

**INCREASING STUDENTS' LISTENING COMPREHENSION BY USING  
VIDEO MOVIE AT THE FIRST GRADE OF SMAN 1 GADINGREJO**

(A Script)

**By  
Ratu Yusrina**



**BACHELOR DEGREE OF ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2021**

## **ABSTRACT**

### **INCREASING STUDENTS' LISTENING COMPREHENSION THROUGH VIDEO MOVIE AT THE FIRST GRADE OF SMAN 1 GADINGREJO**

**Ratu Yusrina**

This present study aimed to find out 1) whether there is any statistically significant difference of student's listening comprehension after the students are taught through video movie at the first year Students of SMA Negeri 1 Gadingrejo, 2) what aspect of listening comprehension improves the most after the implementation of movie video. The subjects of the research were 30 students of the first-grade high school students at SMAN 1 Gadingrejo. Instrument used to gather the data was listening test. The data were analyzed using SPSS 16.0

The results showed there was a statistically significant difference of students' listening comprehension between the pretest and posttest of listening tests with the significant level on both tests is below 0.005. That is inferred, the video movie could aid students' listening comprehension. The T-value is 12.152 (higher than t-table 2.045). Furthermore, video movie had a statistically significant effect on every single aspect of speaking in terms of discriminating sound, recognition of structure functions, intonation pattern, detect sentence constituents with t-value above t-table (2.045) and significant level below 0.005.

The implementation of video movie provides students with authentic materials where students can absorb and relate the materials being learnt with their real life. This suggests that video movies facilitate students to promote their listening comprehension.

**INCREASING STUDENTS' LISTENING COMPREHENSION BY USING  
VIDEO MOVIE AT THE FIRST GRADE OF SMAN 1 GADINGREJO**

**By:  
Ratu Yusrina**

A Script

Submitted in a partial fulfillment of  
The requirements for S-1 Degree



**BACHELOR DEGREE OF ENGLISH EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
LAMPUNG UNIVERSITY  
BANDAR LAMPUNG  
2021**

Research Title

**: INCREASING STUDENTS' LISTENING  
COMPREHENSION BY USING VIDEO MOVIE AT  
THE FIRST GRADE OF SMAN 1 GADINGREJO**

Student's Name

**: Ratu Yusrina**

Student's Number

**1413042057**

Study Program

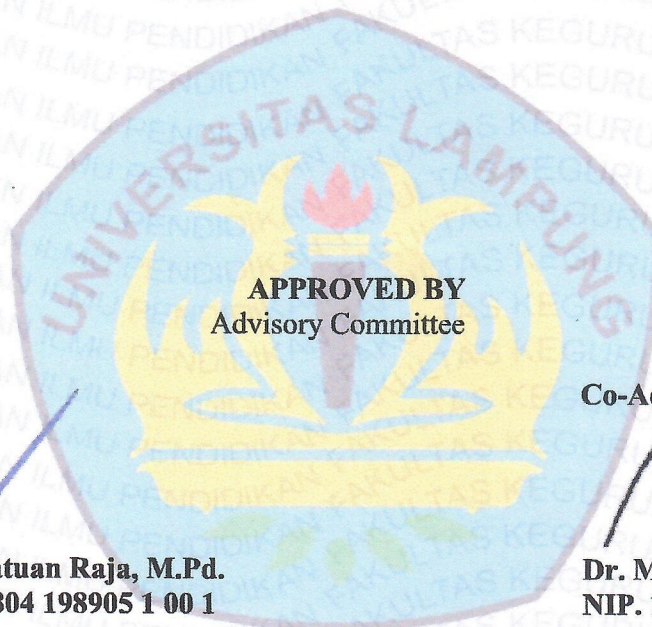
**: English Education**

Department

**: Language and Arts Education**

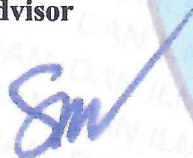
Faculty

**: Teacher Training and Education**



**APPROVED BY  
Advisory Committee**

Advisor



**Prof. Dr. Patuan Raja, M.Pd.  
NIP. 19620804 198905 1 00 1**

Co-Advisor,



**Dr. M. Sukirlan, M.A.  
NIP. 19641212 199003 1 003**

**The Chairperson of  
The Department of Language and Arts Education**



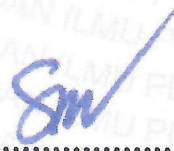
**Dr. Nurlaksana Eko Rusmlnto, M.Pd  
NIP 19640106 198803 1 001**

**ADMITTED BY**

**1. Examination Committee**

**Chairperson**

**: Prof. Dr. Patuan Raja, M.Pd.**

  
.....

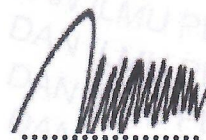
**Examiner**

**: Prof. Dr. Cucu Sutarsyah, M.A.**

  
.....

**Secretary**

**: Dr. M. Sukirlan, M.A.**

  
.....



