ABSTRACT

CONSTRUCTING VIDEO-BASED SITUATED LEARNING ACTIVITIES TO IMPROVE STUDENTS’ LISTENING ACHIEVEMENT

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The objectives of the study are to find out (i) whether all the principles of video-based situated learning could be covered in the implementation, (ii) To find out whether there was any significant difference of students’ listening achievement after being taught through the designed video-based situated learning activities, (iii) To reveal which students’ biggest problem in the implementation of the designed video-based situated learning activities. The research used qualitative and quantitative method. The number of subjects were 20 students of X accounting 2 in SMKN 1 Simpang Pematang. The research instruments were observation, listening test and questionnaire. The validity of the instruments were content and construct validity, while the reliability were Inter-rater, test-retest and KR-20.

The results showed that (i) principle in video-based situated learning in listening can applied. it was proven by the result of observation checklist, (ii) there is any significant difference after being taught through the designed video-based situated learning activities. It was proven from the result of the result of pair sample t-test. The significance value (2-tailed) was 0.00. As known, it is considered significant if p < 0.05, (iii) the biggest problem of students in implementation of video-based situated learning activities is pronunciation. It was proven from the result of students’ questionnaire. There are 80% of them stated that they have a problem with pronunciation. Therefore, it is suggested for the teacher to pick a appropriate topic and try to minimize the impact of the problem emerge.