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

(A Thesis)

By
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MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
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ABSTRACT

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

By

Reza Fandana

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 realiability 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.
CURRICULUM VITAE

The writer, Reza Fandana, was born on May 25th, 1991 in Jakarta Pusat, DKI Jakarta. She was the first child from the lovely couple Elfaizi and Arenawati. She started her study at State Elementary School 1 Simpang Pematang, Mesuji in 1997 and graduated in 2003. Thereafter, she was enrolled as a student of State Junior High School Dinniyah Putri Lampung and graduated in 2006. In the same year, she registered at Senior High School Al-Kautsar in Bandar Lampung, she studied in Science Studies as her major and graduated in 2009.

She continued her education as under graduate student in Lampung University and major in English education study program as her major in the faculty of languages and arts in 2009. She was granted from her S1 degree on September, 2013. She registered herself as post graduate student at English Education Master Degree Program at University of Lampung in 2015. On March 2017 she participated as paper presenter at national seminar and workshop of SEMNASTA 3 in University of Lampung.
DEDICATION

This thesis is fully dedicated to:
My beloved parents, father (Elfaizi) and mother (Arenawati)
   My beloved sisters, Elfina Fandana and Refi Fandana
   My beloved husband, Heri Agus Ricardo
MOTTOS

Do not lose hope, nor be sad

(Al Imran : 139)

But they plan and Allah plans and Allah is the best of Planners

( Al Anfal : 30)
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Bandar lampung, October 2018

Reza Fandana
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I. INTRODUCTION

This chapter describes the background of the problem, formulation of the problem, objectives of the research, uses of the research, and scope of the research. In order to avoid misunderstanding, definition or terms are provided in the last part of this chapter.

1.1 Background of the Problem

Chastain as cited in Gilakjani and Sabouri (2016) defined listening as the ability to understand native speech at normal speed. The importance of listening goes beyond our ability to recall information (Iwankovitsch, 2001). The skills of listening are essential and states, “The importance of listening is easier to understand when we realize that we are poor listeners.”

Listening is the first skill that we have to learn in learning language. Listening is, out of questions, very important (Iwankovitsch, 2001; Guan, 2015; Yilmaz and Yavuz, 2015; Gilakjani and Sabouri, 2016). According to McIntosh as cited in Putra (2018), listening is the most important and fundamental of the four skills in language learning because listening gives the students information from which to complete the learners’ knowledge in using English. Ames, Maissen and Brockner
(2012) say that those who listen well may reap both informational and relational benefits that make them more influential.

By considering the importance of listening, teaching is a thing that should be paid lots of attention to. Nowadays, listening is still something that teachers rarely teach as much as they should. It is still rarely taught or not taught enough yet (Woottipong, 2014; Guan, 2015; Schmidt, 2016). Schmidt (2016) states, “It seems that throughout the history of English language teaching (ELT), most students have never been taught how to listen.” Morreale, Osborn and Pearson (2000) says, “Competence in oral communication - in speaking and listening - is prerequisite to students’ academic, personal, and professional success in life. Indeed, teachers deliver most instruction for classroom procedures orally to students.”

According to Woottipong (2014), listening is a rarely-taught skill. Woottipong also implies that Students learn about speaking, writing and reading, but there are only very few courses that deal with listening specifically. Moreover, most people are so engrossed in talking or thinking about what they are about to say next that they miss out on many wonderful opportunities to learn about new concepts, ideas and culture. Listening comprehension has historically received only minimal treatment in the teaching of English as a Second/Foreign Language (ESL/EFL) (Guan, 2015).

Furthermore, Brown (2006) says that one important idea for teaching listening is that listening courses must make use of students’ prior knowledge in order to improve listening comprehension. To make this idea clear, this section introduces
several concepts from the cognitive view of language learning, including schema, scripts, and top-down or bottom-up processing.

The two processes, i.e. Top-down and bottom-up, are very important in teaching listening (Woottipong, 2014; Gilakjani and Sabouri, 2016; Schmidt, 2016). According to Gilakjani and Sabouri (2016), a new datum activates bottom-up processing. It runs from the smallest meaningful units (phonemic units) to the largest one (meaningful text). This happens while the listening is in progress. Top-down processing deals with the background knowledge students have about the topic of the text and it “constructs general predictions based on general schemata and then looks for information to fit into these schemata” and “context includes knowledge of the topic, the speaker or speakers, and their connection with the situation and with each other and previous happenings” (Gilakjani and Sabouri, 2016).

Meskill (1996) states, “Recognition of listening as complex activity and of its critical role in the language acquisition process has greatly influenced contemporary language teaching practice.” Enriching listening teaching with the involvement of technology is a good option since technology is an important factor in language acquisition because it is “perceived as an enhancement to the process” (Meskill, 1996). There have been studies that connected listening teaching to the use of technology in form of videos (Meskill, 1996; Woottipong, 2014; McCaughey, 2015; Schmidt, 2016). Watching videos is a good alternative since in the first step, students can watch first without thinking of what to say next because people are allergic to listening since they are “so engrossed in talking or
thinking about what they are about to say next” (Woottipong, 2014). Woottipong believes that the media plays a vital role in the listening learning. The media involving such technology as a video is a very good one because a video “offers instructors a wide variety of resource material to be employed in EFL classrooms to improve students’ listening comprehension” (Woottipong, 2014).

There are some approaches that suit video-based materials. Instructional Approach is one of them. There have been several studies that deal with Instructional Approach (Perin, 2011; Rosenshine, 2012; Wright, 2012; Salle, Edgar and Johnson, 2013; Rogowski, Calhoun and Tallal, 2015). In reference to Rosenshine (2012), a good deal of instructional support needs to be provided by teachers in order to be the most effective teachers that make sure the efficiency of their students’ acquiring, rehearsing and connecting background knowledge and it is supported by Perin (2011) saying, “the primary instructional objective is to teach academic skills rather than the subject matter, although there may be some implicit content learning as students are exposed to subject-area material in the course of practicing basic skills.” That makes teaching listening through a method under Instructional Approach is also a good option since “engaged students allow teachers to expand student knowledge” (Salle, Edgar and Johnson, 2013).

One of the methods that works under the Instructional Approach umbrella is Situated Learning Method (Henceforth: SLM). SLM is the method that is very suitable with the teaching that involves videos because it is a method that offers “Situated learning is a mechanism by creating meaning from the real life activities where learning Occurs” (Gawande and Alsenaidi, 2015) so that students have the
opportunity to watch videos of real-life activities and see how the material they are learning is brought into the activities. This kind of learning is advantageous to students because “knowledge must be presented in authentic settings and relevant situations to be properly understood” (Mei and Sheng, 2011). Lave and Wenger as cited in Sanchez (2011) describes situated learning as the learning that “takes place in the same context as that in which it is applied in practice”. In other words, SLM is a method that brings authentic activities containing the material students are learning with situations in which the students are likely to be while applying the knowledge.

Mohanan and Pereira (2014) found that situated learning method is more effective than prevailing activity oriented method of teaching on achievement in English at primary level. On the same side, Chou (2014) found that by using situated learning as the theoretical framework, learn to tell English stories depicts the change in the students and instructor as well as in the students’ co-participation patterns by which the students moved from peripheral to fuller participation. Falconer (2013) found out that SLM enhances such factors as the sense of authenticity; these were facilitation, presence and authority, visual realism, socialization, comparative reality, engagement, active learning, generalizability and enabling learning from mistakes, while Gawande and Al-Senaidi (2015) came to the conclusion “Situated Learning paradigm can play a significant role in producing the graduates equipped with relevant skills”. The study of Monroy-Licht et al., (2016) came to the fact that SLM improves students’ critical thinking. Nevertheless, Gawande and Al-Senaidi, in spite of the positive conclusion they drew, they also included the
weaknesses of SLM, i.e. Real-life experiences are too many for SLM to cover, learners must have extensive pre-experiences, too expensive to implement.