**2. The Dean of Teacher Training and Education Faculty**

**Prof. Dr. Patuan Raja, M.Pd.**

**NIP 19620804 198905 1 001**

**Graduated on : December 17<sup>th</sup> 2021**

## LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Ratu Yusrina

NPM : 1413042057

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Pendidikan Bahasa dan Seni

Fakultas : Keguruan dan Ilmu Pendidikan

Judul Skripsi : INCREASING STUDENTS' LISTENING  
COMPREHENSION BY USING VIDEO MOVIE AT  
THE FIRST GRADE OF SMAN 1 GADINGREJO

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

Bandar Lampung, 17 November 2021

Yang membuat pernyataan,



Retno Setianingsih  
NPM1713042060

## **CURRICULUM VITAE**

The writer was born in Gadingrejo on June 2<sup>nd</sup>, 1996 as the first son in a family of Wali Yustisi and Hernawati. People call her Ratu. Her siblings in her family are Dinda Mulia who was born in 2000 and Daksana Indra Fata who was born in 2008.

She was enrolled to TK Pertiwi Gadingrejo. After finishing the kindergarten stage for a year, She continued to SDN 1 Gadingrejo and graduated in 2008. The next stage of her education was spent in SMPN 1 Gadingrejo and SMAN 1 Gadingrejo that she finished in 2014. During the high school years, he actively participated in several internal organizations such as, Theater, English Club and others.

She continued her bachelor program in English Study program, Lampung University. During this stage she learnt how to be a teacher with a good manner..

## DEDICATION

*For my Parents . . .*

*My mentors and my heroes*

...

A debt of gratitude: the special one goes to my parents: Wali Yustisi and Hernawati, as well as my beloved sister and brother, Dinda and Daksana. To all my mentors: lecturers, teachers, and tutors who made such a priceless benefaction. To all those heroes: anonymous researchers, experts, and friends who encouraged, read, and contributed to the manuscript along the way and made an invaluable contribution. Also . . . a virtue of thank for the one who made an indispensable support.

**- Without them, this works would not have been accomplished -**

## **MOTTO**

-The victim should have the right to end his life, if he wants. But I think it would be a great mistake. However bad life may seem, there is always something you can do, and succeed at. While there's life, there is hope.”-

- *Stephen Hawking* -

## ACKNOWLEDGEMENTS

For the introduction of this work, I want to convey my debt of gratitude and sincere thanks to those who have astonishingly contributed in the time I have been running during my life in campus.

The very first man I have to thank is my advisor, Prof. Dr. Patuan Raja, M.Pd. who has helped me understand the concept and keystone behind the teaching-learning process. It is almost impossible to find a suitable word to express my gratitude.

With all countless indebtedness, I also express my veracious appreciation to Dr. Muhammad Sukirlan, M.A., a father-like figure with shoulder to lean on, and bunches of precious words during the difficult times I have been through. I could not find the way to thank him.

Along with the praising for lectures, I also attribute my countless appreciation to Prof. Dr. Cucu Sutarsyah, M.A. He with pure smile and never stop giving a motivational massage. He always illuminates us about being a good educator

I would also thank our beloved mother-like figure lecture, Dr. Ari Nurweni, Dip.Tesl, M.A. not only as a Head of English Education Study Program but also her outstanding guide and encouragement for her pupils as her beloved children. I certainly learnt the meaning of patience from her.

Lastly, I thank to my cutiepies Rifdha M Ramadhan and Nuri Widiya, the two best friends who always stand by my side during this quite hard times. Then, my roommate Khoirunnisa Arnoi, thanks for always convincing me that I can pass all of this. Also special thanks to my beloved friends: Ceceman ED14, Angga Syaputra, Fachrul Rozy, Novandra Erico, Arif Alexander, Gamal Adam, Fahmi Fajar and whose names I could not mention of each for enormous support they have made. In addition, I also convey my greatest thank to all my English teachers, tutors, and lecturers.

However, the deepest thank for humans goes to my parents and my family for giving me constant financial and moral support. After all, Allah SWT that I must thank most for His blessing, decision and guidance that allow me to create such a wonderful story with those creative and inspiring people.

Bandar Lampung, December 2<sup>nd</sup>, 2020

Writer

A handwritten signature in black ink, consisting of a large, stylized 'R' followed by a smaller, more complex flourish.

Ratu Yusrina

## LIST OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>ABSTRACT .....</b>	<b>ii</b>
<b>APPROVAL .....</b>	<b>iv</b>
<b>ADMISSION.....</b>	<b>v</b>
<b>CURRICULUM VITAE .....</b>	<b>vii</b>
<b>DEDICATION .....</b>	<b>viii</b>
<b>MOTTO .....</b>	<b>ix</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>x</b>
<b>LIST OF CONTENTS .....</b>	<b>xii</b>
<b>LIST OF TABLES .....</b>	<b>xiv</b>
<b>LIST OF APPENDICES.....</b>	<b>xv</b>

### **I. INTRODUCTION**

1.1. Background.....	1
1.2. Research Question .....	5
1.3. Objectives of the Research .....	5
1.4. Uses of the Research.....	5
1.5. Scope of the Research .....	5
1.6. Definition of Terms .....	6

