

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

(A Script)

**By
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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF ARTS AND LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDARLAMPUNG
2019**

ABSTRACT

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

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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.

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**By:
Mega Widyawati**

A Script

**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

**In
The Language and Arts Education Department of
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
LAMPUNG UNIVERSITY
BANDARLAMPUNG
2019**

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

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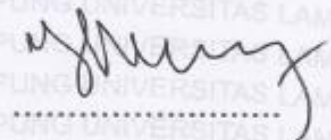
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

The writer's name is Mega Widyawati. She was born on November 7th 1996. She is the youngest child of the lovely couple, Kusnindar and Ponidah. She has a brother named Frengki Anggriawan.

She began her study at Elementary School Negeri 6 Gisting Atas in 2003 and graduated in 2009. She continued her study at Junior High School Negeri 1 Gisting in 2009 and graduated from the school in 2012. Then, she went to Senior High School at Senior High School Negeri 1 Pringsewu in 2012 and graduated in 2015.

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DEDICATION

This script is proudly dedicated to:

- ❖ My beloved parents: *Bapak* Kusnindar and *Ibu* Ponidah
- ❖ My only sibling, my brother Frengki Anggriawan A.Md.
- ❖ All of my best friends
- ❖ All of my fellows English Education Study Program 2015
- ❖ My lectures of English Education Study Program
- ❖ My Alma Mater, Lampung University

MOTTO

“Life does not require that we be the best, only that we try our best”

H. Jackson Brown, Jr.

“The way to get started is to quit talking and begin doing”

Walt Disney

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Finally, the writer realizes that this script is still far from perfection. However, the writer hopes that this script will be useful and beneficial to the readers, specifically those who involves in English teaching profession.

Bandar Lampung, July 2019

Writer

Mega Widyawati

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I. INTRODUCTION

This chapter discusses background of the problems, formulation of research questions, the objectives of the research, the uses of the research, the scope of the research and the definition of terms.

1.1 Background of The Problem

Basically, listening is an activity in which a listener listens to a speaker who produces sound to listen. According to Zhu (2011), listening is one of the four language skills that is most used in communication. In addition, Putriani (2013) believes that it takes precedence over anything else when it comes to acquiring a language. Moreover as Machado (2010) says the success of children's speaking, reading and writing skills relies on their listening abilities.

According to Krashen (1982), listening is the primary important in the language learning and that the ability to speak and write fluently in the second will come on its own with time. Logically, in academic atmosphere listening plays an important role in learning language. It is in line with Datko (2015) who states that in the context of teaching English as a foreign language, listening is one of the skills that form the basis of one's communicative competence. This means that besides

producing a foreign language, a person also needs to perceive and cognitively decode the aural input in order to be successful in the oral communication process.

However, a previous study conducted by Suhuri (2008) who had found that the students got difficulty in listening because it was rarely practiced in the class as the school did not have good facilities and the teacher who did not allocate particular time to practice. Therefore, the teacher should concern with factors involved in the development of students' listening ability such as a teaching method, a classroom management, a good material and equipment which can affect the goal of teaching and learning (Karlina, 2010).

Similarly to the previous observation done by the researcher at SMA Negeri 1 Pringsewu in which it was found that students had problem in listening as the students lacked of listening practice. Although, the school had already been equipped with media of listening such as a loudspeaker and overhead projector, yet, listening was rarely practiced in the class. Accordingly, the students got difficulty in listening or in particular they got difficulty in listening comprehension.

Regarding to the issue, the researcher intended to conduct the research of listening comprehension practice using media. As Wetty (1997) stated that one of the advantages of the using media in teaching is to give students a real experience in learning. Additionally, Heaton (1984) stated that an effective way of developing

the listening skill is through provision of carefully selected material for practice. Therefore, the teacher should consider the material which is going to be taught whether it is suitable to the learners' need or not. Moreover, Saint-Léon (1988) also has suggested that EFL learners should listen to language produced by a native speaker. As a native speaker might not be present in all language classrooms, thus as an alternative that is using the media.

With respect to the media used in learning listening, an audio format is the most popular media in listening class. According to Anitah (2012), audio is media to give message toward hearing. Audio media is very helpful for beginner. It can give language learning experience, and for physical defect of student (blind or illiterate) can learn toward audio media. In addition, Sudjana and Rivai as cited in Arsyad (2014) say that audio media can help learners to achieve some abilities in listening such as ability of focusing and maintaining their attention, ability of following the guidance, ability of defining the meaning from the context, ability of sorting out the information or idea and ability of summarizing. Anitah (2012) also added that audio media is benefit to use because it is easy to operate and it is inexpensive.

However, there was a problem in students' listening ability if the material is only in audio file. According to a study by Anitah (2012), it could be indicated that using audio with no instructor that face to face directly to student can make students not interested in learning process, and when the students listen to the same audio in long time without variations, sometimes it can make students feel

bored. A research conducted by Hasan (2000) also reported that the learners find difficulty to understand the meaning and the spoken text without seeing the speakers' body language.

On the other hand, many researchers have found that a video file can help students' listening comprehension better. Yousofi et al. (2015) argue that video materials could provide many additional types of information available to the language learners, thus they can help the learning of listening more effectively. In line with Mucha (2007) who also believes that video materials seem to be the perfect choice for the foreign language learners. In addition, Arsyad (2014) states that video increases students' motivation and it is also able to show a process in detail which can be repeated.

However, Arsyad (2014) believes a video can show moving picture continually which can make some of the students cannot catch the materials. In line with Yousofi et al. (2015) who also state that students cannot concentrate on the listening comprehension and they just focus on some other things available in videos. Moreover, Barker and Trott (1985) believe that using a video format is not very helpful in a class setting because listening through video formats can bring visual distractions on listening practices and cannot let the listeners concentrate on the comprehension of the message itself.