Learning all the studies above, the researcher conducted a research on SLM and students’ listening achievement because despite the various positive findings of SLM (Falconer, 2013; Chou, 2014; Mohanan and Pereira, 2014; Gawande and Al-Senaidi, 2015; Monroy-Licht et al., 2016), none of them specifically connected SLM to students’ listening. The researcher wanted to find out whether the teaching involving SLM was able to increase the students’ listening achievement. The constructed of video-based situated learning activities enabling students’ top down bottom up process. This method also showed the students how the learning went in the real life activity. This research was expected to make students understand and excited in listening class. This research also was expected to enrich the techniques of listening teaching as well as the theories and findings about SLM and to be the starter of the connection between video-based teaching, SLM and listening. The researcher constructed the SLM since there was not such a design as SLM for teaching listening yet and also to overcome the weaknesses of SLM affirmed by Gawande and AL-Senaidi (2015).

The researcher chose the first grade students of vocational school because the researcher had conducted a preliminary research and it was found that the students were afraid of the listening test because the frequency of learning listening was not enough which resulted in the students’ confusion about and fear of the listening test which led to their poor listening achievement. So, the researcher
conducted a research entitled “Constructing Video-Based Situated Learning Activities to Improve Students’ Listening Achievement”.

1.2 Formulation of the Problems

Referring to the background above, the researcher formulated the problems as follows:

1. Can all the principles of video-based situated learning be covered in the implementation?

2. Is there any significant difference of students’ listening achievement after being taught through the constructed video-based situated learning activities?

3. Which is students’ biggest problem in the implementation of the constructed video-based situated learning activities?

1.3 Objectives of the Research

The objectives of this research are:

1. To find out whether all the principles of video-based situated learning could be covered in the implementation.

2. To find out whether there was any significant difference of students’ listening achievement after being taught through the constructed video-based situated learning activities.

3. To reveal which is students’ biggest problem in the implementation of the constructed video-based situated learning activities.


1.4 Uses of the Research

The uses of this research are:

Practically, it adds a new option of providing materials and learning activities, especially the ones dealing with listening, through video-based situated learning activities to English teachers, instructors and other practitioners. Also, it can also be put into consideration by the components that are involved in English learning and teaching.

Theoretically, the result of this research enriches the theories and findings about listening and situated learning which can be used as a reference for future research and the other researchers who wish to conduct a research on the listening involving videos and situated learning.

1.5 Scope of the Research

The scope of the research was the improvement of students’ listening achievement after being taught through the constructed video-based situated learning activities. The vocational school students who were treated with the constructed video-based situated learning activities were the students of X Accounting 2 at SMKN 1 Simpang Pematang. There were twenty students as the samples. The activities in the teaching and learning process were in accordance with the design in order to significantly difference the students’ listening achievement.

1.6 Definitions of Terms

The definitions of the terms are aimed to avoid any misunderstanding about the terms of the variables of the research. They are as follows:
**Situated Learning** is the learning in which the situation containing the expressions or example of the material students are learning about is brought into the classroom in forms of role-plays or videos in order that the students see the situation model for themselves.

**Video-based Situated Learning** is the learning that involves videos with the situations in which students are supposed to use what they learn in order to provide them with the real pictures of how to apply the knowledge in reality.

**Listening** is to perceive or to pay attention to someone or something (such as a video) in order to understand what is being said or uttered by using the sense of hearing.

**Achievement** is the result of a set of activities that describes how well people have done the activities. It is the quality reflection of the ones doing the activities.

**Improvement** is the differences of students’ achievement after and before the treatment.

This chapter has described the background of the problem, formulation of the problem, objectives of the research, uses of the research, scope of the research, and definition of term.
II. LITERATURE REVIEW

This chapter provides reviews of the concepts of listening, teaching listening, Instructional Approach, Situated Learning Method, video-based situated learning, teaching listening through video-based situated learning, students’ problem in implementation of video-based situated learning, the procedures of teaching listening through video-based situated learning, advantages and disadvantages, theoretical assumption and hypotheses.

2.1 Listening

According to Finocchiaro as cited in Putra (2012), at the first time, the students seriously conflict with the production of the new language sounds. They are confused about the pronunciation. Gilakjani and Sabouri (2016) imply that listening is very important because “the key to learn a language is to receive language input”. Listening takes part more of daily communication time than other forms of oral communication inside and outside of classroom (Wolvin and Coakley as cited in Bingol et al., 2014)

Tyagi (2013) came with the idea that listening is a language modality which engages active involvement of an individual. She also adds that it is the psychological process of receiving, attending to constructing meaning from and responding to spoken and/or non-verbal messages.
Furthermore, listening is the most important and fundamental of four skills in teaching language. Mendelsohn as cited in Gilakjani and Ahmadi (2011) stated that listening has an important role in communication that is to say listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9%. Iwankovitsch (2001) points out the followings as the benefits of good listening:

→ Helping business
→ Helping individuals
→ The quickest and easiest way of gaining information
→ Establishing better relationships with people and family members
→ Maturing value

Ames, Maissen and Brockner (2012) infers that there are two reasons for effective listening: 1) Helping individuals to better understand the context to which they tailor their persuasive behavior. 2) It has important relational benefits such as the speaker’s increasing trust, commitment and liking for the ones who listens to him well. This would expand the listener’s influence power.

Tyagi (2013) states that listening comprises of the following key components:

- Discriminating between sounds
- Recognizing words and understanding their meaning
- Identifying grammatical groupings of words,
- Identifying expressions and sets of utterances that act to create meaning,
- Connecting linguistic cues to non-linguistic and paralinguistic cues,
- Using background knowledge to predict and to confirm meaning and
- Recalling important words and ideas.
Therefore, listening is an important aspect of learning and it should be introduced as early as possible to develop the students’ listening in learning English; for example, by giving the students, as the beginners, lots of listening practice before asking them to speak is more beneficial than getting them to speak from the very first stage. It can also be said that listening is essential for language learners; therefore the researcher took listening achievement as a variable in this research.

2.2 Teaching Listening
Woottipong (2014) describes the three main reasons that support listening importance in foreign language learning as follows: 1) Learners should learn listening as a starter, so that they can learn it at the initial stage of language learning. 2) Listening can also improve speaking skill because “spoken language provides a means of interaction for the leaner”. Failure to understand what they hear is just an extra case to interaction and learning, not an obstacle. 3) Listening exercises are expected to draw learner’s attention to such language forms as vocabulary, grammar and interaction patterns. In relation to the statements above, in language learning, the learners must concentrate on listening because listening is experienced first. Therefore, before the learners attempt to speak and understand, they have to hear the words from the speaker (as baby trying to speak, he/she listens first, then repeats). The term “teaching listening” means not only the process where the teacher is teaching listening, but also the process where the students are learning how to master listening.

Gilakjani and Sabouri (2016) asserts that listening activities should be arranged from basic to more complex as the learners gain in English language. They came up with the following ideas to overcome students’ problems about comprehending what they hear:
a) Listening activities should be provided based on the students’ needs and teachers should provide authentic listening materials for students that help them understand better the natural speech uttered by native speakers.

b) Teachers should design listening tasks that arouse students’ interest and help them learn listening skills and strategies.

c) Teachers should provide students with different types of input like lectures, radio news, films etc.

d) Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers’ pronunciation.

e) Teachers should help their students to be familiar with the accents of different native speakers.

f) Listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.

g) Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.

h) Teachers should give their students the necessary feedback on their performance.

i) Teachers should help their students to develop the necessary skills of listening.

j) Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.

k) Teachers should provide opportunities for developing top-down and bottom-up processing skills.

l) Teachers should encourage their students to develop listening strategies.
m) Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation.

n) Teachers should ask their learners to always listen to music, documentaries, the English radio etc.

In reference to Tyagi (2013), there are five stages that listening process covers, namely:

1) Receiving (Hearing)
It is referred to the response caused by sound waves which stimulate the receptors of the ear in forms of sensors which is physical response. You must hear before listening, but you don’t need to listen before hearing. This perception is necessary for listening because it depends on attention.

2) Understanding (Learning)
This step is there to help students with the understanding of the symbols they have seen and heard. The meaning of the stimuli which has been perceived needs to be analyzed. Symbolic stimuli are not only words, but also sounds like applause and sights.

