

ABSTRACT

A COMPARATIVE STUDY OF STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT TAUGHT THROUGH VIDEO AND AUDIO AT THE FIRST GRADE STUDENTS OF SMA NEGERI 1 PRINGSEWU

By

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One of the most popular media used in listening is audio format by which students are facilitated to improve listening skill. It can also give language learning experience and help learners improve their listening skill. On the other side, video has been used in listening. It provides information not only in audio format, but also provides visual clues. Thus, both video and audio can help the learners improve their listening ability particularly in comprehending the text. Therefore, this research aimed (1) to find out whether there is a significant difference of students' listening comprehension achievement taught through audio and taught through video, and (2) to find out whether there is a significant difference of students' listening comprehension achievement in terms of macro skills.

This study used quantitative approach employing pre-test and post-test design. The population of the research was first grade students of SMA Negeri 1 Pringsewu. The sample was chosen by using purposive sampling. The sample consisted of two groups: X MIPA 6 as a control class (audio) and X MIPA 4 as an experimental class (video). The instrument of the research was 30 items of multiple choice questions with four alternative answers. To analyze the data, the researcher used Independent Sample t-test through SPSS version 16.0 at the level of significance of 0.05. The results showed that students in video class have the gain score of 1.57707, while students in audio class had the gain score of 0.81045. This means that students who were taught using video showed higher result than those who were taught using audio with the difference score of 0.71233. Furthermore, t-test analysis showed that there was statistically significant difference of students' listening comprehension achievement with the sig. of 0.00 lower than α ($0.00 < 0.05$).

From the result, it can be concluded that (1) there was a significant difference of students' listening comprehension achievement taught through video and taught through audio and (2) there was also a significant difference of students' listening comprehension achievement in terms of macro skills, specifically Main Idea and Specific Information.