### **II. LITERATURE REVIEW**

2.1. Listening .....	7
2.2. Teaching Listening .....	10
2.3. Media in Teaching Listening .....	12
2.4. Video Movie .....	13
2.5. Video movie in Teaching Listening .....	15
2.6. Advantages and Disadvantages .....	16
2.7. Procedure of teaching listening through Video movie .....	17
2.8. Theoretical Assumption.....	18
2.9. Hypothesis .....	19

### **III. METHODS**

3.1. Design.....	20
3.2. Population and Sample .....	21
3.3. Variable .....	21

3.4. Instrument .....	21
3.5. Try Out of The Instrument.....	22
3.5.1. Validity.....	22
3.5.2. Reliability of Listening Test.....	24
3.5.3. Level of Difficulty.....	25
3.5.4. Discriminating Power.....	26
3.6. Scoring System .....	27
3.7. Data Collection Technique .....	27
3.8. Data analysis.....	30
3.9. Hypothesis testing.....	30
 <b>IV. RESULTS AND DISCUSSION</b>	
4.1. The Results of The Research .....	32
4.1.1. The Results of Tryouts .....	32
4.1.2. Students' Improvement of Listening Comprehension .....	33
4.1.3. Students' Improvement of Listening Micro Skills.....	36
4.2. Discussion.....	40
4.2.1. Students' Improvement of Listening Comprehension .....	40
4.2.2. Students' Improvement of Listening Micro Skills.....	44
 <b>V. CONCLUSIONS AND SUGGESTIONS</b>	
5.1. Conclusions .....	46
5.1.1 Students' Listening comprehension .....	46
5.1.2 Students' Listening micro skills.....	46
5.2. Suggestions.....	47
5.2.1 For Teachers.....	47
5.2.2 For Language Learners.....	47
5.2.3 For Further Researchers .....	47
 <b>REFERENCES.....</b>	<b>48</b>
<b>APPENDICES.....</b>	<b>51</b>

## LIST OF TABLES

<b>Table</b>	<b>page</b>
Table 1	Specification of Micro Skill in Listening Test .....24
Table 2	Listening Test Item Composition .....26
Table 3	Students' Pretest Score .....34
Table 4	Distribution of Students Posttest Score .....35
Table 5	Normality of Listening Test .....36
Table 6	Difference of Listening Test.....36
Table 7	Comparison of Discriminating Sound .....36
Table 8	Comparison of Intonation Pattern .....37
Table 9	Comparison of Structures Function.....37
Table 10	Comparison of Detect sentence constituents .....38
Table 11	The Students' Result of Micro Skill in Listening.....38
Table 12	Listening micro skills Improvement from Control Class .....39

## **LIST OF APPENDICES**

Appendix 1	Rencana Program Pembelajaran.....	52
Appendix 2	Level of Difficulty and Discrimination Power of the Tryout Test .....	62
Appendix 3	The Result of Students' Score of Pretest in Experimental Class (Pseudonym) .....	64
Appendix 4	Distribution of Students' Score of Pretest	65
Appendix 5	The Result of Students' Score of Posttest in Experimental Class (Pseudonym) .....	66
Appendix 6	Table Distribution of Students' Score of Posttest .....	67
Appendix 7	Students' Score of Pretest and Posttest in Experimental Class (Pseudonym).....	68
Appendix 8	The Normality of the Pretest and The Posttest in Experimental Class .....	69

## **I. INTRODUCTION**

This chapter discusses some points. They are background of the research, research question, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1. Background**

Listening plays an important role in communication. Listening is the ability to understand and identify what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning, without listening people cannot understand the message of the speaker (Ahmadi, 2016). Listening provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.

Furthermore, listening is the one that develops earliest and is practiced most frequently. Studies conducted on children's listening, both in and outside school, estimated that between 50 and 90 percent of children's communication time is devoted to listening (Okwuchukwu, 2016)

It is also believed that listening is a crucial language skill that contributes to the internalization of language rules and facilitates the emergence of other language skills. Although listening might apparently be seen as a passive process, it is

actually a complex and active process of interpretation of what listeners hear and what they have already known. Listening is an interactive process of recognition, perception, and understanding of the oral input and an intention to complete a communication.

Unfortunately, listening is a skill that is rarely taught. In school, students are taught listening, listening, and writing skills, but in general, there are few courses devoted to the subject of listening. Moreover, most people are so engrossed in talking or thinking about what they are about to next that they miss out on many wonderful opportunities to learn about new concepts, ideas and culture.

Therefore, it leads to assumption that listening is one of four language skills that students find the most difficult to learn. Many students have difficulties to follow listening activities, particularly in catching ideas from the speaker. This problem might be occurred because they are lack of vocabulary mastery. Sometimes, they don't have background knowledge to help them predict and confirm the meaning of the text.

In addition, the listener must realize that comprehending the message word for word is not essential. Since not every clue is equally important to the message. The listener must seek the general meaning to compensate his misunderstanding by continuing being involved in the communication (Little, 2007). In listening activity, time is also become a serious problem. The time for listening activity is very limited that force the students to catch the ideas quickly, so that it is not quite possible for them to comprehend the message word for word because students' attention that can be distracted easily.