Although both audio and video could help students to develop listening comprehension, they also have both strengths and weaknesses. Therefore, the

researcher conducted a comparative study of the using between audio and video in teaching listening. This study was aimed to find out which media is better to help students to improve listening comprehension achievement especially in the first grade students of SMA Negeri 1 Pringsewu.

1.2 Formulation of Research Questions

Based on the background of the problem, the researcher takes the research questions as follows:

1. Is there any significant difference of students' listening comprehension achievement after being taught through video and taught through audio?
2. Is there any significant difference of students' listening comprehension achievement after being taught through video and taught through audio in terms of macro skills?

1.3 Objectives of The Research

Regarding to the research questions that have been stated, the study has some objectives as follows:

1. To find out whether there is a significant difference of students' listening comprehension achievement after being taught through video and taught through audio.

2. To find out whether there is a significant difference of students' listening comprehension achievement after being taught through video and taught through audio in terms of macro skills.

1.4 Uses of The Research

The finding of the research is expected to give valuable uses as the followings:

1. Theoretical Use

This research is expected to show which media is better in improving students' listening comprehension. Furthermore, this research is also considered to be one of the alternative media in the future research of listening. Above all, this research can be used as the reference for the next researcher who concentrates on the similar research.

2. Practical Use

The research is very expected to contribute amounts of information for the students in improving listening comprehension by using kinds of media such as audio and video.

1.5 Scope of The Research

This study was quantitative research. This research was conducted at the first grade of SMA Negeri 1 Pringsewu. The subjects are chosen as they, according to the 2013 Curriculum for SMA, have learned about (1) grammar, (2) vocabulary,

focusing on the content words analysis, and (3) some kinds of text, such as descriptive text, narrative text, and recount text. There were two classes as the sample of this research; the control class which employed audio was X MIPA 6 and the experimental class which used video was X MIPA 4 consisting of 30 students. The materials were adapted from the 2013 Curriculum. The topic discussed was monologue text of descriptive text about the description of famous historical buildings. The technique used in this study was multiple choices which were applied on the students' exercises.

1.6 Definition of Terms

The research uses the terms which are the followings:

1) Listening

It is the process of transmitting information from a speaker to a listener using auditory organ. A speaker produces spoken form which can be heard by a listener in order to create a communicative interaction

2) Listening Comprehension

Listening comprehension defines as the further activity of listening. It includes the analysis of the text that has been listened. The listeners are not only listening to the spoken text, but also understanding the information provided on the text.

3) Teaching Listening

It is the process of acquiring listening comprehension skill. It will be an interaction between the teacher and the students. Since the teacher as the leader of listening comprehension mastery, the students are expected to be able to analyze the spoken text by comprehending the information.

4) Audio

It is a recorded sound that is to be heard by the listeners. It contains a text which is spoken by native speaker. One of the audio formats is mp3 file which is played by using audio tape.

5) Video

It is the media of both recorded sounds and pictures. It plays the spoken text with visual effects so that the students can hear the sound and also watch the picture. Mostly, the format used in video is mp4 which is played by using video player.

This chapter has discussed the background of the problems, formulation of research questions, the objectives of the research, the uses of the research, the scope of the research and the definition of terms.

II. LITERATURE REVIEW

The chapter discusses several points, i.e. review of previous studies, concept of listening, concept of listening comprehension, teaching listening comprehension, concept of video, video in language teaching, teaching listening through video, procedure of teaching listening through audio, concept of audio, audio in language teaching, teaching listening through audio, procedure of teaching listening through audio, advantages and disadvantages, theoretical assumption and formulation of hypothesis.

2.1 Review of Previous Studies

Basically, listening is a kind of activity which intended to understand ideas from a speaker to a listener. Listening skill is practically important to establish communication between people. For that case, it is important for students to master listening in order to achieve communication competence proposed in the goal of language learning. However, listening is regarded as a difficult skill to master. Previous researchers have found that it was difficult because there was a lack of practicing listening and another reason is because there were no sorts of good facilities such as a media. With respects to the difficulties, thereby, an

English teacher should be able to implement a good technique of teaching and able to use a suitable media as the learners' need.

Recently, many researchers conducted research to find out the effect of using media in teaching listening. One of them is Datko (2015) from the Constantine the Philosopher University in Nitra, Slovakia, who conducted a research about the using of Multimedia in Teaching Listening. The research was aimed to investigate the effect of media in listening. The result of this study indicated that media could bring a number of potential benefits for development of one's listening (and overall) competence in the target language. For instance, multimedia format can cue and guide listeners in inferring meaning, making predictions, and calling up knowledge prior to the topic.

Since media could help language learners develop their listening skill, further researches had been conducted by some researchers who aimed to observe the difference influence between two media in teaching listening by comparing those media. The first comparative study was conducted by Puspita (2014) from University of Lampung. The study was aimed to observe the difference between students who were taught using video and those who were taught using audio. The result of this study showed that there was a relative difference between video and audio in improving students' listening comprehension achievement. In her research Puspita also found that video can help students' listening comprehension improved better compared to audio.

The second research carried out by Karlina (2010) from University of Lampung, who investigated the comparative study of listening comprehension achievement between students' who were taught by using video and those who were taught by using tape recorder. In her study, Karlina found that there was a significant difference of students' listening comprehension achievement after being taught through video and tape recorder. The result of this research showed that students who had been taught using video scored higher than the using of tape recorder.

The third previous comparative study was done by Fatmawati (2017) from The State Islamic Institute of Surakarta, who performed a comparative study between teaching students by video and audio in listening comprehension for the first grade students of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017. In this research, Fatmawati also believed that there was significant difference between teaching students by video and audio in listening comprehension for the first grade students of SMP Muhammadiyah 9 Gemolong in the academic year 2016/2017. It can be seen based on the students' post-test scores in teaching listening by using video is higher rather than the students' post-test scores by using audio.