3) Remembering (Recalling)
This step is not less important in the listening process because it involves an individual’s adding what he has received and interpreted to his mind storage because “in Listening, our attention is selective, so is our memory”.

4) Evaluating (Judging)
This step belongs to active listeners only. In this step, “the active listener weighs evidence, sorts out fact from opinion, and determines the presence or absence of bias or prejudice in a message”.
5) Responding (Answering)

This step requires the listener to complete the process through verbal or non-verbal feedback or even both because the speaker has not any other way to make sure whether a message has been well received. This step becomes “the only overt means by which the sender may determine the degree of success in transmitting the message”.

Tyagi also put the following diagram in order to describe the cycle of the steps above

According to Prabhu (1992), the classroom lesson is indeed a very complex event, with several dimensions to it. From a pedagogic perspective, any given lesson is viewed as (1) the completion of one small part of a course with reference to earlier and later lessons in the overall sequence, and (2) the implementation of an approach or method of teaching. So, it is not wrong to say that the listening teaching process should also be on the same track as the views.

Yilmaz and Yavuz (2015) came with the statement “Listening is one of the most fundamental pieces of learning and teaching English. In order to be successful in listening, learners should
come up with some strategies such as taking notes during listening, making practice or having methods for feeling themselves relaxed during listening.” Based on this statement, it is not wrong to infer that a good listener is not someone who understands correctly all of the time, but someone who constructs sensible interpretation after getting an unspecified input and comprehends when he/she gets more specific information with a kind of strategy that supplies adequate aid for them to be relaxed and confident in the process.

Long and Tanh (2016) suggest teachers should take into thorough consideration such major factors as the speaker, the listener, the support and the content when they decide on the listening texts in order that they will be suitable for the students’ level.

Gilakjani and Ahmadi (2011) point out that several usable teaching methods when it comes to listening teaching are as follows:

1) Cultivating Students’ Listening Skills
According to Gilakjani and Ahmadi, cultivating students’ listening skills is one of the most difficult methods since successful listening skills are acquired over time and with lots of practice, while the demands of the assignment are often depressing for there are no exact rules like in grammar teaching. They add that in the process, teachers should cultivate students’ ability to select main information and instruct students to control the general meaning of listening materials on the whole.

2) Textbook-based Learning and Other Listening Contexts
Listening lessons claim listeners for their concentration on the content to make fast responses to what they have heard. If they are passive and apprehensive learners, probably, there will be such feelings as being nervous and anxious of taking chances. Gilakjani and Ahmadi state that teachers need to take a non-punitive approach and structure lessons that are varied, vivid
and interesting. They also add teachers need to select a wide range of materials to increase listening content besides using textbooks.

3) Passing on Cultural Knowledge in Language Teaching

“Understanding that language is controlled by particular cultural experiences is a necessity for the language learner”. The cultural differences between the students’ and in which the language is used is at an extremely different point, students will do some efforts with “some distance from the target language to maintain their psychological comfort level”.

4) Combining “Intensive Listening” with “Extensive Listening”; Focusing on Listening

Gilakjani and Ahmadi wrote that intensive listening requires students to understand the meaning of each discourse and, ultimately, to understand every sentence and word, while extensive listening does not require students to understand every sentence and every word, instead, students are encouraged to grasp the general meaning of the passage. Intensive listening and extensive listening have different goals, i.e. intensive listening: building basic listening skills. Extensive listening: strengthening and expanding the effectiveness of intensive listening with the intention to enhance the ability overall.

5. Combining Listening with Other Skills

In connection with what they state in regard to this field whose source is that some language acquisition theory that human capacity for the separation between language intention and language content is essential in the process of language acquisition. Hence, their ability plays “an important role in acquisition and improvement of language skills”. So, it is important to combine the development of listening ability to that of other skills like reading.

Harmer and Machackova as cited in Ahmad (2016) formulate the followings as the roles which a teacher should take while teaching listening:
1) A Teacher as an Organizer
The teacher should explain to the students what they will learn, provide clear directions and comment on their performances.

2) A Teacher as a Controller
The teacher should be able to control the process of the learning to what he expects the students to learn and how they learn.

3) A Teacher as an Evaluator
The teacher should evaluate the performances of the students and give constructive feedbacks to them.

4) A Teacher as a Resource
The teacher should master all the aspects of the material, so that he can facilitate the students with the knowledge they need to have when they find trouble with the learning and advise them with regards to the material they are having.

5) A Teacher as a Tutor
The teacher should be able to coach and help the students expand their ideas and guide them to develop the ideas into better ones when they are dealing with the material.

6) A Teacher as a Prompter
The teacher should motivate the students to always try to be better and give recommendations about what they need to do to be so and he should also provide them with full support on the listening learning such as the freedom of asking questions during the process and discussions about their handicaps in listening.
Learning the statements above, it is implied that in listening teaching, the teacher should get the students to be active listeners with certain ways of teaching. So, the researcher constructed the teaching that went with the ways of teaching listening proposed above in order to get the students to be active listeners and provide good process of learning.

2.3 Instructional Approach

Rogowsky, Calhoun and Tallal (2015) states, “The importance of evaluating students’ learning styles and developing instructional methods that teach to specific learning styles has gained considerable support in the field of education, with many organizations and companies offering professional development courses for teachers and educators focused on the topic of learning styles.” Based on the statement, it is understood that Instructional Approach is designed to deliver highly targeted instruction to address the needs of students in the program. Instructional Approach is characterized by certain regularities in the ways in which teachers and students interact with each other and with instructional materials that can be described, evaluated, and replicated.

Wright (2012) asserts that there are five methods associated with instructional approach, i.e. (1) direct instruction, (2) problem-based learning, (3) video-based tutorial learning, (4) cooperative/collaborative learning (5) book/written script tutorial learning, with the following definitions:

- Direct instruction is the one that typically follows a process in which teachers present new information followed by classroom activities that incorporate structured, guided and independent student practice.
Problem-based learning is the organizing focus and stimulus for student learning in form of an instructional strategy. “Distinguishing features of problem-based learning include teachers accepting the role of facilitators and students assuming major responsibility for their learning as they engage in problem-solving activities.”

Video-based tutorial learning is a means to learn many things through videos such as learning software programs through quick YouTube searches. “The perceived advantage of this instruction method is that students are able to watch, review, and utilize lesson recordings in whatever manner best suits their educational needs.”

Cooperative/Collaborative learning is the learning involving small groups of students. They are asked to accomplish a task and are rewarded based on their result. They do it in groups.

Book/written script tutorial learning involves text tutorials which students are expected to read, then answer the questions with regards to what they have read and try to remember what they have got to apply it in the future.

Rosenshine (2012) summarizes that there are seventeen principles of effective instructions, namely:

- Begin a lesson with a short review of previous learning
- Present new material in small steps with student practice after each step
- Ask a large number of questions and check for understanding
- Guide students as they begin to practice
- Limit the amount of material students receive at one time
- Give clear and detailed instructions and explanations
- Provide a high level of active practice for all students
- Think aloud and model steps
- Provide models of worked-out problems
- Ask students to explain what they have learned
- Check the responses of all students
- Provide systematic feedback and corrections
- Use more time to provide explanations
- Provide many examples
- Reteach material when necessary
- Prepare students for independent practice
- Monitor students when they begin independent practice

The researcher used a method under Instructional Approach in the teaching since the principles of Instructional Approach above are in accordance with the listening teaching proposed by some studies (Woottipong, 2014; Yilmaz and Yavuz, 2015; Ahmadi, 2016).

2.4 Situated Learning Method

Situated learning is an instructional approach developed by Jean Lave and Etienne Wenger in the early 1990s. Clancey (1995) stated that Situated learning has been associated with criticisms of the "transfer" model of learning. He stated that some designs suggest a different view of the design process: Studying how problems arise in everyday experience and how learning successfully occurs; designing tools in the context of use, by a participatory, inclusive process. The theoretical development, which is supportive of situated learning, emanates from the now almost common acceptance of learning being a social process (Goodnow 1990 as cited in Billett 1994).
Learning essentially is a matter of creating meaning from the real activities of daily living. By embedding subject matter in the ongoing experiences of the learners and by creating opportunities for learners to live subject matter in the context of real-world challenges, knowledge is acquired and learning transfers from the classroom to the realm of practice (Stein, 1998). Situated learning has been defined as a learner executing tasks and solving problems in an environment which reveals the various intended uses of the knowledge (Brown et al., 1989 as cited in Billet 1994).

