Sub-skill of general listening**

According to Richard taken by Field, there are some sub-skill in general listening

a. Ability to recognize vocabulary use in core conversational topics

b. Ability to detect key words (i.e. those which identify topics and propositions)

c. Ability to guess the meaning of words from the context in which they appear.

d. Ability to recognize grammatical word classes.
4. **Models of listening process**

According to Flowerdew and Miller (2005: 24), there are three models of listening process:

a. **Bottom-up processes**

   According to the bottom-up model, listeners build understanding by starting with the smallest units of the acoustic message: individual sounds, or phonemes. These are then combined into words, which, in turn, together make up phrases, clauses, and sentences. Finally, individual sentences combine to create ideas and concepts and relationships between them. According to this model, therefore, the different types of knowledge necessary in the listening process are applied in a serial, hierarchical fashion. Bottom-up models of text processing follow a traditional view of communication as the transmission of information.

b. **Top-down processes**

   Top-down models emphasize the use of previous knowledge in processing text rather than relying upon the individual sounds and words. The top-down model was developed when researchers considered the fact that experimental subjects are unable to identify truncated sounds in isolation from the words they form a part of, whereas subjects are quite able to identify truncated words so long as they are presented with the surrounding context.

c. **Interactive processing**
If listening involves both bottom-up and top-down processing, it follows that some sort of model that synthesizes the two is required. This we have in the so-called interactive model, as developed, most notably, by Rumelhart (1975). According to Rumelhart, whose theory was developed within the context of reading, but which applies equally well to listening, language is processed simultaneously at different levels. In this parallel processing, phonological, syntactic, semantic, and pragmatic information interact, although it is not clear exactly how.

5. Teaching listening

According to Harmer taken by Machackova (2009) there are some strategies in teaching listening.

a. Use textbooks

This guiding student, show them how to work with their textbooks.

b. Use communicative approach

Teacher should try to discourage students from using the mother tongue.

c. Read for the gist

Teacher has to explain and show their students how to deal with the texts.

d. Deal with unfamiliar vocabulary

Teachers are supposed to provide their learners with the suitable context.
e. Use dictionaries

Teachers ought to explain how to make the best use of them.

According to Flowerdew and Miller taken by Machackova (2009) learning strategies are distinguished as:

a. Meta cognitive strategy

Meta cognitive strategy can be described as strategies that are used by the learners to organize, monitor and evaluate their learning process.

b. Cognitive strategy

Cognitive strategy is the ways that the students use to acquire the language.

c. Socio affective strategy

Socio affective strategies are the processes in which students employ others to improve their learning.

6. Parts of listening

According to Wei (2012), there are three parts of listening.

1) Pre-listening

In real-life situations, it is rare that people listen to something without certain background information. Therefore, when asking students to do listening practice, teachers had better provide related information, which will facilitate students’ listening comprehension. Pre-listening activities serve this purpose. They help to set the
context, generate students’ interest, and activate students’ current background knowledge on the topic. Brown (2006) suggests that a pre-listening task should consist of two parts. Students should be provided with an opportunity to learn new vocabulary or sentence structures used in the listening material and a chance to activate their prior knowledge.

2) While-listening

While-listening activities are usually designed to help learners develop the skill of eliciting messages from spoken language. Here are some suggested while-listening activities.

3) Post-listening

Post-listening activities can be used to check comprehension. The comprehension check is either related to pre-listening activities, such as predicting, or extends the topic and helps students remember new vocabulary.

7. Rubric of listening skill

This is the rubric of listening skill contains the category, score, and description.
Table 2.1
LISTENING SKILL RUBRIC

<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>80-100</td>
</tr>
<tr>
<td>Good</td>
<td>70-80</td>
</tr>
<tr>
<td>Fair</td>
<td>60-70</td>
</tr>
<tr>
<td>Low</td>
<td>0-60</td>
</tr>
</tbody>
</table>

Source: Mualimah’s graduating paper (2016)

Criteria:

e. Very good
   If the correct answer is 8-10, the students get score 80-100.

f. Good
   If the correct answer is 7-8, the student get score 70-80.

g. Fair
   If the correct answer is 6-7, the students get score 60-70.

h. Low
   If the correct answer is 0-6, the students get score 0-60
CHAPTER III

RESEARCH METHODOLOGY

This chapter contains research report that included the general description of SMAN 2 Grabag, population, subject of study, method of the research, procedure of the research, technique of collecting data, and technique of data analysis.

A. General Description of SMAN 2 Grabag

1. Profile of SMAN 2 Grabag
   a) School name : SMAN Grabag
   b) Accreditation : A
   c) Address : JL. Raya Grabag No. 46 Grabag, Magelang
   d) Telephon : 02933219677
   e) Post code : 56196
   f) Village : Kalikuto
   g) Subdistrict : Grabag
   h) City : Magelang
   i) Province : Jawa Tengah
   j) Founded : 1994

2. Vision and Mission in SMAN 2 Grabag
   a) Vision
       Good attitude, Cold, healthy, and achievement.
   b) Mission
1) Pray according to their religion.

2) Create conducive school.

3) Improve students’ culture to live health.

4) Improve students’ social education.

5) Give professional service education.

6) Improve students emulate to quality university.

3. The Subject of the Study

The subjects of this research are XI IPA 2 students of SMAN 2 Grabag. There are 30 students, which consist of 10 males and 20 females.