The last previous study was from Yousofi, et al. (2015) who conducted a study of "A Comparative Study of Audio and Video Listening Practices in a Private Language Institute in Iran". The result of this study after being tested statistically showed that there is no difference between Iranian students who have been taught using audio and those who have been taught using video. Contrary to the three

previous studies conducted by Puspita (2014), Karlina (2010) and Fatmawati (2017), this study found that using audio format for teaching listening to Iranian EFL learners is really better than the using of video format, since video could bring visual distraction to students which made students less concentrate on listening comprehension.

Based on the result of those previous studies, it could be concluded that video and audio has its own beneficial effect in improving students' achievement in listening comprehension. Thereby, the writer of the current study intends to investigate whether there is a significant difference between the using of video and audio in improving students' listening comprehension in general. Further, this study specifically aims to find out the significant difference between the students who were taught using video and those who were taught using audio in terms of macro skills.

2.2 Concept of Listening

Listening is one of basic language skills that must be mastered by the language learners. According to Krashen (1982), listening is the primary important skill in the language learning and that the ability to speak and write fluently in the second will come on its own with time. Therefore, listening must come at first in a language teaching and will be followed by the other three basic language skills on its own time.

According to Purdy (1997) listening is the active and dynamic process of attending, perceiving, interpreting remembering and responding to the expressed (verbal and nonverbal) needs, concerns and information offered by other human beings. It has been known that English plays an important role in acquiring language. A language learner will not be able to understand or even communicate without listening to the material given by the teacher. As In the previous study, conducted by Prasetya (2014) that listening is one of the most important and fundamental skills for language learners to master, it is necessary to help students to understand what someone says before they give response to them. Therefore, the interaction will occur between a speaker and a listener.

Similarly to Ferris (1998) who argues that if it is compared to the other language skills, listening is the most frequently used language skill in the classroom. The students are allowed to speak mostly in the class in the case of actualizing the use of language. In order to achieve that communicative skill, it has been totally agreed that mastering listening skill is necessary. If someone wants to have a good speaking skill, of course listening skill must come at first and must be used mostly in the classroom.

In conclusion, listening is an activity of a listener to get information from a speaker. In learning process, listening is an important skill students need to master. Listening is a primary skill in learning activity because it is the most used language skill in a classroom.

2.3 Concept of Listening Comprehension

Normally, Listening comprehension is the main focus of learning listening skill. It is in line with Wilma Miller (2000) who states that listening is not only hearing or listening, but also absorbing of the meaning of the words and sentences by the brain. In addition, Margaret (1988) states that listening comprehension is an active process in which the listener plays a very active part in constructing the overall message that is eventually exchanged between the listener and the speaker. Similarly to James (2006) as cited in Prasetya (2014) who argues that listening comprehension refers to the activity of understanding the spoken language. This means, in listening comprehension there is a process of transferring information from a speaker to a listener.

Moreover, Hughes (1989) states that there are two skills involved in listening comprehension, those are the following:

1. Macro skills

Macro skill is simply defined as a skill which would be directly related to learners' need or to course objectives. This skill might include some abilities such as obtaining gist of what is being said or identifying main idea, listening to specific information, identifying inference, identifying reference, and analyzing vocabulary. The following is the explanation of each of those abilities:

a. Identifying Main Idea

Main idea can be described as the most crucial part of the case. In other words, main idea or gist tells what the text is about. It acquires the listeners to

carefully pay attention to the speaker in order to get the gist of the text which is being discussed (Prasetya, 2014).

b. Identifying Specific Information

Specific information develops the topic sentences by giving definition, examples, facts, comparison, analogy, cause and effect and quotation. This means, specific information supports the topic discussion by elaborating the ideas in more detail (Putriani, 2013).

c. Identifying Inference

Inference refers to a prediction about something untold from the information involved in a text. An inference can be constructed when particular knowledge necessarily acquired to make the inference (Cain and Oakhill, etc, 2001 as cited in Prasetya, 2013).

d. Identifying reference

Reference can be defined as words that refer back to a previous word or phrase but without repeating it. Reference becomes an important part of understanding a text. This means, listeners should pay attention to reference in order to grasp the meaning of a text.

e. Identifying Vocabulary

According to Napa (1991) as cited in Prasetya (2014), states that vocabulary is one of language components in which that no language exists without words. Basically, vocabulary is a fundamental component for language learners. Especially in listening, vocabulary becomes one of the important aspects for learners to master.

2. Micro skills

Besides macro skills, listening also involved micro skills. These skills might include interpretation of intonation pattern, recognition of function of structures. In micro skill, to understand what someone says a listener has to have ability as follows:

a. Interpreting the intonation pattern

Intonation pattern involves stress which is to determine the meaning of a sentence. For example: (a) “I can help you” and (b) “I can’t help you”. For sentence (a) the stress is on the word “help”, while in sentence (b) the stress is on the word “can’t”. Rhythm is also involved in intonation pattern. Rhythm deals with a speed of how the speaker says a sentence.

b. Recognizing the function of structures

This includes several things which are: (a) interrogative, for example “can you help me?”; (b) imperative, for example “please, close the door”; (c) cohesive devices, for example: such as, which, etc. ; (d) sentence constituents, for example: subject, verb, object and preposition; and (e) discourse markers, for example : “*well, oh, anyway*”.

Since this study merely focuses on macro skills, logically these skills are applied.

Here is application of the skill used to analyze the following text:

Taj Mahal

[Renowned worldwide for its beauty and symmetry, the Taj Mahal is the most famous landmark in India. Located near the city of Agra, the Taj Mahal attracts millions of visitors each year who come to see its beauty and remember the romantic story of its origins.]→ (Main Idea)

The Taj Mahal, its name is Persian for crown of palaces, is an elaborate mausoleum or tomb. It was built more than 350 years ago by Emperor Shah Jahan of India as a memorial for his beloved wife, Mumtaz Mahal who had died. [Shah Jahan met his future wife when he was 15 years old and she was 14]→ (Reference) . Although they were not married until 5 years later in 1612, their marriage was a happy one as the two loved each other and were good friends as well. Shah Jahan gave his wife the title Mumtaz Mahal, which means chosen one of the palace, and together they

had 14 children. It was while giving birth to her final child in 1631 that Mumtaz Mahal died. Shah Jahan was heartbroken and decided to build a memorial for his beloved wife in Agra, on the banks of the Yamuna River.