Besides, they assume listening as a bored activity because sometimes in listening class the media is monotonous or lack of variation. The teacher keeps giving tasks without modifying the media that is used in class and they only listen to the tape recorder.

Furthermore, listening is a skill that needs training to the students continuously, while in the teaching learning process, listening activities are often ignored by teachers because they tend to assume that listening is automatically done by the students. Moreover, there is no attention to use the other media that can improve the quality of teaching.

In addition, during the field research, in 2017, in SMA Negeri 1 Gadingrejo, the researcher found out that many students got problems in learning listening, such as in understanding the meaning of audio material. They also are not interested in learning listening because the media that is used is only tape recorder.

Other problems are due to a lack of concentration, distractions inside and outside the classroom, the tendency of the listener to try to understand everything in the listening text (Diora & Rosa, 2020). As pointed out by Tersta & Novianti (2016) problems in listening arise because spoken words do not stay still to be scrutinized and puzzled over as written words.

Dealing with the problems stated, it is necessary to provide media to enhance students' interest in listening activity. Not only that, it is also the key to all effective communications, without the ability to listen effectively, messages are easily misunderstood, communication breaks down and the interlocutor can easily

become frustrated. So, these are the reasons why it is necessary to teach listening skill at school.

Therefore, it is necessary to apply the media that could enhance students' interest in listening. One of which is video movie. Rahayu (2005) states video is effective to improve students' listening comprehension. Putri (2011) also finds that video can increase students' ability in understanding the meaning of the text in terms of identifying main idea, specific information, and inference.

Video movie is a visual multimedia source that combines a sequence of images to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen. Kurniawati (2016) reveals that the students like learning language using video, which is often used to mean quite different things in language teaching. In this modern era, it is commonly believed that many people tend to learn language through video, because video provides interesting picture and audio that attract people's attention.

Therefore, this present research intends to apply movie video to improve students listening skill. Therefore, the title of this research is "Improving Students' Listening Comprehension by using Video Movie at the first grade Students of SMA Negeri 1 Gadingrejo".

### **1.2. Research Question**

Based on the limitation of the problem, the researcher formulated the research question as follows:

1. Is there any statistically significant difference of student's listening comprehension after the students were taught through video movie at the first year Students of SMA Negeri 1 Gadingrejo?
2. What listening micro skills improves the most after students were taught through movie video?

### **1.3. Objectives of the Research**

1. To find out whether there is any statistically significant difference of student's listening comprehension after the students were taught through video movie at the first year Students of SMA Negeri 1 Gadingrejo.
2. To find out what listening micro skills improves the most after the implementation of movie video.

### **1.4. Uses of the Research**

This research aims at having the following uses:

1. Theoretically, this research can be used as a contribution to the English teachers who are interested in conducting future research in the same field.
2. Practically, this result of this research can be a consideration for English teachers that Video Movie can be an effective media to attract students' enthusiasm in learning listening.

### **1.5. Scope of the Research**

This research is a quantitative research. It was conducted in the first grade of SMAN 1 Gadingrejo. The research was focused on Video Movie as a media to aid

students enhancing students' interest in listening and improving students' listening comprehension. The video that was used in this research is a flash video in form of Narrative that is suitable for Senior High School students. The topics of video movie is about Fairy tale mood. By using this material, the researcher expect student can get some improvement in catching the information from the speaker.

### **1.6. Definition of Terms**

Some terms are defined to avoid misunderstanding. These terms are stated below:

1. **Listening** is a process of understanding what the speaker says and a process of understanding what is heard and organizing it into lexical elements to which meaning can be allocated.
2. **Video movie** is a digital recording of moving images that tell a story through a gadget consisting of system which can show picture with sound coming out through stereo sound.
3. **Narrative Text** is a text that has chronological events that a tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.
4. **Fairy tale** is a story that is involving magical events and imaginary creatures.

Those are the explanation about background, research question, objectives of the research, uses of the research, scope of the research and definition of terms. The explanation was used as the main problem why the researcher conducts the research.

## **II. LITERATURE REVIEW**

This chapter deals with things that are crucial for this research. They are Listening, Teaching Listening, Media in Teaching Listening, Video Movie, Video movie in the teaching listening, Advantages and Disadvantages, Procedure of teaching listening through Video movie, Theoretical Assumption, and Hypothesis.

### **2.1. Listening**

Listening is receiving language through the ears. Listening involves identifying the sounds of speech and processing them into words and sentences. Listening skill is as important as listening skill, without good listening skill usually people can't speak fluently with others, they need listening skill to help their idea in understanding what someone says. Shrope (1970) states that Listening is as active as listening (the other receptive skill), and in some ways even more difficult. It well requires attention, thought, interpretation, and imagination. From that point on people need a big effort in learning and improving listening skill.

Nor (2017) points out that listening provides input for the learner. It is why listening is vital in the language classroom. If there is no input for learner, any learning cannot start that will lead to listening. It means that listening is fundamental to listening and other language skills. Listening skill provides an input will affect to listening skill and then develop to the next skills.

In classroom, students always do more listening than listening, listening competence is universally “larger” than listening competence. It means that listening considered as a major component of language learning and teaching (Brown, 2000). Listening needs more time compare to other language skills, because in daily life listening not only giving passive attention to the speaker but also to be more active in grasping the meaning of spoken language.

Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). Listening skill of second language is not derived naturally; it needs some processes of learning. The processes of listening in the classroom involve a teacher and students. Probably the main source of listening for students is the voice of their teacher. Individual voice of the teacher can also be called as the source of listening, because in teaching learning process, teacher talk is giving some instructions should also be understood by their students.

Moreover, Hughes (1991) states there are two skills that involved in listening. They are micro skill and macro skill.

- Micro skill

In order to understand what speaker says, a listener has to involve with listening for specific information, obtaining substance of what is being heard or the listener should get the general idea of the information, following instructions or directions etc. It predict outcomes, infer links and connections between events, deduce causes and effects, and detect the relations such as main idea, supporting idea, new information, given information, and generalization. Therefore, it also use and develop listening strategies, such as detecting keywords, guessing the meaning of

words from context, appealing for help, and signaling comprehension. This skill involves many terms and complex process, it also focused on the larger elements, therefore this skill called micro.

- Micro skill

In micro skill, the listener has to recognize stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, imperative e.g. Go out! cohesive devices e.g. such as and which, detect sentence constituent e.g. subject, verb, object, preposition) recognizing discourse marker (e.g. well; oh; another thing is; now; finally). Then, the listener should also distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance. Besides, this skill called micro because when the listener has to evaluate listening we make judgment about what the speaker is saying whether something is well, unpleasant, worthy, or unworthy.

Therefore, the researcher is interested in Hughes theory of developing students' micro skill. The reason of choosing micro skill in this Research is because the researcher expects the students can obtaining the point, getting main idea and identifying specific information of the topic they being heard by following directions or instructions.

From those points, it can be concluded that the researcher focused on micro skill because in this Research she is using video movie as a media to attract the students getting more information and obtaining the points about the topic easily.

Based on the explanation above, listening can be said as a process of getting, understanding, or grasping ideas of something we hear. Therefore, listening take a

big part over the other skills, in daily life when someone is talking to others they have to listen to the speaker first. The listeners should give attention and try to understand the ideas that are being said by the speaker.

## **2.2. Teaching Listening**

Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”. Listening can be also defined as, “More than just hearing and to understand and interpret the meaning of a conversation”. Thus, in achieving target language we should have listening skills.

The purpose of teaching listening skill is to train the students to make them able to understand the meaning of sentence or words effectively. We cannot only teach what was listened but also the situation we deal with. The teacher teaches listening by bringing the students in certain situation related to the topic thus they have background knowledge about it. Brown (2000:247) states that in classroom, students always do more listening than other skills like listening, listening competence is “larger” than listening competence. It means that listening takes big portion in language learning.

Rost (1991) states that there are some as follows:

1. Discrimination between sounds

Foreign language learners only hear meaningless noises and start to differentiate the words which have similar sounds.

2. Recognizing words

Foreign language learners decide words which are referenced by the speaker.

3. Identifying grammatical grouping words

Foreign language learners recognize the pattern of the sentences according to the words they have heard.

4. Identifying pragmatic unit

Foreign language learner will try to guess the meaning of vocabulary from speaker expression and utterances.

5. Connecting linguistics cues to paralinguistic cues (intonation and stress) and to non-linguistics cues (gestures and relevant objects in situation) in order to construct meaning.

6. Using background knowledge and content to predict and to confirm the meaning.

7. Recalling important words and ideas

Foreign language learner will keep the words in their memory through comprehension and will use the words when it is needed.

According to Swift (2007:18), teaching listening suggest that we need to take a more active approach to improve listening abilities, by focusing on the specific problems that the students have and planning listening activities, which will help to resolve the problems.

Teaching listening comprehension is a process where the teacher leads the students of how to master the listening skills so that they are able to understand fully the message, and to respond based on the speaker's intention (Putri:2011). In teaching listening activity, either the teacher or students must be involved actively in the teaching learning process. By using video movie, the students was more active, and the researcher will overcome the student's boredom.

From those explanation above, it can be concluded that the teacher is the person who gives motivation to the students to learn by choosing and using the media that can attract students interest and can make the good atmosphere in class. The teacher and students should be active to reach the goals of teaching learning activity.

### **2.3. Media in Teaching Listening**

Technology is useful to teach listening because each type of technology provides opportunities for students to explore their ranges of listening strategies. And it allows for more emphasis on certain aspects, such as cross-cultural, interactional, critical, and contextual dimensions of listening, to be developed. Technology also makes learning process of listening more entertaining (Theory and Practice. Flowerdew, 2001 :182). There are various kinds of media that can be used in Teaching listening;

#### **a. Radio**

Listening to the radio is one of the most accessible ways a learner has of developing listening skills. Listening to the radio is not an activity that is often used in class time. Perhaps, this is because radio, listening can be done only in real time and the scheduling of language classes to catch particular radio program is difficult.

#### **b. Audio-tapes**

Audio cassette players are the simplest and cheapest way to provide listening practice opportunities for students in classroom. Because nearly all general

courses book these days have accompanying audio cassettes, a cassette player has become an essential tool in the language classroom.