Falconer (2013) states, “Learning is rather seen as a social process during which knowledge is co-constructed, and it takes place in physical and social environments which provide an authentic contextual framework.” Falconer also implies that situated learning agrees to the idea that learning is not always simply the transmission of knowledge from a giver to a receiver. Monroy-Licht et al. (2016) has the expression “an ideal learning framework for fostering scenarios” for situated learning that is in the same line as Falconer, while Gawande and Al-Senaidi (2015) support the idea by saying situated learning is a mechanism by creating meaning from the real life activities where learning occurs. Resnick as cited in Gawande and Al-Senaidi (2015) infers that three elements which base the most successful educational programs are of situated learning, namely:

- Socially shared activities
- Apprenticeship-like structures
- Course content designed to include student participation and meaning-making

The situated learning experience has four major premises guiding the development of classroom activities (Anderson, Reder, and Simon 1996): (1) action is grounded in the concrete situation in which it occurs; (2) knowledge does not transfer between tasks; (3)
training by abstraction is of little use; and (4) instruction must be done in complex, social environments.

Collins as cited in Gawande and al senaidi (2015) asserts that the followings are the benefits of situated learning: 1) Students’ learn about the conditions for applying knowledge 2) Students’ are more likely to engage in invention and problem-solving when they learn in novel and diverse situations and settings 3) Students’ can see the implications of knowledge 4) Students’ ability in structuring the acquired knowledge appropriate context.

Herrington and Oliver believe (2000) that useable knowledge is best gained in situated learning which feature the following characteristics as the principles:

- Provide authentic context that reflect the way the knowledge will be used in real-life
- Provide authentic activities
- Provide access to expert performances and the modeling of processes
- Provide multiple roles and perspectives
- Support collaborative construction of knowledge
- Provide coaching and scaffolding at critical times
- Promote reflection to enable abstractions to be formed
- Promote articulation to enable tacit knowledge to be made explicit
- Provide for integrated assessment of learning within the task

Understanding the theories about SLM above, the researcher had the idea of taking SLM into this research to find out whether it was able to increase the students’ listening achievement. Moreover, SLM is a good alternative to overcome the problem of students’ inability to connect what they learn in the classroom to what they face in the field (Gawande and Al-
Senaidi, 2015) because through SLM, they learn in a different fashion in which they find the connection between what they learn and the reality.

2.5 Video-Based Situated Learning

Technology continues to be perceived as an enhancement to the process of language acquisition (Meskill, 1996) and it draws the attention of several recent studies (Shyamlee and Phil, 2012; Woottipong, 2014; Tabataei and Gui, 2016; Schmidt, 2016). Woottipong (2014) states, “Technology has played an increasingly important role in the methods of instruction.” Syamlee and Phil (2012) states, “Technology is utilized for the upliftment of modern styles; it satisfies both visual and auditory senses of the students.” There are, at least, seven good points of using technology in learning according to Shyamlee and Phil:

1) To cultivate students’ interest in study
2) To promote students’ communication capacity
3) To widen students’ knowledge to gain an insightful understanding to western culture
4) To improve teaching effect
5) To improve interaction between teacher and student
6) To create a context for language teaching to provide flexibility to course content.

Videos are one kind of technology that is often used in education nowadays. There have been several recent studies dealing with videos in teaching (Sarani, Behtash and Arani, 2014; Woottipong, 2014; Schmidt, 2016). The use of videos is supported by Meskill (1996) saying, “Learning a language via individualized instruction with the computer—especially when audio and video are involved—is an extremely appealing proposition, one that has sold to many an administrator in search of instructional panaceas.”
Sarani, Behtash and Arani (2014), on the same side, imply the language situation presented on video can be both authentic and meaningful because an important part of the overall message is conveyed by the visual image. They also found out that Teaching listening on the basis of video-based tasks has a significant effect on learners’ listening comprehension in realizing and understanding the authentic language more effectively. According to Woottipong (2014), there are three advantages of using videos in teaching, namely:

1) Involving the provision of samples of real-life communication
2) Increasing students’ motivation on language learning
3) Promoting language acquisition.

The following five tips, which are adapted from McCaughey (2015), are expected to be good to apply while teaching listening when we use videos in the teaching:

1) Students do during
   It is about doing what the instruction tells the students. For instance: There is an instruction in a dialogue video to find what the adjectives are, the students find the adjectives in the dialogue.

2) See it
   This concerns the teacher’s seeing the process to know who understands and who does not understand. For instance: The teacher asks questions about a dialogue video to the students and then he sees who still answers them wrong and figures out what the problem is.

3) Keep it short
   The teacher should not provide a too long material for the students because the learning will probably just end in failure. He should provide a short video or cut a long one into several short clips so that the students can understand and digest what they hear well.
4) **Play it again**

After the students are done with the video, the teacher should play it again at other meetings in order that the students will find it more familiar, therefore it will be easier for them to understand and remember what they learn.

5) **Change it up**

The teacher should change the ways of presenting the video. It is okay to present the same video, but in order to provide more variations, the teacher should use several ways of presenting it. For instance: the students are asked to fill in one word to each gap, then they are asked to find the other expressions similar to the ones used in the video or the teacher shows another videos of the same kind as the one they have just had.

In reference to what is written above, it is safe to say that the research about the listening teaching involving videos is worth conducting on since videos can give various good effects, moreover “video materials can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers” (Woottipong, 2014). Therefore, the researcher constructed video-based situated learning since situated learning itself is “based on the idea that learning is enclosed in the "situation" in which the experience is occurring and not in the individual” and it is a kind of learning that “gives more emphasis to the social-context” (Gawande and Al-Senaidi, 2015). The second reason for why the researcher involved the use of videos with the situated learning was to overcome such weakness of SLM as “very expensive to implement” (Gawande and Al-Senaidi, 2015).

### 2.6 Teaching Listening through Video-Based Situated Learning

Listening is an inseparable skill of learning second language without doubt. Though it’s very significant, the problems about listening have newly started to be examined. In order to have
success in listening, problems about listening in second language should be firstly identified (Yilmaz and Yavuz, 2015). There are a few major problems of listening proposed by Underwood as cited in Yilmaz and Yavuz (2015): 1) Lack of control over the speed at which speakers speak 2) Not being able to get things repeated 3) The listener’s limited vocabulary 4) Failure to recognize the “signals” 5) Problems of interpretation 6) Inability to concentrate 7) Established learning habits. Video-based situated learning are assumed to accommodate the learning helping students with the problems since the medium of technology, in this case videos “offers many opportunities and calls for a new way of teaching language” (Tabatabaei and Gui, 2016).

Gilakjani and Ahmadi (2011) consider the three steps in listening below as important matters in listening learning with such definitions:

→ Pre-listening
Prepare students to listen, establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text.

→ While-listening
The task should involve the listener in getting detailed information by doing such immediate activities as gap-filling, selecting items; deliberate mistakes; grids; listen and draw and comprehension /multiple choice questions.

→ Post-listening
An extension activity, usually integrated skills with tasks of information transfer; personalization/recall, writing it up, discussion, role-play and further practice.
Therefore, the researcher will arrange the activities in the video-based situated learning process under the categories of “Pre-activities”, “While-activities” and “Post-activities” applying the guidance. Schmidt (2016) summarizes that two of the steps needed to become good listeners are:

1) Activating prior knowledge (bottom-up processing)
2) Decoding sounds (top-down processing)

Schmidt also implies using such sources as videos can be made more accessible to students and are able to affect them positively through subtitles and captioning. Therefore, the researcher will provide the videos with subtitles and accommodate the two processes in the learning.