[Construction of the Taj Mahal began in 1632]. → **(Specific Information)** It was an immense project. More than 20,000 workers were involved and materials were transported by more than a thousand elephants. [The style of the buildings was inspired by Persian, Islamic and Indian architecture, and the tomb was finished with huge slabs of white marble and decorated with many precious and semi-precious stones elaborate patterns of Thailand.] → **(Vocabulary)** . Even poems written on the walls in careful calligraphy, decorated nearly every surface. The tomb took about 12 years to build, but the work was not over yet. The tomb itself is only part of a much larger complex, and is surrounded by elaborate gardens with pathways and pools of water that are positioned to catch beautiful reflections. There are also minarets, a mosque and a gateway. Construction of the rest of the complex took an additional 10 years, meaning that the entire project took 22 years to build. [The cost is estimated to have been 32 million Indian rupees an equivalent of about 827 million US dollars today.] → **(Specific Information)**

It is said that Shah Jahan planned to build a second Taj Mahal across the river from the first, made completely of black marble as his own tomb. [But, when his son overthrew him and rose to power, the plans were discarded.] → **(Vocabulary)** . Whether this is true or not, it is probably true that Shah Jahan did not plan to be buried in the Taj Mahal with his wife, but that is where his son buried him when he died. A slightly larger tomb for Shah Jahan was added next to Mumtaz Mahal's, marking the only place in the tomb that the symmetry is broken. Shah Jahan and his Queen are not actually buried in the tombs that are on display, those are empty. Instead, their bodies are buried beneath the Taj Mahal.

[Through the centuries, the Taj Mahal has survived. it has been described as poetry in stone and a teardrop on the cheek of time, and has been designated a World Heritage Site for being the jewel of Muslim art in India, and a universally admired masterpiece.] → **(Inference)** . Today, it is a symbol of India and one of the most famous landmarks in the world, as well as an enduring symbol of a love that was meant to last forever.

2.4 Teaching Listening Comprehension

According to Hamouda (2013), listening skills are undoubtedly important in learning a foreign language, thus language learners have to master listening skill at the first place. Similarly to Datko (2015), who states that in the context of teaching English as a foreign language, listening is one of the skills that form the basis of one's communicative competence. This means, besides producing a foreign language, a person also needs to perceive and cognitively decode the aural input in order to be successful in the oral communication process.

In addition, Wolf (1973) states that “the importance of listening is no longer questioned, and therefore efforts to improve listening skills must be made. We can no longer leave listening instruction to chance, it, must be taught”. Moreover, according to Brown (2000), “teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understand”.

In conclusion, teaching listening is important to help students to develop their listening comprehension skill since listening is one of language skills that form a person’s communicative competence. However, listening is the most used skill in communication. Therefore, it is important for students to master listening skill from the very beginning.

2.5 Concept of Video

Video is an electronic medium for the recording, copying, playback, broadcasting, and displaying visual media movement. Prasetya (2014) argues that video concerns with learners’ sight and hearing sense and can be used in language teaching. In teaching listening, video provides visual stimuli that can lead to generate prediction, speculation, and chance to activate students’ background schemata. Additionally, Sadiman (1986) describes video is an audiovisual medium that can be used to distribute message from sender to receiver so that it can facilitate learners to study about certain material. Furthermore, Harmer (2001) points out that one major advantage of videos is that learners not only can listen

the language but also they can see it, in order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way. Because of learners can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language.

In short, video could be described as a recording media which provides not only aural input could be heard, but also provides visual clues that could be watched. Moreover, video can help listeners in understanding or receiving information delivered by the speaker easier by seeing the visual clues.

2.6 Video in Language Teaching

According to Arthur (1999) as cited in Canning and Wilson (2000), through video, the students can imitate realistic models for role play, increase their awareness of other cultures by teaching appropriateness and suitability, strengthen audio/visual linguistic perceptions simultaneously, widen the classroom range activities, and the students have lower anxiety when practicing the skill of listening. Moreover, Schrum & Glisan (2000) as cited in Thao (2003) also stated that video provides the context for a wide variety of communicative and interactive activities in the classroom.

Liou, Katchen, and Wang (2003), also explain that:

“Video, and in particular films, offers some advantages for enhancing listening skills. Although films are scripted, they are made to sound natural to the native speaker and thus they do represent authentic language. Too much teaching material is presented in artificially slow and clear language, but at some point students need to be able to deal with language as it is naturally spoken. Since they do not live in an ESL context, films to some extent substitute for the input of students they cannot get from outside the classroom.”

Lonergan (1984) as cited in Lustigová (2013) pointed out that video is able to present complete communicative situations. Mirvan (2013) asserted that employing video materials in a classroom can enhance students’ motivation to learn since it can expose them to a wide variety of situations that can help them comprehend similar situations in real life. Additionally, according to Beare (2008), videos support students to become more conscious of their learning process.

Since video is essential in language teaching, the researcher will use video as media in teaching listening. Video can help students learn the authentic language presented in audio-visual form which has been argued that it can increase students’ interest in listening. Moreover, Video provides learners the use of language in natural context. It can also help students enhance their motivation in learning listening.

2.7 Video in Teaching Listening Comprehension

In the teaching process, it is necessary to use an interesting media as the material of teaching. As it is stated by Gonzalez Moncada (2006), any material used in EFL classes, is essential in teaching. In addition, Ramirez (2004) stated that anything used in a class, is a meaningful tool to facilitate the learning of a language. This kind of media is intended to improve students' interest in teaching listening.