Table 3.1

XI IPA 3 students of SMAN 2 Grabag in the academic year of 2017/2018

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>GENDER</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aldini</td>
<td>F</td>
</tr>
<tr>
<td>2</td>
<td>Agus Ahmad Safi’i</td>
<td>M</td>
</tr>
<tr>
<td>3</td>
<td>Althur Fajar Saputra</td>
<td>M</td>
</tr>
<tr>
<td>4</td>
<td>Anis Dwi Arikoh</td>
<td>F</td>
</tr>
<tr>
<td>5</td>
<td>Aupilana Dwi Chouilly</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>Bima Fitrana Aqni</td>
<td>M</td>
</tr>
<tr>
<td>7</td>
<td>Eka Fitrianingsih</td>
<td>F</td>
</tr>
<tr>
<td>8</td>
<td>Erina Dwi Trisnawati</td>
<td>F</td>
</tr>
<tr>
<td>9</td>
<td>Fatlia</td>
<td>F</td>
</tr>
<tr>
<td>10</td>
<td>Ferdy Dwi Nugroho</td>
<td>M</td>
</tr>
<tr>
<td>11</td>
<td>Hana Dita Y</td>
<td>F</td>
</tr>
<tr>
<td>12</td>
<td>Ika Fridayanti</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Gender</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>13</td>
<td>Lailatul Azizah</td>
<td>M</td>
</tr>
<tr>
<td>14</td>
<td>Lina Sofiyana</td>
<td>M</td>
</tr>
<tr>
<td>15</td>
<td>M Kurniawan Tri Hardani</td>
<td>M</td>
</tr>
<tr>
<td>16</td>
<td>Maulana Taufiq Ardan R</td>
<td>M</td>
</tr>
<tr>
<td>17</td>
<td>Miftakhul Chakim</td>
<td>M</td>
</tr>
<tr>
<td>18</td>
<td>Nada Dwi Novita</td>
<td>F</td>
</tr>
<tr>
<td>19</td>
<td>Nike Ariyani</td>
<td>F</td>
</tr>
<tr>
<td>20</td>
<td>Novia Khoirunnisa</td>
<td>F</td>
</tr>
<tr>
<td>21</td>
<td>Nurul Umi Salamah</td>
<td>F</td>
</tr>
<tr>
<td>22</td>
<td>Putria Nurjanah</td>
<td>F</td>
</tr>
<tr>
<td>23</td>
<td>Rakanata Alfard Susprayogi</td>
<td>M</td>
</tr>
<tr>
<td>24</td>
<td>Safira Nur Putri</td>
<td>F</td>
</tr>
<tr>
<td>25</td>
<td>Saripah</td>
<td>F</td>
</tr>
<tr>
<td>26</td>
<td>Sastra Tugi Winarta</td>
<td>M</td>
</tr>
<tr>
<td>27</td>
<td>Sutiyo</td>
<td>M</td>
</tr>
<tr>
<td>28</td>
<td>Tri Wahyuningtias</td>
<td>F</td>
</tr>
<tr>
<td>29</td>
<td>Voni Atika Uliawati</td>
<td>F</td>
</tr>
<tr>
<td>30</td>
<td>Yunita Lestari</td>
<td>F</td>
</tr>
</tbody>
</table>

**B. Method of the Research**

The research method used in this study is classroom action research; there are some definitions of action research.

According to McKeachie (1999), Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. We know a great deal about good teaching in general, but every teaching situation is unique in terms of content, level, student skills and learning styles, teacher skills and teaching styles, and many
other factors. To maximize student learning, a teacher must find out what works best in a particular situation.

According to McNiff & Whitehead (2002:41), taken by Lewin (1946), developed a theory of classroom action research as a spiral of steps involving planning, fact-finding (or reconnaissance) and execution, and which later came generally to be understood as an action–reflection cycle of planning, acting, observing and reflecting.

Based on definitions above, the researcher concludes that classroom action research is research or practical interpretation is conducted by a person in educational practice or teaching learning process to know the situation when they are studying. The researcher identifies the problem which is found in the class before applying Classroom Action Research.

C. The Procedure of Research

According to McNiff and Whitehead(2002, 45) makes spiral model of action research that has four steps. The spiral model is illustrated in the figure below:
1. Planning

Planning is one of important material when the writer doing research. In this time, the writer prepares all of the material such as teaching aids, sheets, list of students, etc. The activities in the planning are:

a) Preparing material, making a lesson plan, designing the steps in doing action

b) Preparing list of students’ name and scoring

c) Preparing teaching aids

d) Preparing sheets for classroom observation, to know the situation of teaching-learning process when the media is applied
2. Action

Action is the process of doing something, this is very important because in this time the writer needs to know about students’ ability and also gives some of pre-test, teaching listening, and solving students’ problem. The writer would like to try the procedure as described below:

a) Giving pre-test
b) Teaching procedure using video media
c) Giving time to the students to ask any their difficulties
d) Giving some questions to the students in order to know their ability in listening
e) Giving post-test

3. Observation

Observation is one of the instruments used to collecting data. Observation can be systematically used to observe and note the phenomenon investigated like students’ feeling, thinking, and something they are doing in teaching-learning process.

4. Reflection
The result of the observation is analyzed. It is to remember what happen that has been recorded in observation. Reflection seeks to make sense of process, problems, and real issues in strategies action.

D. Techniques of Collecting Data

In this research the writer uses some technique to collect data, as follows:

1. Observation

Observation used to know the situation of the teaching learning process when method is applied.

2. Test

Test is used to pre-test and post-test, these are used to know the student’s ability in listening skill. Pre-test is used to know student’s ability before teacher teach them using video. Post-test is given after they were given different treatment to know the result of the different treatment.

E. Technique of Data Analysis

The purpose of data analysis is to know the use of video demonstration to improve students listening skill at the second grade students of SMAN 2 Grabag in the academic year of 2017/2018.

After collecting data, the next step of the study is analyzing of the data. The data is the result of pretest and posttest. Analyzing the test scores of the written test, a statistical technique is used to find the mean score of the students. From the observation sheets, the students’ behavior during the action is analyzed.

Mean
\[ MX = \frac{\sum x}{N} \]

\[ MX = \frac{\sum y}{N} \]

Explanation:

\( M \) = Mean of the student’s score
\( x \) = total score of pre-test
\( y \) = total score of post-test
\( N \) = the total number of students

According to Sidojono (2010, p.278), there is another of validaty that is item validity. Item validity is the index of validity of each item. In this study, the researcher decides that the item validity and calculated it using SD (Standard Deviation) and T-test formulas. The formulas are:

1. Standard deviation

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2}
\]

Explanation:

SD = standard deviation

\( D \) = difference between pre-test and post-test

\( N \) = the number of observation

2. Test

To be able to know whether there is significant or not between pre-test and post-test, the writer using t-test after calculate the SD. The formula is:
\[ T = \left( \frac{\frac{SD}{N}}{\sqrt{\frac{D}{N+1}}} \right) \]

Explanation:

\( T \) = t-test for the difference of pre-test and post-test

SD = standard deviation

\( D \) = difference between pre-test and post-test

\( N \) = the number of observation
CHAPTER IV
DATA ANALYSIS

A. The Activities of Research

1. First Cycle

a. Planning

The activities are preparing:

1) Materials and making lesson plan

2) Introduction students’ and teacher’s name.

3) Preparing aid teaching

4) Pre-test to know students listening skill, teacher asks students to remember what their teacher taught before.

b. The implementation of the action

On Thursday, 10 July 2017, 07.00 am. The teacher and the researcher entered the class. Then she greeted and asked about their condition today, such as “Assalamu’alaikum”. The teacher asked students to tell what they taught before, after that, teacher tell the students that this day the material is analytical exposition using video as a media.

The teacher gives the worksheet to the students. After the teacher finish gives worksheet, she plays analytical video about pollution. After the students finished their tasks, the teacher starts the lesson. The teacher play the video material about analytical and teach
them with those video. After she finished the material and then she gave them post-test.

Then the teacher plays the analytical video about pollution again and she asked the students to do their task.

After all the students finished their task, the teacher asked the students what they learn before. After that the teacher close the lesson.

c. Observation

In this first cycle, the teacher and the writer observe the teaching learning process. By monitoring the students’ activity in this action, the teacher knows that they did know all of the materials that given to them. They confused to know the general structure of analytical text.