With regards to Finocchiaro as cited in Putra (2012), the teacher needs to follow the three essential steps in teaching listening and the students are expected to be able to produce native-like sounds, afterwards. Those steps are to make the students able to:

a. Hearing the sound. The students hear the information from the speaker in verbal communication.

b. Identifying the sound. The students make sense out of the information by using their background knowledge or their former experience. Moreover, if they consider it new, they will keep it in their mind.

c. Producing the sounds. The students, after identifying the information, will interpret the data and respond to the speaker as the reflection that they receive the information by using the means of language (speaking).

In consideration of the steps, the researcher will provide the students with the activities that enable such steps. The researcher will activate the students’ background knowledge before
starting the video and then play the video more than once (the former is for the “hearing the sound” step and the latter is for the “identifying the sound” one) and then, the researcher will have the students respond to the questions about the content of the video they have watched and listened to in order to supply them with the “producing the sounds” step.

Those steps are, as a whole, in line with what Richards as cited in Long and Tanh (2016) describes as the processes students get involved in when they comprehend listening, i.e.

- The listener takes in raw speech and holds an image of it in short-term memory.
- An attempt is made to organize what was heard into constituents, identifying their content and function.
- As constituents are identified, they are used to construct propositions, grouping the propositions together to form a coherent message.
- Once the listener has identified and reconstructed the propositional meanings, these are held in long-term memory, and the form in which the message was originally received is deleted.
- Determines a reason for listening.
- Takes the raw speech and deposits an image of it in short-term memory.
- Attempts to organize the information by identifying the type of speech event (conversation, lecture, radio ad) and the function of the message (persuade, inform, request).
- Predicts information expected to be included in the message.
- Recalls background information (schemata) to help interpret the message.
- Assigns a meaning to the message.
- Checks that the message has been understood.
- Determines the information to be held in long-term memory.
The researcher used situated learning as the method in which the video-based learning was in play since in Lave and Wenger’s as cited in Schell and Black (1997) perspective, situated learning has the potential advantages of (a) placing learners in realistic settings where socially acquired ways of knowing are often valued (b) increasing the likelihood of application within similar contexts (c) strategically applying the learner’s prior knowledge on a given subject. So, the researcher assumed that constructing video-based situated learning would supply positive impact to the students’ listening achievement.

2.7 Students’ Problem in Implementation of Video-Based Situated Learning Activity

A problem occurs when someone has a goal but does not know to achieve it. This definition is consistent with how the Gestalt psychologist Karl Duncker as cited in Mayer (2013). Accordingly, the three main elements in describing a problem are the given state (i.e., the current state of the situation), the goal state (i.e., the desired state of the situation), and the set of allowable operators (i.e., the actions the problem solver is allowed to take). So problem is something that obstruct someone’s goal.

Listening difficulties are defined as the internal and external characteristics that might interrupt text understanding and real-life processing problems directly related to cognitive procedures that take place at various stages of listening comprehension (Goh, 2000 as cited in Hamouda 2013).

To get the students’ problem the researcher arranges the questionnaire based on macro skill aspect of listening, micro skill aspect of listening test, aspect of video and aspect of topic and
task. The previous researches which were conducted in listening there are some problems faced by students i.e. pronunciation, vocabulary, grammar, identifying main idea, identifying specific information, recognizing inference, unclear video, video difficult to understands, unsuitable task, boring topic and unsuitable topic.

The formulation of the problems in the questionnaires of this study was formulated based on the following theories: macro aspects of listening by Brown as cited in Setiyawan (2014), micro aspects by Brown as cited in Rizki (2014), topic and task aspect by Trang (2011), about videos from wootipong (2014) and Bingol et al. (2014)

Brown as cited in Rizki (2014) stated that there are 4 aspects of micro skills of listening; discrimination among sounds, recognition of vocabularies, detecting keywords, and recognition of grammatical structure. In this study the researcher focused on pronunciation, vocabulary, and grammar.

There are 3 macro skill aspects of listening by Brown as cited in Setiyawan (2014), they are identifying main idea, identifying specific information, recognizing inference.

Trang (2011) stated that two aspects related to materials the researcher attempts to focus on are the topics of the books and the difficult level of tasks. It means that we have to make a suitable task for teaching listening. It is vital to design listening comprehension tasks for 10th form students with suitable and interesting topics. “Suitable” can be understood as “not too difficult” to students’ level; and “Interesting” means that these topics should be concerned by most of the students.
Wootipong (2014) stated that authentic video material needs to be carefully chosen to ensure the level of difficulty is appropriate and the content is of interest to students. This includes videos in which the spoken language might contain many difficult or unneeded English idioms and expressions, or the rhythm, tone and phonological systems have different features from the students' first language which could contribute to misunderstanding or be difficult for non-native listeners to understand the content. In this study, it was assumed as the level of difficulty and understandability of the videos.

Bingol et al. (2014) The quality of sound system also affects understanding of listening. In this study, it was assumed as the good quality of picture and sound of the video.

2.8 Procedure of Teaching Listening through Video Based Situated Learning.

The researcher divides the listening activities in the teaching into three categories as proposed by Gilakjani and Ahmadi (2011) i.e. Pre-listening, while-listening and post-listening activities. The procedure of the teaching in which the activities take place is based on:

1. The principles of teaching listening resulting from Gilakjani and Sabouri (2016) on what teachers should supply to the students when they teach listening, namely:
   a. Authentic materials
   b. Interest-arousing listening task
   c. Different types of input like lectures and videos
   d. Pronunciation and accent familiarization
   e. Simple to more complex activities
   f. Background and linguistic knowledge
   g. Necessary feedback on the performance
   h. Necessary listening skill development
i. Body language involvement

j. Top-down and bottom-up processes involvement

k. Developing strategy encouragement

l. The teacher’s good and acceptable pronunciation

m. Home-study encouragement through various media

2. The principles of video-based teaching that the researcher adapts from the tips proposed by McCaughey (2015) when teaching listening are as follows:

   → Students do during: Providing the instruction about what to do with the video.

   → See it: Asking questions to check students’ understanding about the video and figure out the problem if any of them does not understand it well.

   → Keep it short: Providing a short video or cutting a long one into several short clips.

   → Play it again: The repetition of the video at another meeting in order to refresh students’ mind about what they have learnt thru the video.

   → Change it up: Changing the sorts of exercises or questions with regards to the video into several ones.

3. The principles of situated learning rooted to the characteristics of SLM implied by Herrington and Oliver (2000) as the followings:

   1. Authentic context based on where the knowledge is used

      The teacher brings the context that is not purposively created for the lesson. It is the one in which the students use the knowledge.
2. Authentic activities

The teacher has the students engage themselves in the activities in accordance with the authentic material which provides authentic activities (the activities that are not purposively created for the lesson).

3. Access to expert performances and the modeling of processes

The teacher enables the process through which the students have the opportunity to get better at their performances and the teacher first models how the process should run.

4. Multiple roles and perspectives

The students are asked to have some kind of role-play several times based on the ones in the material with the same context and the teacher asks for their perspectives on the roles they have performed.

5. Enabling collaborative construction of knowledge

The teacher enables this kind of knowledge by having the students discuss the material they have had with their friends (in pairs) and asking the pairs in turns about it in order to let the others construct the knowledge coming from each answer.

6. Enabling coaching and scaffolding in the process

The teacher always directs the students to the right way when their answers or what they perform runs way off the track and guides them with the simple-to-more complex-order of steps in the process in order to create better understanding in every step and the adequate understanding as a whole about the material at the end.

7. The reflection of what has been learned to enable abstraction

The teacher provides the students with the summary of what they have learnt with leading questions to which the answers the students give are expected to
form the abstraction of it. At the end, the teacher himself/herself gives them the reflection of the learning so that they all have the right reflection.

8. Making tacit knowledge explicit via articulation

The teacher asks the students to communicate what they know about the material after the reflection. It can also be in forms of practice having conversation with their friends in forms of dialogues with regards to the same topic as the context brings to check their knowledge about it.

9. Providing integrated learning assessment in the task

The teacher gives integrative assessment to the students when they are engaged in a task. The assessment is based on how well they apply what they have learnt as a whole in the task, not based on several isolated aspects.