#### c. Video

The use of video to help develop listening skill has received much attention since it began to appear regularly in language classes in the mid 1970s. The obvious contextualization of language provided by video, made it a popular medium in non-English-listening countries.

In short, this present study will apply video as the teaching media in improving students' listening comprehension regarding the benefits offered. One of which is movie can help students to easily understand vocabulary because of, an audiovisual element that can attract students' attention. Thus, the learning process can be enjoyable.

### **2.4. Video Movie**

Video is recording of moving picture and sounds that can be seen and heard. In teaching learning process, video also take a big part since it can provide more information and attract the students interest. In teaching listening comprehension, teacher may use video instead of audio tape for some reasons. In other words video is one of the audio-visual equipment used by teacher to transfer the concepts, ideas and experiences caught by sight and hearing senses in order to make the students understand the material taught easily (Putri, 2011). Sadiman (2005: 29) states that video is storage of picture and sound information system where audiovisual signal is not only recorded on magnetic tape but also on disk. Video disk facilitate the teacher to do: (1) reverse and fast forward; (2) speed or

slow motion, upward or backward; (3) single frame, upward or backward; (4) speech search facility and (5) stereo sound.

A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. It indicates that video gives good atmosphere in the classroom.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words.

From that points, it can be assumed that video is a kind of media that consist of some moving pictures and sounds that coming out from stereo. The video that being discussed here is a video that is used for teaching learning.

### **2.5. Video movie in Teaching Listening**

Teaching is defined as an activity or work that the purpose is to help people or students to learn something and develop their ability. Teacher should have an ability to modify materials and finding a good media that can help the students in teaching learning activity. Teacher also should create a good communication in class and gives motivation in order to encourage their participation in class. The process of learning is never-ending and hence we must be willing to learn.

Listening is a half of the communication process. Learning how to become a critical listener is an important step towards comprehension and successful communication. Stempleski and Arcario (1992) claim that different purposes have to be served with different methods or materials. For example, teachers may need to use communicative or content-based videos for business or survival skill lessons. Target students are the main consideration of video choices. Especially for beginning levels, students may get confused if the usage of language in certain videos is too difficult.

Children and adults are different, so they should have their lessons with different types of videos. Mirvan (2013) asserts 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. So that, listening comprehension can be developed by using some innovations of media in teaching learning process, such as video.

Stempleski and Arcario (1992) state that with viewing activity, students not only listen for general information, but they also have to summarize the whole story. A viewing activity actually is to get an overall idea of what students watch and listen

to. This works for developing comprehension in language learning. Many children spend at least four hours at home viewing television, and they enjoy watching videos at home as well. They adopt language from viewing television because visual and auditory support can highly motivate viewers.

Videos also create a relaxing and enjoyable learning environment. Therefore, viewing videos can affect language learning. Although videos are mainly used for comprehension class, they can be also used in listening class with subtitles on. A controversial issue presented in videos can also provide a good topic for students to write about and discuss. A partial scene in a video is good enough to start students thinking.

From those explanations above, video movie can be a good media to be used in classroom. Video can attract the student's attention and interest in understanding the unknown words since the teaching languages through video makes language more alive and meaningful and helps to bring the real world into the classroom. Then, the use of pictures that is shown in the video can help students to predict, grasp, and confirm the information from what they hear and what they see.

## **2.6. Advantages and Disadvantages**

The researcher believes that there are some advantages and disadvantages of video movie in teaching listening.

### **a) Advantages**

1. Videos can attract students to follow listening activity
2. Video can build background knowledge through moving pictures and sounds

3. Video can create good atmosphere in learning activity
4. Video can make abstract things more realistic
5. Videos can make the interaction between teacher and students more alive
6. Videos can make learning process more fun and interesting

**b) Disadvantages**

1. It will take a long time for the teacher to prepare the materials
2. The activity can not be conducted if the school doesn't provide electronic support such as LCD and speaker sound.
3. The activity can not run smoothly if there is any electrical problem.
4. If the video is overused without good interaction between the students and teacher it was boring .

**2.7. Procedure of teaching listening through Video movie**

The purpose of this research is improving student's listening comprehension of narrative text by using video movie. The use of a good media such video movie is important to attract students' interest in following listening activity.

The procedures of teaching listening comprehension through video movie was conducted by using following steps:

- a. Pre-Activity
  - The teacher asks some questions to students in order to get information and giving some clues about what are going to be taught.
  - Teacher tell the students about narrative story that was showed in video movie.

- The teacher explain the students about learning narrative text through LCD as a media to attract students to learn enthusiastically.
- b. Whilst Activity
- The teacher asks several questions in order to make sure the students' understanding about the material.
  - The teacher plays the video, tell the students to Watch and allow them to take note about some important information of the video.
  - The teacher divided the students in some groups
  - The teacher gives worksheet to the students and tell the students to work in group.
- c. Post-Activity
- The teacher points some students and ask them to discuss. If the students giving wrong answer, the teacher will Give some time to discuss again and make it correct
  - The teacher giving reflection, and asks the students about the material which have been taught
  - Teacher summarize activity and closes the meeting.