The researcher also observed the students’ activeness in asking and answering questions, and giving feedback during the teaching learning process. In this cycle, most of them were active in the class. Their activeness in the class was 44.444%, it showed that they activeness along the learning process, but still need to increase their activeness in the class.

Table 4.1
Observation Sheet for Students in Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Observing the learning material</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>Expression</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>Expressing their active listening (i.e., showing the response)</td>
<td>V</td>
</tr>
<tr>
<td>3</td>
<td>Body Position/Eyes (facing/making eye contact with the video)</td>
<td>V</td>
</tr>
<tr>
<td>4</td>
<td>Taking some notes and not playing with things</td>
<td>V</td>
</tr>
<tr>
<td>5</td>
<td>Summarize what the speaker is saying</td>
<td>V</td>
</tr>
<tr>
<td>6</td>
<td>Make connections/ask question (link what they are hearing to prior knowledge in the subject or assimilates knowledge)</td>
<td>V</td>
</tr>
<tr>
<td>7</td>
<td>Explaining the material</td>
<td>V</td>
</tr>
<tr>
<td>8</td>
<td>Commenting about they learned</td>
<td>V</td>
</tr>
<tr>
<td>9</td>
<td>Fixing their error and completing their note along or after the learning process</td>
<td>V</td>
</tr>
<tr>
<td>10</td>
<td>Making conclusion</td>
<td>V</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Total score</strong></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Good</td>
<td></td>
</tr>
</tbody>
</table>

Description of Score:

- **A** = 5 (excellent), if it reaches 81-100%.
- **B** = 4 (good), if it reaches 61-80%.
- **C** = 3 (enough), if it reaches 41-60%.
- **D** = 2 (bad), if it reaches 21-40%.
- **E** = 1 (very bad), if it reaches <21%

\[ NP = \frac{R}{SM} \times 100\% \]

\[ = \frac{30}{50} \times 100\% \]

\[ = 60\% \]

d. **Reflecting**

After doing analysis of the action in cycle I, it is very important to say that the teacher to be serious with the students’ listening skill. The students’ still confused in understanding what the speaker said.

Cycle I has not given a satisfactory result because most of them get bad score. The problem in this cycle one is some students have difficult in listening skill.

Some of the students are not watching the video seriously. Some of them also not active in the class when the teacher summarizes the
material in the end of the meeting. However, the cycle one was not gave satisfactory and the writer should continue in the next cycle.

2. Cycle two

Based on the result of cycle one, it is necessary for teacher to continue the next cycle.

1) Planning

a) Materials and making lesson plan.

b) List of the students

c) Teaching aid

d) Sheet for classroom observation.

e) Test

2) The implementation of the action

On Thursday, 11 November 2017, 07.00 am, the teacher greeted the students and tried to condition them such as: Assalamu alaikum, good morning students, how are you today? Then the teacher tells the students what they are going to learn at that day, for example well students, today we are going to learn about pollution. The teacher also explains the generic structure and language futures in analytical exposition. Here the teacher use video as a media to teach them.

After the teacher finish giving the paper to the students, she plays the analytical video about pollution. After the students finished their task, the teacher began to start the lesson. The teacher play the video
material about analytical and teach them with those video. After she finished the material and then she gave them post-test.

Then the teacher plays the analytical video about pollution again and she asked the students to do their task.

After all the students finished their task, the teacher asked the students what they learn before. After that the teacher close the lesson.

3) Observation

In the second cycle, to know the student listening skill the teacher and the writer was using same media, video media to be a tool to teach. The material and the question is on the video. In the post-test, the teacher gave ten questions. The question is multiple choices. This is the result of pre test and post-test in cycle two.

From the result of this cycle, the researcher can see that the students are more active than before. They more pay attention to teacher explanation and the video that be shown. It was proved by percentage of their activeness in the class, it was. It means that the students’ activities in cycle II was higher that cycle I.

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect that are being observed</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E</td>
</tr>
</tbody>
</table>

Table 4.2

Observation Sheet for Students in Cycle II
<table>
<thead>
<tr>
<th></th>
<th>Observing the learning material</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Expressing their active</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>listening(i.e., showing the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>response)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Body Position/Eyes(facing/making</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>eye contact with the video)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Taking some notes and not playing</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>with things</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Summarize what the speaker is</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>saying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Make connections/ask</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td></td>
<td>question(link what they are</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>hearing to prior knowledge in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>subject or assimilates knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Explaining the material</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>8</td>
<td>Commenting about they learned</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td>9</td>
<td>Fixing their error and completing</td>
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<td>V</td>
</tr>
<tr>
<td></td>
<td>their note along or after the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Making conclusion</td>
<td></td>
<td>V</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>Total score</td>
<td>33</td>
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</tr>
<tr>
<td>Percentage</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Category</td>
<td>Good</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of Score:

A = 5 (excellent), if it reaches 81-100%.
B = 4 (good), if it reaches 61-80%.
C = 3 (enough), if it reaches 41-60%.
D = 2 (bad), if it reaches 21-40%.
E = 1 (very bad), if it reaches <21%

\[
NP = \frac{R}{SM} \times 100\%
\]

\[
= \frac{33}{50} \times 100\%
\]

\[
= 66\%
\]

4) Reflection

By analyzing the action above, the students listening skill was improved. It was seen in their pre-test score. Most of them get good score.

The student’s active listening also improves. It can be seen from the student who more interest and active in the class. They active, when
the teacher gives them some question. The students give more attention when the teacher plays the video. They also more interactive when the teachers summarize what they lesson those day.

It means that the use of video media improve the students’ listening skill.

B. Improvement of Students’ Listening Skill Using Video Media in SMAN 2 Grabag

The researcher collected the data of cycle one and cycle two. They were consisted of 30 students from second grade students of XI IPA 3 in SMAN 2 Grabag.

1. Cycle 1
   a. Pre-test

   Table 4.3
   The Result of Pre-test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>M</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>M</td>
<td>50</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>M</td>
<td>60</td>
</tr>
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<td>7</td>
<td>G</td>
<td>F</td>
<td>80</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
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<td>M</td>
<td>40</td>
</tr>
<tr>
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<td>K</td>
<td>F</td>
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<td>F</td>
<td>50</td>
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<td>M</td>
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<td>50</td>
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<tr>
<td>22</td>
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<td>F</td>
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<tr>
<td>24</td>
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<td>F</td>
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</tr>
<tr>
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<td>F</td>
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<tr>
<td>26</td>
<td>Z</td>
<td>M</td>
<td>30</td>
</tr>
<tr>
<td>27</td>
<td>A1</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>B1</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>29</td>
<td>C1</td>
<td>F</td>
<td>60</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of cycle I above, the researcher could calculate the number of students who pass the passing grade. The passing grade is 75. The target students who pass the passing grade are 70%.