The researcher will construct the procedure of the listening teaching in accordance with the three kinds of principles. Here is the constructed procedure based on the adaptation to the principles:

1. Bringing suitable materials for the learning goals to the classroom.

2. The students are encouraged to ask any question they want to.

3. A variety of exercises to prevent the students from being bored.

4. Providing such kinds of input as videos and lecture.

5. Preparing two videos with the same topic

6. Talking about the topic of the videos before presenting them to provide the students with some background knowledge of the used expressions and the topic itself for the top-down process.

7. Enabling the bottom-up process by giving the students the chance to construct what they were hearing.
8. Having the students perform their own dialogues with the corresponding topic and the expressions used in the videos and develop them to check their understanding and performances.

9. Having the students prepare themselves for the coming meeting.

10. Encouraging students to have enough listening home-practice.

The procedure above includes the whole principles of the three kinds, i.e. teaching listening, video-based teaching and situated learning principles on which the researcher will base the activities in the teaching under the three categories in which the activities take place, i.e. pre-activities, while-activities and post-activities to accommodate such activities as “pre-listening, while-listening, post-listening” proposed by Gilakjani and Ahmadi (2011). Here are the steps of the teaching in accordance with the procedure:

Pre-activities

✔ The teacher talks about the topic the students had at the last meeting.

✔ The teacher talks about the topic of the material.

✔ The teacher asks about what the students know regarding the topic.

✔ The teacher plays a video of the topic with and without the caption.

✔ The teacher talks about the video as well as the expressions with the body language used there.

✔ The teacher asks some questions about the video.

✔ The teacher gives opportunity to the students to ask the questions

While-activities

✔ The teacher shows ten questions about the dialogue

✔ The teacher plays another video of the same topic.

✔ The students answer the ten questions.

✔ The teacher discusses the answers with the students.
The teacher asks the students to make dialogues of the topic in pairs.

The students perform their own dialogues in turns.

Post-activities

The teacher asks the students in turns about the dialogues of their friends.

The teacher gives her opinion about their performances.

The students summarize the expressions often used in such a topic.

The teacher asks the students to practice using the expressions, so that they will be familiar with them when they are used in a listening material next time.

The teacher advises the students to have more listening practice at home.

The teacher tells the students the topic of the next meeting.

2.8 Advantages and Disadvantages of Video-Based Situated Learning

From what the researcher understands, video-based situated learning has the following advantages:

1) Students learn about the conditions for applying knowledge

2) Students are more likely to engage in invention and problem-solving when they learn in novel and diverse situations and settings

3) Students can see the implications of knowledge

4) Students ability in structuring the acquired knowledge appropriate context.

On the contrary, the researcher also realizes that video-based situated learning also has a disadvantage, namely:

It is nearly impossible to cover the whole social environments in which students need to apply adequate knowledge in forms of videos, so that there are materials that cannot be covered by videos.
2.9 Theoretical Assumption

Listening is the first skill that we have to learn in learning a language. Listening gives the students information from which to complete the learners’ knowledge in using English. Competence in oral communication - in speaking and listening - is prerequisite to students’ academic, personal, and professional success in life. By considering the importance of listening, teaching is a thing that should be paid lots of attention to.

The use of technology in learning is good for students since it can motivate them more and it is also what this technological era requires. The learning through books all the time only drives students into boredom. There are many alternatives when technology is used in teaching and the video is one of them.

Videos are considered as the commonest media used in the teaching involving technology. Videos have various advantages that can boost both students’ motivation and achievement. They are also the media that can easily be shaped into the ones fitting the teaching. They are simple, yet attention-absorbing.

Situated learning is the learning that brings real life contexts to students that are very useful for them to know where, when and how to apply the knowledge from the materials they are learning into real life. Besides, situated learning also sharpens students’ understanding since there is a clear connection between the learnt materials to real life, so they do not feel that what they are learning is cut off from their real life, therefore they can understand it better since it comes with the contexts they have already been familiar with.
Considering the assumption above, the researcher presumed that video-based situated learning was a good option to treat students’ listening through and it was expected to increase their listening achievement.

2.11 Hypothesis

The following hypotheses are proposed in order to answer the research questions. From the theory and previous research before, the researcher proposed hypothesis are:

1. Yes, all principle can be covered in the implementation of video-based situated learning activities.

2. yes, there is significant differences of students’ achievement after being taught through video-based situated learning activities.

3. pronounciation is the potential of the students’ biggest problem since the students’ lack of listen English conversation, movie and song and also they have bad pronounciation.

This chapter elaborated some theories related to this study. This chapter accumulated some theories which came from several theorists from some books, journals and articles.
III. RESEARCH METHOD

This chapter elaborates the construct of the research, how to collect the data from the samples and how to analyze them. This chapter also elaborates the research procedure, the validity and reliability of the instruments, the treatment, data analysis and hypothesis testing.

3.1 Research Design

This study employed a qualitative and quantitative method to answer the research question. It was intended to find out whether all the principles could be applied, whether there was any significant difference in the students’ listening achievement after being taught through the constructed video-based situated learning activities and whether there is any significant difference of the students’ listening achievement after being taught through the constructed situated learning activities as well as whether there is students’ biggest problems while learning through such activities. In order to answer the 3 research questions in this research, the researcher used three instruments, i.e. observation, listening tests and a questionnaire.

To answer the first question of this study, the researcher did some observation. The observation was conducted in order to observe process of the teaching through the constructed video-based situated learning activities. For the save of reliability, the researcher used two observers.
To answer the second question, the researcher used the one group pretest-posttest. The research used the purposive sampling technique. There was one class chosen purposively as the samples. The research design is described as follows:

\[ T1 \times T2 \]

<table>
<thead>
<tr>
<th>Note:</th>
<th>T1</th>
<th>:Pre-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>:Treatment</td>
<td></td>
</tr>
<tr>
<td>T2</td>
<td>:Post-test</td>
<td>(Setiyadi, 2006: 133)</td>
</tr>
</tbody>
</table>

The pre-test was administered before the treatment to get the data of the students’ listening achievement before the treatment. Then, the researcher gave the treatment, i.e. Teaching listening through the constructed video based situated learning activities. The post-test was administered afterwards to check whether there was any significant difference in the students’ listening achievement after the treatment.

The questionnaire was used to figure out what the biggest problems the students faced when they were taught through video based situated learning activities.

### 3.2 Population and sample

This research was conducted at SMKN 1 Simpang Pematang. There were twelve classes of the first grade. The class X Accounting 2 consisting of 20 students was chosen purposively. The samples were taken because the researcher had conducted a preliminary research and it was found that the students were afraid of listening tests because of the insufficient frequency of listening learning is not enough which result in the students’ confusion with and fear of listening tests.
3.3 Data Collecting Technique

The following steps were those of the data collection procedure:

1. Pre-test

The pre-test was administered to X Accounting 2 at the first meeting before the researcher had the students engaged in the treatment in order to know the students’ listening achievement before they were treated with the constructed video based situated learning. The pre-test consisted of twenty questions which were divided into 2 sections.

2 Observation

While the students were engaging themselves in the activities, the researcher observed how they were involved in such activities and put ticks on the corresponding observation-sheet together with the another observer as another rater. So, there were two raters. The observation is to get the answer of first question i.e. to find out whether all the principle can be covered in the implementation. The guideline of the observation as follow:

- Read each principle carefully
- If one principle is applied to the teaching learning process, choose yes and choose no if it not
- Write the note clarifying why u have choosen yes or no in the provided space on the right
- If you find the statement describing one principle confusing, ask the researcher for more information about it
- Make sure you have written the notes clearly before handing the observation-sheet.

To make the observers understand what the researcher means in the principle, the researcher gave the guidance as follows:

1. The teacher brings suitable materials for the learning.
2. The teacher always encourages students to ask necessary questions anytime.
3. The teacher provides students with a variety of exercises.

4. The teacher provides students with videos and lecture for the input.

5. The teacher prepares two videos with the same topic for the learning.

6. The teacher activates students’ top-down process by talking about the topic and providing them with some knowledge of the used expressions in the videos.

7. The teacher enables students’ bottom-up process by giving them the chance to construct what they have heard.

8. The teacher develops students’ understanding and performances by having them perform their own dialogues with the same topic and expressions as those in the videos.