According to Suvorov (2009), videos may be used in English language teaching context for a range of reasons. First, seeing a situation and its participants while listening enhances situational and interactional authenticity, this may aid comprehension. Second, body language, facial expressions and gestures of speaker provide additional information to the listener. Third, with visual input, a listener can more identify the role of a speaker and the context of a situation. Finally, visual elements can activate a listener's background knowledge.

The writer will use video as media in teaching listening comprehension since it can bring some benefits to students. Video not only provides listeners the audio material which is in spoken form that can be heard by the listeners, but also provides visual material that is a moving picture related to the topic which can be watched by the learners. It also contains visual gestures and acts which allow students to comprehend the meaning of spoken language. Therefore, the using of

video in this research will be expected to help students increase their listening comprehension skill.

2.8 Procedure of Teaching Listening Through Video

There are procedures of teaching listening through video, those were as follows:

1. Pre-activity

In this stage, the teacher did some activities which are the following:

- a. The teacher asked the students' readiness of learning.

“Teacher: Hello class! How are you today?”

Students: I'm fine. And you?

Teacher: I'm fine too. Thank you. Well, class, are you ready to study?

Students: Ready, Miss.”

- b. The teacher checked students' schemata about the material they are going to learn.
- c. The teacher gave a warming-up before starting the teaching.
- d. The teacher told the students about the media and the text that will be used in teaching listening.

2. While activity

In this stage, the teacher did some activities which were as follows:

- a. The teacher gave explanation about what the students must do
- b. The teacher told the students about the story which will be watched and listened by the students.
- c. The teacher distributed several worksheets to the students

- d. The teacher explained the direction of the provided tasks.
- e. The teacher played the video.
- f. The teacher asked the students to do the exercises written on the worksheets related to a video they have watched.
- g. The teacher asked the students to discuss their answers of the exercises written on the worksheets.

3. Post activity

In this stage, the teacher did some activities which were as follows:

- a. The teacher asked the students about what they have learned and get from the lesson.
- b. The teacher concluded the material and give comments to the lesson.
- c. The teacher gave the students some motivation in learning listening.

2.9 Concept of Audio

According to Anitah (2012), Audio is media to give message toward hearing. Audio language is something that combines some voice elements, sound, and music that contain of abstract value. Basically, the media used in listening is audio format. Audio used in listening is considered as a recording material which can provide material spoken by native speakers. Since the teacher could not bring the native of English speaker into the classroom or it is difficult for the teacher to speak like a native, as the solution is that using audio recording. Besides providing a record file, audio can help students concentrate on aural perception of

the foreign sounds, intonation or stress patterns, or it can be used for testing (Ur, 1984)

In conclusion, basically, audio is a media deals with sound. It is a recording media which can provide the learners with audio recording of the native speaker who could not be presented into the classroom. Moreover, audio is also a helpful media to help learners learn foreign language pronunciation such as the sound, intonation and stress.

2.10 Audio in Language Teaching

Saint-Léon (1988) suggests that EFL learners should listen to language produced by a native speaker. As a native speaker might not be present in all language classrooms, thus an alternative is using media in teaching listening. The using of media in language teaching is very important. As it is stated by Heinich (1993), that good teaching media can stimulate the students' interest and encourage students' participation in learning practice. Moreover, audio is media to give message toward hearing. Audio is something combined some voice elements, sound, and music that contain of abstract value. Audio media is very helpful for beginner. It can give language learning experience, and for physical defect of student (blind or illiterate) can learn toward audio media (Anitah, 2012).

In another study conducted by Mohamadkhani et al. (2013), audio files were found to have positive effects in improving listening comprehension of high

school students in Iran, besides aiding in the correct pronunciation of words. In the same line, in a study conducted by Ahmed et al. (2015), it was stated that audio materials can stimulate and facilitate learners to acquire English. In addition, Asemota (2015) stated that audio can be used to create active listening activities for learners to develop listening comprehension skills.

This research will use audio materials in order to facilitate students in acquiring language. The use of audio material brings positive effects in improving students' listening comprehension skill.

2.11 Audio in Teaching Listening Comprehension

According to Harmer (2001), the main method of exposing students' English is through the use of material which can exemplify wide range of topics such as advertisement, news, broadcast, poetry reading, plays, pop songs, speeches, telephone conversations and all manner of spoken exchanges. It means that the use of media, especially audio, is very required to help the students in acquiring information.

An appropriate material selection is also important due to the students' need in learning language, especially in listening. It has been widely known that listening is one of basic language skills which must be mastered by the learners since the first time. And by the help of media students are expected to master language skill better. Therefore, an appropriate media which students are interested in, such as

audio media will be able to give such motivation and enhancement in the learning, thus the learning objectives will be easier to be achieved.

2.12 Procedure of Teaching Listening Through Audio

There are procedures of teaching listening through audio, those are the followings:

1. Pre-activity

In this stage, the teacher did some activities which were as follows:

- a. The teacher asked the students' readiness of learning.

Teacher: Hello class! How are you today?

Students: Very good, Miss.

Teacher: That's great. Okay, are you ready to study?

Students: Yes, Miss.

- b. The teacher checked students' schemata about the material they are going to learn.
- c. The teacher gave a warming-up before starting the teaching.
- d. The teacher told the students about the media and the text that will be used in teaching listening.

2. While activity

In this stage, the teacher did some activities which were as follows:

- a. The teacher gave explanation about what the students must do.

Teacher: Okay, students. Before we start our lesson today, I will explain what you should do in this activity.

Students: Yes, Miss.

Teacher: Well, today you are going to practice your listening skill by answering some questions. I will distribute the worksheets, and then you have to do what it has been instructed.

Students: Yes, Miss.