Percentage score of pre-test

\[ P = \frac{F}{N} \times 100\% \]

Percentage of score <75 = \[ \frac{28}{30} \times 100\% = 93.333\% \]

Percentage of score >75 = \[ \frac{2}{30} \times 100\% = 6.667\% \]

b. Post-test

Table 4.4

The Result of Post-test Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>M</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>M</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>M</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>G</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>9</td>
<td>H</td>
<td>F</td>
<td>50</td>
</tr>
<tr>
<td>10</td>
<td>I</td>
<td>M</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>J</td>
<td>F</td>
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</tr>
<tr>
<td>12</td>
<td>K</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>L</td>
<td>M</td>
<td>50</td>
</tr>
<tr>
<td>14</td>
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<td>M</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
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<td>M</td>
<td>50</td>
</tr>
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<td>P</td>
<td>M</td>
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</tr>
<tr>
<td>18</td>
<td>Q</td>
<td>F</td>
<td>60</td>
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<td>19</td>
<td>R</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
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<td>F</td>
<td>70</td>
</tr>
<tr>
<td>21</td>
<td>T</td>
<td>F</td>
<td>90</td>
</tr>
<tr>
<td>22</td>
<td>U</td>
<td>F</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>V</td>
<td>M</td>
<td>70</td>
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<td>24</td>
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<td>F</td>
<td>50</td>
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<td>X</td>
<td>F</td>
<td>50</td>
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<td>M</td>
<td>60</td>
</tr>
<tr>
<td>27</td>
<td>Z</td>
<td>M</td>
<td>70</td>
</tr>
</tbody>
</table>
From the post-test score, the researcher calculated the number of students who pass the passing grade. The passing grade is 75. The target students who pass the passing grade is 70%.

Percentage score of pre-test

\[
P = \frac{F}{N} \times 100\%
\]

Percentage of score \(<75\) = \[\frac{29}{30} \times 100\%\]

= 96.667%

Percentage of score \(>75\) = \[\frac{1}{30} \times 100\%\]

= 3.333%

Based on the data of pre-test and post-test in cycle I, the researcher calculated that there is an improvement from pre-test to post-test in cycle I. Therefore, the students who pass the passing grade in pre-test are higher than post-test, but the score in post-test is higher than pre-test.

c. Calculation of Mean
Table 4.5
The Result of Pre-test and Post-test Cycle I

<table>
<thead>
<tr>
<th>NO</th>
<th>PRE-TEST SCORE</th>
<th>POST-TEST SCORE</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>60</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
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<td>0</td>
</tr>
<tr>
<td>9</td>
<td>50</td>
<td>50</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>60</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>11</td>
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<td>100</td>
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<tr>
<td>29</td>
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<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>30</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

Mean= 54.333  Mean= 59.333  ΣD= 130  Σ D²= 4310

From the result above, the researcher could calculate the number of students who passed the passing grade.
Table 4.6
Count of Passing Grade of Pre-test and Post-test

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pre-test</th>
<th></th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Grade</td>
<td>Percentage</td>
<td>Grade</td>
</tr>
<tr>
<td>&lt;75</td>
<td>28</td>
<td>93.333%</td>
<td>29</td>
</tr>
<tr>
<td>&gt;75</td>
<td>2</td>
<td>6.667%</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
<td>30</td>
</tr>
</tbody>
</table>

Calculation mean of pre-test and post-test

1) Mean of Pre-Test 1

\[
M = \frac{X}{N}
\]

\[
M = \frac{1630}{30}
\]

\[M = 54.333\]

2) Mean of post-test

\[
M = \frac{Y}{N}
\]

\[
M = \frac{1780}{30}
\]

\[M = 59.333\]

- Mean of pre-test 1 : 54.333
• Mean of post-test 1 : 59.333
• Mean of pre-test ≤ post-test
• There is an improvement of listening skill in analytical text using video media between pre-test 1 and post-test 1

3) Score percentage increasing of pre-test and post-test in cycle II

Increase of mean 59.333-54.333= 5

\[
\% = \frac{5}{54.333} \times 100\% = 9.202\%
\]

4) SD score

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2}
\]

\[
= \sqrt{\frac{4310}{30} - \left(\frac{10130}{30}\right)^2}
\]

\[
= \sqrt{143.667 - (4.333)^2}
\]

\[
= \sqrt{143.667 - 18.774}
\]

\[
= \sqrt{124.893}
\]

\[
= 11.176
\]
5) T-test score

\[ T = \left( \frac{\Sigma D}{N} \right) \times \left( \frac{SD}{\sqrt{N-1}} \right) \]

\[ = \left( \frac{130}{30} \right) \times \left( \frac{11.176}{\sqrt{30-1}} \right) \]

\[ = 4.333 \times 11.176 \times \sqrt{29} \]

\[ = 4.333 \times 11.176 \times 5.385 \]

\[ = 4.333 \times 58.85 \]

\[ = 2.075 \]

\[ = 2.088 \]

6) Giving interpretation t

a) Giving calculation of df

\[ df : n-1 \]

\[ df : 30-1 \]

\[ df : 29 \]

b) Consult with t table value

The value of t table with level of 5% with df = 29 was 2.042

c) Comparing t test with t table
T test was 2.088. It is used the significant level 5% and t table 2.042. Therefore, t-test is higher than t-table with level of significance 5%.

If t-test similar or higher than t table, null hypothesis (Ho) would be rejected. Ho was no significant difference between post-test cycle 1 and post-test cycle 2. t-test table with n=29 was 2.088. The result of t test was 2.088 > 2.042. So, t-test calculating was higher than t table. Therefore, Ho was rejected. It means that there was a significant difference between pre test and post-test.

2. Cycle two
   
   a. Pre-test

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>90</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>60</td>
</tr>
</tbody>
</table>

Table 4.7
The Result of Pre-test Cycle II
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>F</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>G</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>H</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>K</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>L</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>M</td>
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<tr>
<td>14</td>
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<tr>
<td>15</td>
<td>O</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>P</td>
<td>70</td>
</tr>
<tr>
<td>17</td>
<td>Q</td>
<td>70</td>
</tr>
<tr>
<td>18</td>
<td>R</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>S</td>
<td>70</td>
</tr>
<tr>
<td>20</td>
<td>S</td>
<td>90</td>
</tr>
<tr>
<td>21</td>
<td>T</td>
<td>70</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of cycle II above, the researcher could calculate the number of students who pass the passing grade. The passing grade is 75. The target students who pass the passing grade is 70%.