9. The teacher tells students to prepare themselves for the next meeting learning after telling what the next topics at the end of one meeting.

10. The teacher encourages students to have enough listening home-practice.

Table 3.1. Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Principles</th>
<th>Yes</th>
<th>No</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bringing suitable materials for the learning goals to the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The students are encouraged to ask any question they want to.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A variety of exercises to prevent the students from being bored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Providing such kinds of input as videos and lecture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Preparing two videos with the same topic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Talking about the topic of the videos before presenting them to provide</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the students with some background knowledge of the used expressions and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the topic itself for the top-down process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Enabling the bottom-up process by giving the students the chance to construct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>what they were hearing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Having the students perform their own dialogues with the corresponding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>topic and the expressions used in the videos and develop them to check</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>their understanding and performances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Having the students prepare themselves for the coming meeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Encouraging students to have enough listening home-practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Post-test

The post-test was administrated to X Accounting 2 after the treatment. The questions of the posttest were the same as the pretest. The result of the post-test was then compared with the result of the pre-test to see whether there was significant difference between those two after the students were treated with the constructed video based situated learning.

4. Questionnaire

The questionnaire was distributed to X Accounting 2. In order to know students’ biggest problems while being involved in the constructed video-based situated learning the researcher then gathered the students’ answer. The guideline of questionnaire as follow:

- Read each statement carefully
- Choose yes if one statement is in accordance with what you experienced in the teaching and learning process and no if it is not
- Make sure you understand all the statements you are responding to
- If there is a statement unclear to you, ask the teacher what it means
- The result will not affect your grades

3.4. Research Procedure

In the research, the researcher applied the following steps as the procedure:

1. Determining the subject of the research

The subject of this research was one class which was chosen purposively from the first grade classes of Simpang Pematang Vocational High School in the academic year 2017/2018.
2. Constructing video-based situated learning activities for the teaching

The researcher constructed the video-based situated learning activities based on the principles of situated learning method, video-based teaching and teaching listening. The researcher applied the activities in the teaching and then saw how the implementation of the construct went in class as well as the effectiveness and found out what the students’ biggest problems were while they were learning through such activities.

3. Administrating the Pretest

The pre-test was administrated to X Accounting 2 at the first meeting before the treatment was implemented to figure out the students’ listening achievement before it. The pre-test was an objective test consisting of twenty questions which were divided into two sections. The test contained several kinds of questions testing students’ listening. They were in accordance with the 2013 curriculum of vocational high school which is considered suitable in terms of vocabulary, grammar, pronunciation, voice and fluency for their level.

4. Treatment

The treatment was given in three meetings which took 90 minutes each. Each meeting had its own topic. The topic of the first meeting was “Restaurant”, of the second was “Hotel”, of the third was “Shopping at the market”. At the beginning of each meeting, the teacher asked questions related to the topic. Then, the teacher played the video with the topic. The teacher mentioned some expressions used in the video. After watching the video, the teacher asked the students some questions about it. Next, the teacher gave the students the chance to ask the questions they wanted to about the video and the expressions used there. Then, the teacher gave the students some exercises taken from the video. Next, the teacher asked the students to watch another video of the same topic. The students answer the question based on those videos. Then, the students made dialogues about the topic. Last, they perform their dialogues at the front.
5. Conducting the Observation

The observation was done in order to know how well the teaching-learning process went during the treatment. An observation-sheet was used for the observation checklist with the column to note the classroom events while the treatment was in progress.

6. Administrating the Posttest

The post-test was administrated after the treatment was implemented. The questions of the post-test were the same as the ones of the pre-test. The result of the post-test was then compared with the result of the pre-test in order to analyze the difference between those students’ listening achievements.

7. Distributing the questionnaire

The researcher distributed the questionnaire to the students and then analyzed their answers in order to know the biggest problems they had while they were being taught through the constructed video-based situated leaning activities.

3.5 Instrument

There were three kinds of instruments used in this research, namely:

3.5.1. Listening tests

There were two listening tests administered in this research. The first one was a pre-test and the second one was a post-test. The pre-test will be given to the students before the researcher gave the treatment and the post-test was given after the students got the treatment. The pre-test and post-test questions were the same. The researcher adapted listening test from British Council. The viewed aspects were identifying the main idea, identifying specific information and recognizing inference by Brown as cited in Setiyawan (2014)
3.5.2 Observation

To answer the first research question, the researcher did observation in order to see how the process of the listening teaching through the constructed video based situated learning activities ran and note the classroom events while the treatment was process. There were two observers as the observation raters.

Table 3.2. Observation Checklist

<table>
<thead>
<tr>
<th>No.</th>
<th>Principle</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Bringing suitable materials for the learning goals to the classroom.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The students are encouraged to ask any question they want to.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>A variety of exercises to prevent the students from being bored.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Providing such kinds of input as videos and lecture.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Preparing two videos with the same topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Talking about the topic of the videos before presenting them to provide the students with some background knowledge of the used expressions and the topic itself for the top-down process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Enabling the bottom-up process by giving the students the chance to construct what they were hearing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Having the students perform their own dialogues with the corresponding topic and the expressions used in the videos and develop them to check their understanding and performances.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Having the students prepare themselves for the coming meeting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Encouraging students to have enough listening home-practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Those principles was elaborated from three basic principle of teaching listening (Gilakjani and Sabouri, 2016), video-based teaching (McCaughey, 2015) and principle of situated learning (Herrington and Oliver, 2000).

3.5.3 Questionnaire

To answer the third research question, the researcher distributed the questionnaire. After getting the students’ answer to the questionnaire, the researcher calculated them to know
what the biggest problem of the students had while they were being taught through the constructed video-based situated learning activities.

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Percentages (%)</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Did you find the problem in identifying the main ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Did you find the problem in identifying the specific information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Did you find the problem in recognizing inferences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Did you find the problem in vocabulary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Did you find the problem in grammar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Did you find the problem in pronunciation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Did you find the videos unclear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Did you find the videos difficult to understand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Did you find the tasks unsuitable for you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Did you find the topics boring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Did you find the topics unsuitable for you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This questionnaire arranged by some theories from the expert, they are Brown as cited in Putra (2012), Brown as cited in Rizki (2014), Trang (2011), Wootipong (2014) and Bingol et al. (2014)

3.6. Validity and Reliability

3.6.1. Validity

A test is considered as a valid one if it measures the object to be measured and it is suitable with the criteria (Hatch and Farhady, 1982:250). According Hatch and Farhady (1982:281), there are two basic types of validity, content validity and construct validity. Therefore, to measure whether the test was validity, these researches used both the types, i.e. content and construct validity.
3.6.1.1 Observation

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. According to Hatch and Farhady (1982:251), since content validity is the extent to which a test measures a representative sample of the subject meter, the focus of content validity is adequacy of the appearance sample of the test. Therefore, since the test instrument was there to provide the data of observation checklist, in order to have validity the researcher put the principle of video-based situated learning. The principle was elaborated from three basic principle i.e principle of teaching listening based on Gilakjani and Sabouri (2016), principle of situated learning from Herrington and Oliver (2000) and principle of video-based teaching McCaughey (2015).

3.6.1.2 Listening Test

Therefore, since the test instrument was there to provide the data of the students’ listening achievement, in order to have the test item content validity the researcher gave listening materials which are arranged based on the materials already given and it was suitable with the curriculum. Thus, if the measuring instrument has represented all the ideas that are connected with the materials that will be measured, that measuring instrument has fulfilled the aspects of content validity (Hatch and Farhady, 1982: 251).

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured. To achieve the construct validity, the test is adopted from the British Council for vocational high school. Then, the test was determined based on the materials that had been taught to the students.
In order to have the construct validity the researcher provides the table of specifications recommended by Brown as cited in Setiyawan (2014).