## **2.8. Theoretical Assumption**

In teaching listening activity, there are some way and media that can help the teacher to achieve the goals of teaching. Video movie can be one of good media that will help and motivate the students in following listening activity. In teaching listening, video can make the interaction between teachers and student to be more active and it will create a good atmosphere in classroom. By watching and

listening to video movie, the students can correlate the information between moving ictures and sounds, they also can get more information about the topic easier. Video movie can stimulates students' background knowledge, so the students can gets at least the general information of the topic. Therefore, the researcher believe that video movie is an effective media to improve listening comprehension.

## **2.9. Hypothesis**

The hypothesis which is proposed to be formulated in this research is below:

Ho: there is statistically significant difference of student's listening comprehension after the students were taught through video movie at the first year Students of SMA Negeri 1 Gadingrejo.

That is the explanation about some theories related to the research. The theories were used as references to conduct the research.

### III. METHODS

This chapter discusses the methods used in this study. They are: Design, population and sample, Variable, Instruments, Data collection, Data analysis, Hypothesis testing.

#### 3.1. Design

This research is quantitative research that was carried out by using *One Group Pretest-Posttest Design*. In this Research design, pre-test and post-test are conducted to find out whether Video Movie can be used to improve students' listening comprehension achievement. One class was chosen as an experimental class. In this research, the students was given the pre test before treatment and post test after the treatment. The researcher will gives three times treatment by teaching listening through video movie. The design of this research is represented as follow:

**T1 X T2**

Where:

T1 : Pre-test

X : Treatment (Teaching listening through movie video)

T2 : Post-test

(Setiyadi, 2006:133)

### **3.2. Population and Sample**

The population of this research was the first-grade students of SMAN 1 Gadingrejo. There are 8 classes in SMAN 1 Gadingrejo. In this research, the researcher chose the first-year students to be investigated. Moreover, the research sample was taken from the population above one class was taken as the sample of this research, as the experimental class, that was given the treatment (teaching listening through video movie). The researcher will use random sampling to select the sample.

### **3.3. Variable**

In order to assess the influence of the treatment in research, variables could be defined as dependent and independent variables. Hatch and Farhady (1982: 15) state that the independent variable is the major variable that a researcher hopes to investigate and the dependent variable is the variable that the researcher observed and measured to determine the improvement of the independent variable.

The research consists of the following variables:

1. Movie video as independent variable (X)
2. Students' Listening Skill as dependent variable (Y)

### **3.4. Instruments**

The instrument of the quantitative research is listening test. The researcher administers a pre-test, treatments, test after treatment and post-test. Pre-test and post-test that the researcher administers are the same test. Then, the data is analyzed from the result of those two activities which can be clarified as follows:

### **1. Listening tests**

The listening tests were in form of pretest and posttest. The tests were conducted to find out the students' listening skill before and after the treatments. The type of the test was in form of multiple choice. During the listening pretest and posttest the students were given the test in form 40 questions.

### **2. Screen projector, computer, audio system**

The researcher used screen projector and a computer to project the video movie. The video movie was played through the video player. And to make it more visible for students to watch and to ease students to listen the sound, researcher used screen projector as well as the audio system.

## **3.5. Try Out of The Instrument**

There are four criteria of good test namely, validity, reliability, level of difficulty, and discrimination power.

### **3.5.1. Validity**

Content validity is the extent to which the test measures a representative sample of the subject matter content. The test items which are adopted from the materials that have been taught to the students should be constructed as contain a representative sample of the course (Heaton, 1988). To get the content validity of listening skill, the researcher tried to arrange the materials based on the 2013 curriculum for first grade of senior high school students. In order to establish the content validity of measuring instrument, the researcher identified the overall content to be represented.

### a. Construct Validity

Construct validity concerns whether the tests are true reflection in line with the theory of what to know the language (Shohamy, 1985: 74). If a test has construct validity it is capable of measuring certain specific characteristic in accordance with a theory of language behavior and learning. This type of validity assumes the existence of certain learning process theories or constructs underlying the acquisition of abilities and skills (Heaton, 1988: 161). In order to establish the construct validity of measuring instrument, the researcher tried to arrange the materials based on the native speaker formal speech in form of the record and the theory of micro skills of listening

### b. Content Validity

Content validity is the extent to which the test measures a representative sample of the subject matter content. The test items which are adopted from the materials that have been taught to the students should be constructed as contain a representative sample of the course (Heaton, 1988). To get the content validity of listening skill, the researcher tried to arrange the materials based on the 2013 curriculum for first grade of junior high school students. In order to establish the content validity of measuring instrument, the researcher identified the overall content to be represented.

Table 1. Specification of Micro Skill in Listening Test

No	Objective	Items Number	Percentage
1	Discriminating Sound	1,2,3,4,5,6,7,8,9,10	33%
2	Intonation Pattern	11,12,13,14,15,16,17,18,19,20	23%
3	Detect Sentence Constituent	21,22,23,24,25,26,27,28,29,30	23%
4	Recognition of Structure Function	31,32,33,34,35,36,37,38,39,40	21%
Total		40 Items	100%

This specification of micro skill is adapted from Hughes (1991:134). The researcher only put these four aspects based on the consideration that these aspects are appropriate with TPR-based in listening skill.