Percentage score of pre-test

\[ P = \frac{F}{N} \times 100\% \]

Percentage of score <75 = \( \frac{17}{30} \) x 100%

\[ = 56.667\% \]

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>U</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>V</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>W</td>
<td>70</td>
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<td>25</td>
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<td>26</td>
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<tr>
<td>28</td>
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<td>70</td>
</tr>
<tr>
<td>29</td>
<td>B1</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>C1</td>
<td>80</td>
</tr>
</tbody>
</table>
Percentage of score >75 = \( \frac{13}{30} \times 100\% \)

= 43.333%

b. Pot-test

Table 4.8
The Result of Post-test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
<td>90</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>F</td>
<td>80</td>
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<tr>
<td>7</td>
<td>G</td>
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<td>8</td>
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<td>9</td>
<td>I</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>J</td>
<td>90</td>
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<tr>
<td>11</td>
<td>K</td>
<td>80</td>
</tr>
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</tr>
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</tr>
<tr>
<td>13</td>
<td>M</td>
<td>80</td>
</tr>
<tr>
<td>14</td>
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<td>15</td>
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<td>X</td>
<td>90</td>
</tr>
<tr>
<td>25</td>
<td>Y</td>
<td>80</td>
</tr>
<tr>
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<td>Z</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>A1</td>
<td>80</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of cycle II above, the researcher could calculate the number of students who pass the passing grade. The passing grade is 75. The target students who pass the passing grade is 70%.

Percentage score of post-test

\[ P = \frac{F}{N} \times 100\% \]

Percentage of score <75 = \(\frac{7}{30}\) x 100%

= 23.333%

Percentage of score >75 = \(\frac{23}{30}\) x 100%

= 76.667%

c. Calculation of Mean

**Table 4.9**

<table>
<thead>
<tr>
<th>NO</th>
<th>PRE-TEST SCORE</th>
<th>POST-TEST SCORE</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>90</td>
<td>60</td>
<td>-30</td>
<td>900</td>
</tr>
<tr>
<td>2</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
</tbody>
</table>
From the result above, the researcher could calculate the number of students who passed the passing grade.

### Table 4.10

**Count of Passing Grade of Pre-test and Post-test**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Presentation</td>
<td>Grade</td>
</tr>
<tr>
<td>Mean=74</td>
<td>Mean= 82</td>
<td>ΣD= 240</td>
</tr>
</tbody>
</table>

54
Calculation mean of pre-test and post-test

1) Mean of Pre-Test 2

\[ M = \frac{X}{N} \]

\[ M = \frac{2220}{30} \]

\[ M = 74 \]

2) Mean of post-test

\[ M = \frac{Y}{N} \]

\[ M = \frac{2460}{30} \]

\[ M = 82 \]

- Mean of pre-test 2: 74
- Mean of post-test 2: 82
- Mean of pre-test ≤ post-test
- There is an improvement of listening skill in analytical text using video media between pre-test 2 and post-test 2.

3) Score percentage increasing of pre-test and post-test in cycle II

Increase of mean 82-74= 8
\[
\% = \frac{\text{increase of mean}}{\text{mean of pre-test}} \times 100\% \\
= \frac{8}{74} \times 100\% \\
= 10.811\% 
\]

4) SD score

\[
SD = \sqrt{\frac{\Sigma D^2}{N} - \left(\frac{\Sigma D}{N}\right)^2} 
\]

\[
= \sqrt{\frac{8400}{30} - \left(\frac{240}{30}\right)^2} 
\]

\[
= \sqrt{280 - 8^2} 
\]

\[
= \sqrt{280 - 62} 
\]

\[
= \sqrt{216} 
\]

\[
= 14.670 
\]

5) T-test score

\[
T = \frac{\left(\frac{\Sigma D}{N}\right)}{\frac{SC}{\sqrt{N-1}}} 
\]
\[
\left( \frac{240}{30} \right) = \left( \frac{14.670}{\sqrt{30-1}} \right)
\]

\[
= \frac{8}{14.670} \cdot \frac{\sqrt{30-1}}{29}
\]

\[
= \frac{8}{5.385}
\]

\[
= \frac{8}{2.724}
\]

\[
= 2.937
\]

6) Giving interpretation t

a) Giving calculation of df

\[\text{df : n-1}\]
\[\text{df : 30-1}\]
\[\text{df : 29}\]

b) Consult with t table value

The value of t table with level of 5% with df = 29 was 2.042

c) Comparing t test with t table

T-test was 2.937. it is used the significant level 5% and t table 2.042. Therefore, t-test is higher than t table with level of significance 5%.

If t-test scores similar or higher than t table, null hypothesis (Ho) would be rejected. However, there is an excellent effect
between pre-test and post-test. Especially, when students learn English using video media.

C. Analysis and Discussion

1. Analysis

From the result of analysis in cycle 1 and cycle 2, there is significant improvement on the students’ listening skill that will be explained in the table below:

Table 4.11
Table of Data Analysis

<table>
<thead>
<tr>
<th>No</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
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<tr>
<td>1</td>
<td>Mean</td>
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<tr>
<td></td>
<td>• Pre-test</td>
<td>54.333</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>• Post-test</td>
<td>59.333</td>
<td>82</td>
</tr>
<tr>
<td>2</td>
<td>Percentage</td>
<td>9.202%</td>
<td>10.811%</td>
</tr>
<tr>
<td>3</td>
<td>t-table</td>
<td>2042</td>
<td>2042</td>
</tr>
<tr>
<td>4</td>
<td>t-test</td>
<td>2.088</td>
<td>2.937</td>
</tr>
<tr>
<td>5</td>
<td>t-test &gt; t-table</td>
<td>2.088&gt;2042</td>
<td>2.937&gt;1042</td>
</tr>
</tbody>
</table>

From the result above, null hypothesis (Ho) will be rejected, if the t-calculation is higher than t-table. The table and the chart showed that t-calculation is higher than t-table, so Ho is rejected. It means that there is significant difference between mean pre-test and post-test it can be seen
that using video can improve the students listening skill. The improvement can be shown by the cycle one score in t-test is 2.088 and the cycle two score in t-test is 2.937. In addition, the mean of pre-test in cycle I is 54.333 and post-test 59.333. Moreover, in cycle II the mean of pre-test is 74 and post-test is 82. The percentagescore of pre-test from cycle I to cycle II is 9.202% and post-test from cycle I and cycle II is 10.811%

2. Discussion

Based on the result of this research, the use of video media can improve the students listening skill. Based on the theory of Lonergan (1984, pp. 4-5 cited in Lustigová, 2013) pointed out that video is able to present “complete communicative situations. At their best, video be interest to language learners. The learner wants to watch, even if comprehension is limited. Woottipong (2014) Video can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. This can greatly facilitate comprehension of pronunciation. Mirvan (2013) asserted that employing video materials in a classroom can enhance students’ motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life.

From the finding before, the researcher concludes that the using of video media can improve the students listening skill. It supports from the previous research, it is conducted by Mursyidto (2014) entitle “The Use of Video Media to Improve students listening skill of the tenth grade students.
at SMK PI Ambarrukmo 1 Sleman”. From the observation and implementation in the classroom, he found some effective ways to improve the speaking skill of the tenth grade students at SMK PI Ambarrukmo 1 Sleman by using video media.