Table 3.4. The Specification table of the listening test

<table>
<thead>
<tr>
<th>No</th>
<th>Objective</th>
<th>Number of item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identifying the main idea</td>
<td>15,16</td>
<td>10%</td>
</tr>
<tr>
<td>2</td>
<td>Identifying specific information</td>
<td>1,2,3,4,5,6,7,8,9,10,18,19,20</td>
<td>65%</td>
</tr>
<tr>
<td>3</td>
<td>Recognizing inference</td>
<td>11,12,13,14,17</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.6.1.3 Questionnaire

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language that is being measured. To achieve the construct validity, the questionnaire divided by some term. First is macro skill of listening by Brown as cited in Setiyawan (2014). The second is micro skill of listening test by Brown as cited in Rizki (2014), Trang (2011) and the last about videos are based on Wootipong (2014) and Bingol et al. (2014).

3.6.2. Reliability

Reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions (Hatch and Farhady, 1982).

3.6.2.1 Observation

To get the reliability of the observation, the researcher uses interrater reliability. There two observers here, English teacher of SMKN 1 Simpang Pematang i.e. Galuh Anggraini, S.Pd and Ellia Rahmawati, S.Pd. the researcher used percentage of agreement in calculated the reliability of this instrument. The formula as follows:
\[
\% A = \frac{A_{tot}}{A_{tot}+D} \times 100
\]

\(A_{tot}\) = Agreement of total observation

\(D\) = Agreement of nonoccurrence observation (Sukadji, 2000)

The result is 100%. It means there is high reliability in this observation.

3.6.2.2. Listening Test

Since the test used as the instrument in this study was an objective test in the form of a completion test with a single correct answer, the researcher used test-retest measurement to get reliability. When we correlate test-retest scores, we are interested in the stability of results overtime. Reliability is obtained by administering the test to the same Ss twice and computing the correlation between the two administrations (Hatch and Farhady, 1982). The researcher conducted the test-retest measurement to see the consistency of the test itself. After administering test-retest of the instrument, the researcher analyzed the result using pearson product moment correlation with r-value should be at least 0.08 (p<0.05).(Hatch and Lazarton in Setiyadi 2005).

Table 3.5. Reliability of listening test

<table>
<thead>
<tr>
<th>Correlations</th>
<th>Retest</th>
<th>Pretest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>1</td>
<td>.813*</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.813**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.01 level (2-tailed).
The reliability of this study was 0.813 and p is 0.00 (p<0.05). So, it fulfilled the reliability of the test.

3.6.2.3 Questionnaire

To get the reliability of questionnaire, the researcher uses Kuder Richardson 20.

Formula: \[ R = \frac{N}{n-1} + \frac{s^2 \sum pq}{s^2} \]

- \( R \) = Reliability Coefficient
- \( n \) = Total Item
- \( p \) = Correct Answer Proportion
- \( q \) = Incorrect Answer Proportion (1-p)
- \( s \) = Standard Deviation, \( S^2 \) Variance (Nurgiantoro, 2010 in Amru 2014)

The reliability of this study was 0.8, it fulfilled the reliability of the test.

3.7 Data Analysis

To analyze the gained data, the researcher treated the data through the following steps:

1. Analyzing the observation checklist of the principle video-based situated learning activities.

   The 10 items of video-based situated learning activities are based on the 3 basic principle of situated learning, teaching listening and video-based teaching. The items of observation checklist, to make statistical analysis simpler, were scored for one of the preferences for each scale, in which (yes) response was scored 1 and (no) response was scored 0. In the observation checklist also provided the note column to write how the
principle went. After get the data, the researcher calculated the response, analyze the observers’ note then find out the theories that support that principle. There are to observer in observation process i.e. English teachers of SMKN 1 Simpang Pematang.

2. Scoring the Data of Listening Test

Researcher scored the students’ listening of pretest and posttest. Then, the scores between two test were taken to compare then the test was analyzed statistically using Pair Sample t-test to know whether there is any significant difference after being taught through the constructed video-based situated learning activities.

3. Analyzing The questionnaire of Students’ Problems

The 11 items in implementing of video-based situated learning activities consist of four item parts, first part about macro skill of listening by Brown as cited in setiyawan (2014), second part about micro skill of listening by Brown as cited in rizki (2014), third part based on Trang (2011) and the last about video are based on Wootipong (2014) and Bingol et al. (2014). The questionnaire items of students’ problem in implementing of video-based situated learning activities, to make statistical analysis simpler, were scored for one of the preferences for each scale, in which (yes) response was scored 1 and (no) response was scored 0. Then, the researcher calculated the students’ questionnaire. The researcher also made the percentage for each item. After got the answer of third research question, the researcher analyzed the students’ reason why the thought it is problem for them from their note in the questionnaire. Last, looking for the previous research whose finding in line with.

4. Analyzing, interpreting, describing and drawing conclusion

The result of the questionnaires and observation were analyzed, interpreted, and then described to answer the rest of the research questions stated in terms of implementation of video-based situated learning principles and the students’ problem in implementation
of video-based situated learning activities. The scores of the pretest and posttest were statistically analyzed using *Pair Sample t-test* to draw a conclusion. It was computed through the Statistical Package for Social Science (SPSS).

### 3.7 Hypothesis Testing

1. **H<sub>1</sub>:** All the principles of video-based situated learning can be covered in the implementation.
   
   **H<sub>0</sub>:** Not all the principles of video-based situated learning can be covered in the implementation.

   To test the hypothesis, researcher calculated the observation checklist by observers whether any principle that can not be covered in the implementation. The hypothesis that all principles could be covered in the implementation would be accepted if all the principles of video-based situated learning could be covered in the implementation and would be rejected if any of the principles could not be covered in the implementation.

2. **H<sub>1</sub>:** There is any significant difference after being taught through the constructed video-based situated learning activities
   
   **H<sub>0</sub>:** There is no significant difference after being taught through the constructed video-based situated learning activities

   To test the hypothesis, *Pair Sample T-Test* was used. The hypothesis was also statistically tested by using the statistical computerization, i.e. SPSS 19, in which it would be considered significant if p<0.05. Therefore, the hypothesis would be accepted if there was any significant difference in the students’ listening achievement after being taught through the constructed video based situated learning activities and would be rejected if there was no significant difference in their achievement after being taught through such activities.
3. \( H_1: \) Understanding pronunciation is the students’ biggest problem in the implementation of the video-based situated learning activities because most of students lack of listening English conversation, movie and song and also they have bad pronunciation.

\( H_0: \) Understanding pronunciation is not the biggest problem of students since there are so many potential problem in implementation of video-based situated learning activities.

To test the hypothesis, the researcher calculated the result of students’ questionnaire. The biggest percentage of questionnaire is the biggest problem. The hypothesis of third research question would be accepted if the researcher found out understanding the pronunciation is one of students’ biggest problems which had the highest percentage among others.

This chapter elaborated research methods that were applied to gather the data of this research.
V. CONCLUSION AND SUGGESTIONS

This chapter is composed of the conclusion and the suggestions deriving from the findings of the research. It also comprises the suggestions for the next researchers interested in this area or part of it. These suggestions are extrapolated from the limitations of the research and the domains of the variables that are not covered in it.

5.1 Conclusion

In consideration of the findings of this research, the researcher came to the conclusion that the teaching through the constructed video-based situated learning activities is worth applying since it is proven to be able to improve students’ listening achievement significantly and the teaching does not disregard any of the video-based situated learning principles. It is true that there are still emerging problems for students in the process, but the benefit is greater than these problems in the listening achievement sphere.

5.2 Suggestions

The suggestions which the researcher would like to put forward based on the findings are as follows:

For English Teacher

1. English teachers should apply the constructed video-based situated learning activities in teaching listening because it is proven effective to
significantly improve students’ listening achievement if the subject was appropriate.

2. The teachers who want to base their listening teaching on the constructed video-based situated learning activities should pick appropriate topics.

3. The teachers are also advised to minimize the impact of the problems emerging with any means possible.

For Further Research

As for the further research, it would be momentous for the researchers to focus it on why the problems emerge in the process and what the solutions are. The researcher also thinks that it would be consequential for them to stretch the research to the other three skills, i.e. writing, reading and speaking, not only listening. Lengthening the time of treatment and widening the population along with the samples are also among the counseled actions.

This chapter presented the conclusions of the results in this research and also several suggestions dealing with the results.
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