- b. The teacher told the students about the story which will be heard by the students.
- c. The teacher distributed several worksheets to the students
- d. The teacher explained the direction of the provided tasks.
- e. The teacher played the audio.
- f. The teacher asked the students to do the exercises related to an audio which are written on the worksheets.
- g. The teacher asked the students to discuss their answers of the exercises written on the worksheets.

3. Post activity

In this stage, the teacher did some activities which were as follows:

- a. The teacher asked the students about what they have learned and get from the lesson.
- b. The teacher concluded the material and give comments to the lesson.
- c. The teacher gave the students some motivation in learning listening.

2.13 Advantages and Disadvantages

Video and audio that will be used in listening comprehension have some advantages and disadvantages. Those are discussed as follows:

2.13.1 Video

a. Advantages of Video

Some recent studies have conducting the research of the influence of video in listening. Those studies have concluded that video is beneficial for learners in learning listening. According to Harmer (1998), there are four advantages of using video. Those are the following:

- 1) The students can get to see the language in use. By seeing language in use, students can see a whole lot of paralinguistic behavior.
- 2) The students can pick up a range of cross – cultural clues. The film or video allows students to entry into a whole range of other communication worlds, and unspoken rules of behavior in social and business situation are easier to see.
- 3) Video can be used as main focus of a lesson sequence or as parts of other language sequence.
- 4) Video associates with relaxation. Students have to be provided by good viewing and listening task, so that they may give their full attention to what they are hearing and seeing.

b. Disadvantages of Video

Video not only has its advantages but also it has some disadvantages which should be considered as follows:

- 1) Video is more expensive. It acquired more advanced media such as a projector to provide visual output in bigger look (White et al., 2000)
- 2) Video provides moving pictures which can make some students cannot catch the materials (Arsyad, 2014)
- 3) Video can make students less concentrate on the materials. They focused on the visual output (Yousofi, et al., 2015)
- 4) Video can bring visual distraction on listening practices and cannot let the listeners concentrate on the comprehension of the message (Barker & Trott, 1985)

2.13.2 Audio

a. The Advantages of Audio

Audio is a media commonly used in listening. There are several advantages of audio which can be described as follows:

- 1) Audio media is very helpful for beginner learners (Anitah, 2012)
- 2) Audio media can help learners to achieve some abilities in listening (Sudjana and Rivai in Arsyad, 2014)
- 3) Audio is easy to operate and it is inexpensive (Anitah, 2013)

b. Disadvantages of Audio

Beside of the advantages, audio has disadvantages that are considered as follows:

- 1) Audio can make students uninterested in learning process (Anitah, 2012)

- 2) Audio only provides aural input which can make it difficult for students to understand the meaning (Hasan, 2000)

From the explanation above, it can be concluded that both video and audio are very helpful for students in learning listening. However, those two media not only have some advantages but also have some disadvantages.

2.14 Theoretical Assumption

According to Brown (2006), students with good listening skills have better ability to participate effectively in class because they understand the explanations from their teacher better than the other students. In addition, Field (2009) stated that students may have more capabilities to communicate well with others if they have a good listening skill. It has been stated by Wilma Miller (2000) that listening is not only hearing, but also absorption of the meaning of the words and sentences by the brain. According to Schmidt-Rinehart (1994) as cited in Abdal (2012) believes that listening is essential to develop effective class interaction between students and their teachers. Thomson et al. (2004) pointed out that successful English as Second Language (ESL) interaction between school teachers and their students primarily depend on effective interactive listening skills because students are required to be able to catch, process, and negotiate meanings using the target language.

Moreover, Heaton (1984) states that an effective way of developing the listening skill is through provision of carefully selected practice material. In a language teaching, especially listening, there are several types of media that can be used in the classroom. The using of media in teaching and learning process must be appropriate to the learners' need. Moreover, selecting an interesting media is necessary as long as the material is relevant to the learners' need.

According to Morley (2001), during the 1980s special attention to listening was incorporated into new instructional frameworks. Many multimedia experts believe that using multimedia technologies in language setting has great advantages (Timucin, 2006). Most elements are affected on improving listening comprehension as; using video files, audio files, computer applications, etc. While the other three language skills receive direct instructional attention, teachers often expect students to develop their listening skill by osmosis and without help (Mendelssohn, 1984; Oxford, 1993).

Furthermore, according to a research done by Chi-Cheng Chang et al. (2011) that multimedia helps learners learn, but different media presentation modes affect learners' cognitive load differently. Additionally, As the effective way of improving listening comprehension, according to the studies done by Jones and Plass (2002) and Diao et al. (2007) that students learn with double mode (sound and text) outperformed students learning with single mode (sound) and had lower cognitive load.

Based on the literature review above, the researcher will assume that video and audio can help students' improve their listening comprehension as those media can stimulate students' interest in language teaching. However, according to the previous research, different media can give different result. Thus, the researcher will assume that there will be a significant difference achievement between students who will be taught using video and those who will be taught using audio.

2.15 Formulation of Hypothesis

In this research, the writer formulated the hypotheses which are the followings:

1. There is a significant difference of students' listening comprehension achievement between students who are taught through video and those who are taught through audio.
2. There is a significant difference of students' listening comprehension achievement between students who are taught through video and audio in terms of macro skills.

The chapter has discussed concept of listening, concept of listening comprehension, teaching listening comprehension, concept of video, video in language teaching, teaching listening through video, procedure of teaching listening through video, concept of audio, audio in language teaching, teaching listening through audio, procedure of teaching listening through audio, advantages and disadvantages, theoretical assumption and formulation of hypothesis. The further explanation will be discussed in the next chapter.

III. RESEARCH METHODS

This chapter discusses research design, data source, instruments, procedure of data collection, data analysis, data treatment, and hypothesis.