Based on the explanation above, the researcher concludes that using video media can improve the students listening skill.
CHAPTER V

CLOSURE

A. Conclusion

After conducting the research of using video media can improve the students listening skill, the researcher can concluded based on the finding discussed in the previous chapter that:

1. The researcher concludesthat the use of video media can improve the students’ listening skill for second grade students’ of SMAN 2 Grabag in the academic year of 2017/2018. After using video media, the students’ listening skill on analytical exposition improved. The improvement could be seen from the students’ scores from cycle one and two. The writer concludes that the students’ listening skill for second grade students of SMAN 2 Grabag improved. The mean score of pre-test in cycle I is 54.333, the mean score of post-test is 59.333. Meanwhile, the mean score of pre-test in cycle II is 74 and the mean score of post-test is 82. The researcher analyze that the students’ listening skill increase from cycle I to cycle II.

2. The improvement can be shown by the score of pre-test and post-test which are increased from each cycle. The percentage in cycle I who passed the passing grade in pre-test is 6.667% and post-test is 3.333%. In the cycle II the percentage of the students who pass the passing grade in pre-test is 43.333% and cycle II is 76.667%. The percentage score from cycle I is 9.202% and cycle II is 10.811%.
A. Suggestion

At the end, the researcher would like to propose the suggestion, hopefully would be useful for all subjects.

1. For English teacher
   a. English teacher have to create new situation during the teaching-learning process in the classroom, so that the students will be interested in learning English.
   b. English teacher should use various media such as video or another media. So, the students will not get bored during the teaching-learning process.
   c. English teacher should use English for communication in class, so that the students can hear and spell the English words. This will help the students to learn English more.

2. For the students
   a. The students have to improve their knowledge, especially in enriching their listening skill, from other source like English novel, magazine, or they can listen to the English song.
   b. The students must practice their English in daily conversation because it can help them to enrich English language skills.

3. For the other researcher

The other researcher can use video media for listening skill. They can read this paper to understand how to practice video media in listening skill.
In addition, the result of the study can be used as a reference to another research with different sample and skill. Hopefully, there is an improvement for the next study.
BIBLIOGRAPHY


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Wei, Laura. (2012). Teaching Listening in EFL Classroom in Senior High School in Taiwan. Taiwan: National Wen-Hwa High School.

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Webster, Merriam (https://www.merriam-webster.com/dictionary)
APPENDIXES
# LEMBAR KONSULTASI SKRIPSI

<table>
<thead>
<tr>
<th>No.</th>
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Dosen Pembimbing:

Mashihussal, M.A.
NIP. 19600513.20312.2.003

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsuliasi, tidak ada penggantian Surat Penunjuan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
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DAFTAR NILAI

SATUAN KREDIT KEGIATAN

Nama : Fatma Riftiningsih
Jurusan : FTIK/TBI
NIM : 113-13-148
Dosen Pembimbing : Mashlihatul Umami, M.Pd.

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<td>SEMINAR NASIONAL “Memandang Jurnalisme dari Perspektif Gender” oleh LPM DINAMIKA</td>
<td>Peserta</td>
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<tr>
<td>20</td>
<td>09 November 2016</td>
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<td>21</td>
<td>15 Mei 2017</td>
<td>SEMINAR NASIONAL VCS “Serukan Persatuan Ummat Islam Dalam Mewaspadai Konspirasi Pemurtadan” oleh Volunteer Community Salatiga (VCS)</td>
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<td><strong>107</strong></td>
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<td>No</td>
<td>Date</td>
<td>Event Description</td>
<td>Participants</td>
<td>Total</td>
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<tr>
<td>20</td>
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<td>Peserta</td>
<td>8</td>
</tr>
</tbody>
</table>

Jumlah: 16

Salatiga, Desember 2017

Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Achmad Maimun, M.Ag.

NIP: 19700510 1998031003
SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif 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, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi</td>
<td>Teks eksposisi analitis</td>
<td>Mengamati • Siswa memerhatikan video analytical about pollution • Guru memberikan penjelasan tentang generic struktur dan cirri-ciri kata yang bertanggung</td>
<td>Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks eksposisi analitis • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/penyampaian</td>
</tr>
</tbody>
</table>
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks eksposisi analitis tentang topik yang hangat dibicarakan umum, jawab

Struktur teks
a. Menyebutkan pokok permasalahan terhadap sesuatu yang hangat dibicarakan
b. Menyebutkan pandangan/pendapat mengenai hal tersebut beserta ilustrasi sebagai pendukung
c. Diakhiri dengan kesimpulan yang menyatakan kembali pendapat terhadap hal tersebut

Unsur Kebahasaan:
- Kalimat Simple Present
- Conditional

biasa digunakan dalam text analytical

Mengeklorasi
- peserta didik dapat memahami struktur text analytical
- peserta didik dapat memehami tata bahasa dalam text analytical

Mengkomunikasikan
- guru memutar video analytical about pollution
- guru meminta siswa mendengarkan dan melihat video yang diputar
- guru meminta siswa mengerjakan latihan

Pengamatan (observations):
Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian adalah:
- Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi
- Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks eksposisi analitis
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan
- Ketepatan dan kesesuaian menggunakan strategi dalam membaca

Portofolio
- Kumpulan catatan kemajuan belajar
- Kumpulan hasil tes dan latihan
- Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya

Penilaian Diri dan Penilaian Sejawat
Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain
<table>
<thead>
<tr>
<th>1.2</th>
<th>1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.14</td>
<td>Menangkap makna dalam teks eksposisi analitis tentang topik yang hangat dibicarakannya.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Clauses Modals</th>
<th></th>
</tr>
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<tbody>
<tr>
<td></td>
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<tr>
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</tr>
</tbody>
</table>

- guru mengulas materi yang dipelajari hari ini
- guru mengakhiri pembelajaran dengan mengucapkan salam
RENCA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Satuan Pendidikan : SMAN 2 Grabag
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI/I
Materi Pokok : Analytical Exposition
Alokasi Waktu : 4 x 45JP

A. Kompetensi Inti
   KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
   KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
   KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya 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. Indikator Pencapaian
   1. Siswa dapat mengidentifikasi struktur text analytical exposition
   2. Siswa dapat menunjukan gagasan utama text analytical exposition
   3. Siswa dapat menunjukan tujuan text analytical exposition
   4. Siswa dapat menyebutkan informasi rinci dalam text analytical exposition

C. Materi Pembelajaran
   Materi pembelajaran video tentang analytical exposition
ANALYTICAL ABOUT POLLUTION

Generic structure analytical
1. Thesis (statement of position)
2. Argument
3. Reiteration (reinforcement of the thesis)
   An analytical should have the following parts
   a. Introduction and presentation of arguments
   b. Analysis of the text (the longest part of the essay)
   c. Personal respond
   d. Conclusion

The purpose of analytical
1. To persuade the reader or listener that there is something that. Certainly, needs to get attention
2. To analyze the topic and to persuade the reader that this opinion is correct and supported by arguments.

Language future
1. Expressions of stating opinion
2. The use of first, second,…. Finally
3. Conjunction
4. Simple present tense

D. Media/Sumber Pembelajaran
1. Sumber : buku LKS yang relevan dan sumber dari youtube
   - https://youtu.be/qw4XU13ooi4
   - https://youtu.be/YNFlZqDW3g
   - https://youtu.be/quCvsVqq6_hU
   - https://youtu.be/HqZihgcMJA
   - https://youtu.be/GxsK677gXi7
   - https://youtu.be/38aaTuPFSib
2. Media : papan tulis, spidol, dan buku lks, LCD, laptop, speaker

E. Metode Pembelajaran
   Pendekatan: Scientific approach
   Teknik : communicative language teaching
F. Kegiatan Pembelajaran  
Pertemuan I

<table>
<thead>
<tr>
<th>Aktifitas</th>
<th>Penggambaran Aktifitas</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pembukaan</td>
<td>• Guru member salam kepada murid</td>
<td>10 menit</td>
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<tr>
<td></td>
<td>• Guru menyampaikan tujuan pembelajaran</td>
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<tr>
<td></td>
<td>• Guru mengarahkan siswa untuk mengetahui apa yang akan dipelajari</td>
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</tr>
<tr>
<td>Kegiatan inti</td>
<td><strong>Mengamati</strong></td>
<td>70 menit</td>
</tr>
<tr>
<td></td>
<td>• Siswa memerhatikan penjelasan guru membacakan contoh text analytical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dengan bimbingan dan arahan guru siswa mengidentifikasi cirri-ciri struktur text analytical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan penjelasan tentang generic struktur text analytical</td>
<td></td>
</tr>
</tbody>
</table>

Mengekplorasi

• peserta didik dapat memahami struktur text analytical

Mengkomunikasikan
<table>
<thead>
<tr>
<th>Aktifitas</th>
<th>Penggambaran Aktifitas</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pembukaan  | • Guru memberi salam kepada murid  
• Guru menyampaikan tujuan pembelajaran  
• Guru mengarahkan siswa untuk mengetahui apa yang akan dipelajari       | 10 menit      |
| Kegiatan inti | **Mengamati**  
• Siswa memerhatikan video analytical about pollution  
• Guru memberikan penjelasan tentang                      | 70 menit      |

- guru membacakan text analytical
- guru meminta siswa mendengarkan contoh text analytical
- guru meminta siswa mengerjakan soal yang ditampilkan.

Penutup
- guru mengulas materi yang dipelajari hari ini
- guru mengakhiri pembelajaran dengan mengucapkan salam

10 menit
generic struktur dan cirri-ciri kata yang biasa digunakan dalam text analytical

**Mengekplorasi**

- peserta didik dapat memahami struktur text analytical
- peserta didik dapat memehami tata bahasa dalam text analytical

**Mengkomunikasikan**

- guru memutar video analytical about pollution
- guru meminta siswa mendengarkan dan melihat video yang diputar
- guru meminta siswa mengerjakan latihan

| Penutup | guru mengulas materi yang dipelajari hari ini | guru mengakhiri pembelajaran dengan mengucapkan salam | 10 menit |

G. Instrument Hasil Penilaian

1. Jenis penilaian : pilihan ganda
2. Teknik penilaian : tertulis
3. Rubric penilaian
<table>
<thead>
<tr>
<th>Element</th>
<th>Score</th>
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<tbody>
<tr>
<td>Very good</td>
<td>80-100</td>
</tr>
<tr>
<td>Good</td>
<td>70-80</td>
</tr>
<tr>
<td>Fair</td>
<td>60-70</td>
</tr>
<tr>
<td>Low</td>
<td>0-60</td>
</tr>
</tbody>
</table>

Criteria:

i. Very good
   If the correct answer is 8-10, the students get score 80-100.

j. Good
   If the correct answer is 7-8, the student get score 70-80.

k. Fair
   If the correct answer is 6-7, the students get score 60-70.

l. Low
   If the correct answer is 0-6, the students get score 0-60
PRE-TEST I

1. What is the type of the video?
   a. Analytical
   b. Procedure
   c. Report
   d. Descriptive

2. What is the purpose of the video?
   a. To entertain the listener about the kind of pollutions
   b. To explain the listener about kind of pollutions
   c. To describe kind of water
   d. To persuade the listener about air pollution

3. This is kinds of pollution, except…
   a. Water pollution
   b. Land pollution
   c. Air pollution
   d. Kind of land

4. Beside 3 kind of pollution in number 3, there are other pollution. They are…
   a. Make up pollution
   b. Noise pollution
   c. Light pollution
   d. b and c

5. What is the effect of pollution?
   a. Kill the animals
   b. Help the animals grow
   c. good for plants
   d. good for our health

6. What is the effect of water pollution?
   a. The water has poison
   b. The water become cool
   c. it help ecosystem
   d. fish can grow goodly

7. How many fish die yearly?
   a. 400
   b. 100.000
   c. 1000
   d. 0

8. There are three gasses in air pollution?
   a. Oxygen
   b. Oxy dioxide
   c. carbon dioxide
   d. dioxide

9. The cause of air pollution is?
   a. Gasses from industry
   b. Gasses from human
   c. gasses from perfumes
   d. gasses from animals

10. According to the video 40% river are polluted in
    a. Russia
    b. Egypt
    c. Japan
    d. America
POST-TEST I

1. What is the topic of the video?
   a. Air pollution
   b. Water pollution
   c. Noise pollution
   d. Light pollution

2. What is the generic stricture of analytical exposition?
   a. Introduction, even, reflection
   b. Identification, description
   c. Title, aim, reflection
   d. Thesis, argument, reflection

3. What is the thesis of the video?
   a. Mercury
   b. The cause of air pollution
   c. Pollution
   d. The cause of water pollution

4. What is the major effect of water pollution?
   a. It has good damage
   b. It damage to the food chain
   c. It has good damage to fish
   d. It damage to the industry

5. This is kind of heavy metal that cause pollution, except
   a. Rock
   b. Cadmium
   c. Mercury
   d. Aluminum

6. This is the example why water pollution has bad effect to the food chain.
   except
   a. Little fish eat little organic particles
   b. Big fish eat little fish
   c. Human eat organic particles
   d. Human eat fish

7. According to the video, If oil is spilled on the water due to accidents, the effect on the ecosystem and the components are…
   a. Good
   b. Smell
   c. Harmful
   d. Hot