3.1 Research Design

This research was a quantitative research with two group pre-test and post-test design. There were two groups of students as the sample in this research; control class and experimental class, with the control class was taught using audio and the experimental class was taught using video. The students in both classes were taught using different media in order to find out whether there is a significant difference or not, in case the of listening comprehension achievement between students who taught through audio and who taught through video. The research design will be presented as follows:

$$G_1 = T_1 X_1 T_2$$

$$G_2 = T_1 X_2 T_2$$

G_1 refers to group 1

G_2 describes group 2

T_1 relates to pre-test

T_2 refers to post-test

X_1 deals with treatment 1(audio)

X_2 describes treatment 2(video)

(Hatch and Farhady, 1982)

3.2 Population and Sample

The population of this research was the first grade students of SMA Negeri 1 Pringsewu. According to Gay (1987), population is the group of interest to research or to which they can generalize the result. With regard to the population which was very large, the researcher should choose the sample of this research. In this research, there were two taken classes as the sample of the research by using purposive sampling, X MIPA 6 as a control group which used audio and X MIPA 4 as an experimental group which used video. But, before administering the treatment, the researcher analyzed the homogeneity of those classes in order to find out whether the students in the classes were considered had the same ability of listening.

3.3 Instruments

There are many types of instruments that can be used to collect data; questionnaires, tests, multiple choices, etc. In this research, the researcher used multiple choice questions as the instrument. The instrument was used to assess

students' understanding in listening comprehension. The test consisted of 30 items of multiple choice questions with four alternative answers. Then, the students were asked to listen to monologues and answer the questions related to the monologues. The students in control class were given audio formats, while students in experimental class were given video formats. The multiple choice test would be a good test if the test has required the validity, reliability, level of difficulty, discrimination power, and scoring system. Those requirements are explained as follows:

1. Validity

Validity is the extent to which the test measures what it is supposed to be measured and nothing else (Heaton, 1991). There are several types of validity: content validity, face validity and construct validity.

1) Content Validity

Content validity is the extent to which the test measures a representative sample of the content of the subject matter. The focus of the content validity is on the adequacy of the sample and not simply of the appearance of the test (Hatch and Farhady, 1982).

2) Face Validity

Face validity is the extent to which a test is subjectively viewed as covering the concept it purports to measure. It refers to the transparency or relevance of a test as it appears to test participants (Holden, 2010)

3) Construct Validity

Construct validity concerns to the test whether it is actually in line with the theory of what it means to know the language (Shohamy, 1985). The types of

validity assume the existence of certain learning theories or construct underlying the acquisition of ability and skills (Heaton, 19991)

2. Reliability

Reliability refers to whether the test is consistent in its score and gives us an indication of how accurate the test score is (Shohamy, 1985). In this research, the researcher will use Split-Half Method or Odd-Even Method. The formula is as follows:

$$r_1 = \frac{\sum XY}{\sqrt{\sum X^2 \sum Y^2}}$$

r_1 describes coefficient of reliability between first and second half group

X relates to total numbers of first half group

Y deals with total numbers of second half group

X^2 refers to square of X

Y^2 relates to square of Y

[Lado (1961) in Huges, (1991)]

The researcher also used “Spearman Brown’s Prophecy formula” (Hatch and Farhady, 1982:262) to know the coefficient correlation of the whole items. The formula is as follows:

$$r_k = \frac{2rl}{1 + rl}$$

r_k deals with the reliability of the test

rl describes the reliability of the half test

The criteria of reliability as follows:

0.90-1.00 indicates that the reliability test is high

0.50-0.89 means that the reliability test is medium

0.00-0.49 explains that the reliability test is low

3. Level of Difficulty

To see the level of difficulty, the researcher will use the formula as follows:

$$LD = \frac{U + L}{N}$$

LD refers to level of difficulty

U describes the proportion of upper group students

L deals with the proportion of lower group students

N relates to the total number of students who follow the test

The criteria of the test are the followings:

<0.30 illustrates that the test is difficult

0.30 – 0.70 denotes that the test is average

>0.70 represents that the test is easy

(Shohamy, 1985)

4. Discrimination Power

To see the discrimination power, the researcher will use the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

DP refers to discrimination power

U represents the proportion of the upper group students

L describes the proportion the lower group students

N deals with the total number of students

The criteria are the followings:

- 1) If the value is positive discrimination, it means that the high-level students get more correct item than the low- level students. If the value is zero, it means that there is no discrimination.
- 2) If the value is negative discrimination, it means that the low-level students get more correct item than the high- level students.
- 3) In general, the higher discrimination index, the better it will be. In the classroom situation most items should be higher than 0.20 indexes

(Shohamy, 1985:81).

5. Scoring System

In scoring students' test result, the researcher will use Arikunto formula. The ideal score is 100. The score of pre-test will be calculated by using formula as follows:

$$S = \frac{R}{N} 100$$

S relates to the score of the test

R deals with the total of correct answers

N refers to the total of the items

(Arikunto, 1997:212)

Table 3.1 Table of Specification of Listening Comprehension Test

No.	Objectives	Descriptions	Total Items	Percentage
1.	Identifying the main idea	-what is the main idea of the story -what does the story tell about?	4	10%
2.	Identifying specific information	-Who are involved in the story? -How is the character?	20	50%
3.	Reference	It was a part of the building. The word “it” refers to...	4	10%
4.	Inference	-What can we learn from the story? -what is the conclusion of the story?	6	15%
5.	Vocabulary	The <u>beautiful</u> scene was offered by the show. The underlined word has opposite meaning to...	6	15%
	Total		40	100%

(Puspita, 2014)

3.4 Procedure of Data Collection

The procedures applied for taking the data of this research were described as follows:

1. Determining the population and sample of the research

The researcher selected the first grade students of SMA Negeri 1 Pringsewu as the population of the research and chose two classes as the sample. To determine the sample, the researcher used purposive sampling technique. Then, the writer used a coin to decide which class would use audio and which would use video.