8. Polluted water is bed. It makes disease. What is the disease?
   a. Stomachs
   b. Malaria
   c. Dizzy
   d. Typhoid

9. What can we do to reduce water pollution?
   a. Use the minimum amount of detergent
   b. Use much detergent
   c. Use pesticides too much
   d. Use minimum perfume

10. Is the damage of water pollution is danger?
a. Yes, it does  c. no, it doesn’t 
b. Yes, it is  d. no it isn’t

PRE TEST II

1. What is the type of video?
   a. Procedure  c. Analytical
   b. Explanation  d. Narrative
2. What is the purpose of the video?
   a. To persuade the listener about the car make air pollution
   b. To explain that car is good for our health
   c. To inform the listeners about the car make air pollution
   d. To entertain the listeners about the car make air pollution
3. what is the true information about the video, except
   a. the cars contribute the most pollution in the world
   b. the cars are very noisy
   c. the cars can accelerate the transport
   d. the cars today are our roads biggest killers.
4. What make air pollution?
   a. Cycling  c. Cooking
   b. Walking  d. Driving car
5. 11.4 % Canadian going work by?
   a. Car  c. Walking
   b. Cycling  d. Flying
6. What is the effect of using car too much?
   a. It is impact future generation
   b. It is impact past generation
   c. It is doesn’t has impact
   d. It is good for our health
7. Why car has bad impact?
   a. It is contain oxygen
   b. It is contain carbon dioxide
   c. It is contain aromatherapy
   d. It is contain UV
8. What is the effect of air pollution?
   a. It is make we happy
   b. It is make we healthy
   c. It is make cancer
   d. It is make plans grow up
9. According to WHO what is the largest pollution in the world?
   a. Air pollution
   b. Land pollution
   c. Water pollution
   d. Noisy pollution
10. What we can do to reduce air pollution? Except
   a. Cycling  c. Going by bus
   b. Walking   d. Driving too much

POST TEST II

Choose the correct answer!

1. This is generic structure of analytical. Except
   a. Thesis  c. Event
   b. Arguments  d. Reiteration

2. What tense is mostly used in analytical?
   a. Past tense  c. Simple perfect tense
   b. Simple presents tents  d. Present continuous tense

3. What the topic of video
   a. Plastic bag  c. Plastic spoon
   b. Plastic surgery  d. Plastic chair

4. What the negative effect of plastic bag
   a. It is good for our earth
   b. It is help us to bring something
   c. It is has bad impact
   d. Plastic is useful and it is has good impact

5. From the video, we know that some animals in ocean eat plastic bag. What the animal instead
   a. Sea turtle  c. Fish
   b. Sea horse  d. Sharp

6. How many animals dead because eat plastic bag?
   a. One thousand dolphin
   b. Two hundred fish
   c. One thousand sea turtle
   d. Two thousand sea turtle

7. What is the true statement
   a. Many animal in the sea dead because eating plastic bag
   b. There are no plastic bag in the sea
   c. Plastic bag is very important
   d. Plastic bag is a good food to animals in the sea
8. What is the purpose of analytical?
   a. To persuade the reader or listener that plastic bag is useful to our daily
   b. To persuade the reader or listener that plastic bag is bad effect to us
   c. To entertain reader or listener that plastic bag is bad effect to us
   d. To explain reader or listener that plastic bag is bad effect to us

9. Does recycling is important?
   a. Yes, it is does
   b. No, it is doesn’t
   c. Yes, it is do
   d. No, it is doesn’t

10. What can we do to reduce the use of plastic bag? Except
    a. Using plastic bag too much
    b. We can using our own bag
    c. We can use fabric
    d. Do not use plastic bag

KUNCI JAWABAN

Pre-test 1
1. A  6. A
2. B  7. B
4. D  9. A
5. A  10. D

Post-test 2
1. B  6. C
2. D  7.C
3. D  8.A
4. B  9.A
5. A  10.B
<table>
<thead>
<tr>
<th>Pre-test 2</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. C</td>
<td>6. C</td>
</tr>
<tr>
<td>2. B</td>
<td>7. A</td>
</tr>
<tr>
<td>3. A</td>
<td>8. B</td>
</tr>
<tr>
<td>4. B</td>
<td>9. A</td>
</tr>
<tr>
<td>5. A</td>
<td>10. A</td>
</tr>
</tbody>
</table>

Mengetahui,
Peneliti

Fatma Riskhiningsih
NIM. 113 13 148

Magelang, November 2017
Guru Mata Pelajaran

Yusialina, S. Pd.
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Nomor : B.1.3.089/In.21/D1.1/PN.03.00/04/2017
Lamp : Pembimbing dan Asisten
Hal : Pembimbing Skripsi

Kepada
Yth. Mashlihatul Umami, M.A
di Tempat

Assalamualaikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara
ditunjuk sebagai Dosen Pembimbing Skripsi mahasiswa:

Nama : FATMA RIYTNINGSIH
NIM : 113-13-148
Fakultas : TARBIYAH DAN ILMU KEGURUAN
Jurusan : TADRIS BAHASA INGGRIS
Judul Skripsi :

THE USE OF AUDIO-LINGUAL METHOD USING AUDIO AND VIDEO AS A MEDIA TO
IMPROVE THE STUDENTS’ LISTENING SKILL (A CLASSROOM ACTION RESEARCH FOR
SECOND GRADE STUDENTS’ OF SMA N 2 GRABAG IN ACADEMIC YEAR OF
2017/2018)

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum w.w.

Salatiga, 20 April 2017
Dekan,
Departemen Bidang Akademik

[Signature]

Tembusan : 1. Dosen Pembimbing
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INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
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http://www.iainsalatiga.ac.id email : administrasi@iainsalatiga.ac.id

Nomor : B-16/3/In.21/DI/PN.03.00/08/2017
Lamp : -
Hal : Permohonan Izin Penelitian Skripsi

Kepada
Yth. Kepala SMA N 2 Grabag, Kab. Magelang
di Tempat

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : FATMA RIPTININGSIH
NIM : 113-13-148
Mahasiswa : Institut Agama Islam Negeri (IAIN) Salatiga
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di IAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Judul skripsi:
THE USE OF VIDEO MEDIA TO IMPROVE THE STUDENT'S LISTENING SKILL FOR SECOND GRADE STUDENTS OF SENIOR HIGH SCHOOL IN SMA N 2 GRABAG IN ACADEMIC YEAR OF 2017/2018

Dengan Pembinbing : Maahlihtul Umami, M.A

Untuk penyelesaian Skripsi tersebut, kami mohton Bapak/Ibu memberi izin kepada mahasiswa tersebut utuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan dimulai tanggal 14 Agustus 2017 s.d selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terimakasih.

Wassalamualaikum w.w.

[Signature] 10 Agustus 2017
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"The Use of Video Media to Improve The Students Listening Skill". Adapun penelitian tersebut
telah dilaksanakan pada 2 s.d. 16 November 2017 di SMA Negeri 2 Grabag
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Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

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