2. Administering the try-out test to know the quality of the test

The researcher had administered the try-out tests to find out the quality of the test in which of collecting the data research. The test was administered for the selected classes to measure the reliability of pre-test and post-test. The test consisted of 40 items in multiple choices and 90 minutes as the allocated time. The result of the test was used to know the difficulty level and the discrimination power, along with the validity and the reliability of the test.

3. Preparing the material which would be taught to the students

The materials used for teaching listening were monologues of descriptive text about famous historical buildings. The materials were retrieved from the internet. The audio was in mp3 format and the video was in mp4 format.

4. Administering the pre-test

The pre-test was administered to know the students' ability in listening comprehension before they were given the treatment. The items in the pre-test will be 30 items in multiple choices which consist of four optional answers. The allocated time for the pre-test was 90 minutes.

5. Administering the post-test

The item used in post-test was similar to the test items of pre-test and in the same level of difficulty. The time allocated was 90 minutes. Post-test was administered in order to measure the improvement of students' listening comprehension achievement. The result of the post-test would be the final data for this research.

6. Analyzing the result of the test (pre-test and post-test)

The pre-test and post-test results was analyzed by using statistical measurement through SPSS (Statistical Package of the Social Science) to find out whether there is any significant difference between students who have been taught through audio and taught through video.

3.5 Data Analysis

The researcher analyzed the data statistically by using Statistical Package for the Social Sciences (SPSS). The steps taken by the researcher in analyzing data were as follows:

1. Administering the normality of the distribution test

Normality test was used to know whether the data of both classes are normally distributed or not. In this case, to test the data the researcher used T-test. The criteria of the test are the followings:

H_0 : The distribution of the data is normal

H_1 : The distribution of the data is not normal

In this research, the criteria of hypothesis are:

H_0 is accepted if $\text{sign.} > \alpha$. In this case, the researcher used the level of significance $\alpha = 0.05$

2. Testing the Homogeneity of Variance

This test was used to determine whether the data can fulfill the criteria of the quality of variance. The researcher used T-test in analyzing the data. The hypothesis for homogeneity of variance is as follows:

H_0 : There is significant difference in the level of ability (equal)

H_1 : There is no significant difference in the level of ability (not equal)

In this research, the criteria of hypothesis are:

H_0 is accepted if $\text{sign.} > \alpha$. In this case, the researcher used the level of significance $\alpha = 0.05$

3. Random Test

Random test was used to ensure whether the data is random or not. As stated by Setiyadi (2006:168-169), one of the assumption should be fulfilled in using T-test will be the data that should be taken from the random sample in population.

The criteria are the followings:

H_0 : The data is random

H_1 : The data is not random

In this research, H_0 is accepted if $\text{sign.} > \alpha$, and the researcher will use the level of significance 0.05.

3.6 Data Treatment

The treatments given in this research were using audio and video in listening comprehension. The treatment was conducted in pre-activities or post-activities of teaching-learning process. The material for the treatment was descriptive texts about famous historical buildings.

There are several procedures of teaching listening through audio and video, those are the followings:

- 1) The teacher gave explanation about what the students should do
- 2) The teacher told the students about the story which would be watched and listened by the students.
- 3) The teacher distributed several worksheets to the students

- 4) The teacher explained the direction of the provided tasks.
- 5) The teacher played the audio or the video.
- 6) The teacher asked the students to do the exercises written on the worksheets.
- 7) The teacher asked the students to discuss their answers of the exercises written on the worksheets.

3.7 Hypothesis

Regarding to the research questions, the researcher has formulated the hypothesis as follows:

1. H_0 : There is no significant difference of students' listening comprehension achievement between students who are taught through video and those who are taught through audio.

 H_1 : There is a significant difference of students' listening comprehension achievement between students who are taught through video and those who are taught through audio
2. H_0 : There is no significant difference of students' listening comprehension achievement between students who are taught through video and those who are taught through audio in terms of macro skills.

H₁: There is significant difference of students' listening comprehension achievement between students who are taught through video and those who are taught through audio in terms of macro skills.

The chapter has discussed research design, population and sample, instruments, procedure of data collection, data analysis, data treatment, and hypothesis. The further explanation will be discussed in the next chapter.

V. CONCLUSIONS AND SUGESSTIONS

5.1 CONCLUSIONS

Based on the result data which was analyzed and elaborated on chapter IV, here the researcher drew some conclusions as follows:

1. There is a significant difference of students' listening comprehension achievement after being taught through video and audio with the statistic analysis of significance showed the point was lower than α . It can be seen from students' post-test score in both classes. The students in experimental class (video) had the gain score higher than those in control class (audio) since video provides additional information such as pictures which it helps students to comprehend the text easier. Therefore, it can be concluded that video is better to improve students' listening comprehension than audio.
2. There is also a statistically significant difference of students' listening comprehension achievement in terms of identifying main idea and specific information. For the identifying main idea achievement, students in control class (audio) showed higher results than those in experimental class (video). In addition, the students' achievement in identifying specific information was also different, where the gain score in experimental class was higher than the gain score in control class. In this case, students who were taught using video

could identify the specific information easier because video provides additional information, such as moving pictures.

5.2 SUGESSTIONS

The researcher made some suggestions to the readers. Those are as follows:

5.2.1 Suggestions for the English Teacher

- a) Based on the conclusion number 1, it shows that video is better to help students to improve their listening comprehension. Therefore, it is suggested that video can be used by English teachers as a variation of media in teaching listening comprehension.
- b) It is found that the students were lack of listening practice. Accordingly, the English teacher should allocate the time to give listening practice more regularly.

5.2.2 Suggestions for the future Researchers

- a) This research was conducted in Senior High School level. Thus, the future researchers can conduct this kind of research in different level of study, for instance in university level.
- b) This study was merely focused on macro skills. Hence, the future researchers are suggested to focus on the difference of students' listening comprehension achievement in terms of micro skills.

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