### 3.5.2. Reliability of Listening Test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is (Hatch and Farhady, 1982: 244). In other words, how far it can measure the subject at separated time, but it shows the same result relatively (Setiyadi. 2006: 113). Reliability can be defined as the extent to which a test produces consistent results when administered under similar condition (Hatch and Farhady. 1982: 244). The test was determined by using Pearson Product Moment which measure the correlation coefficient of the reliability between odd and even number (reliability of half test) in the following formula:

$$r^1 = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where:

$r_1$  = coefficient of reliability between first half and second half item

$x$  = total number of odd numbers item

$y$  = total number of even numbers item

After getting the reliability of half test, the researcher then used Spearman Brown's Prophecy formula (Hatchy and Farhady, 1982) to determine the reliability of the whole test as follows:

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

Where:

$r_k$  : the reliability of the whole test.

$r_l$  : the reliability of the half test

criteria of the reliability test:

0.90 - 1.00 : High

0.50 - 0.89 : Moderate

0.0 - 0.49 : Low

The result of the Coefficient Alpha of the questions is 0.89 which means the questions has high reliability.

### 3.5.3. Level of Difficulty

To see the level difficulty, the researcher used the following formula:

$$LD: \frac{R}{N}$$

LD : Level of Difficulty

R : the number students who answer correctly

N : the number of students who take the test

The Criteria are:

<0.30 : Difficult

0.30 - 0.70 : Average

>0.70 : Easy

(Shohamy, 1985)

### 3.5.4. Discriminating Power

The discrimination power was used to discriminate between weak and strong examinees in the ability being tested. The students of try out class divided into two group upper and lower students. To determine the discrimination power, the researcher used the following formula:

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

Where:

DP : discrimination power

U : the proportion of upper group students

L : the proportion of lower group students

N : total number of students

The criteria of discrimination power are:

0.00 – 0.19 : poor

0.20 – 0.39 : satisfactory

0.40 – 0.69 : good

0.70 – 1.00 : excellent

Table 2. Listening Test Item Composition							
Items Number	Difficulty Level	Discriminating power	Decision	Items Number	Difficulty Level	Discriminating power	Decision
1	0.703	0.039	Administered with revision	27	0.781	0.547	Administered
2	0.672	0.636	Administered	28	0.656	0.411	Administered
8	0.547	0.600	Administered	29	0.656	0.753	Administered
11	0.703	0.505	Administered	31	0.672	0.399	Administered
14	0.688	0.514	Administered	33	0.641	0.433	Administered
17	0.719	0.112	Administered with revision	35	0.813	0.326	Administered
18	0.750	0.295	Administered with revision	36	0.750	0.153	Administered with revision
19	0.688	0.407	Administered	38	0.656	0.775	Administered
20	0.719	0.516	Administered	39	0.688	0.100	Administered with revision
22	0.656	0.072	Administered	40	0.672	0.786	Administered

			with revision				
23	0.672	0.447	Administered				
24	0.594	0.280	Administered with revision				
25	0.625	0.635	Administered				
26	0.391	0.877	Administered				

### 3.6. Scoring System

Before getting the score, the researcher determined the procedure or technique to be implemented in scoring the students' work. In order to do that, the researcher used Arikunto's formula (2010). The ideal highest score is 100. The scores of pretest and posttest calculated by using following formula:

$$\text{Score} = \frac{\text{right answer}}{\text{number of item}} \times 100$$

### 3.7. Data Collection Technique

The procedures of the research was as follow:

#### 1. Determining the population and sample of the research

To determine the Population and sample of this Research, the researcher chose two classes. The First class was used as the try out class and another class was used as experimental class. The test that was given for both class is in form of multiple choices questions The First class was given a try out test while the experimental class was given pre test and post test. The researcher was takes the sample randomly by using a lottery, so all the classes had the same opportunities to be the sample of the Research.

#### 2. Administering listening test (try out) to find out the quality of the test

The try out test was carried out to find out the quality of the test in order to take the data. The researcher gave the try out in the first meeting. The purpose of giving a try out test is to measure the reliability of pre-test and

post-test. The test was administered for 40 items in 90 minutes. The try out test was conducted in order to know the quality of the test which used as the instrument of the research, and to determine which item that should be revised in the pretest and posttest. From those explanations it can be concluded that the researcher used the result of the try out to find out the validity and reliability and in order to measure the difficulty.

### **3. Preparing the materials which was taught**

The video that was used in this research is a flash video in form of narrative text. The researcher choose fairy story as the topic. The reason of choosing this material was because narrative text is one of a text that should be mastered by the students at this level. Also, fairy story has become an interesting topic that can attract the students in learning activity.

### **4. Administering the pre-test**

In this research, there was one pre-test that proper to the first grade students of SMAN 1 Gadingrejo. The researcher conducted the pre-test in order to find out the student's basic ability before treatment. The pre-test took 90 minutes. In this term the researcher asks the students to finish multiple choice test that consist of 30 questions and the student should choose one of the correct answer e.g. a, b, c, and d.

### **5. Giving treatment**

After giving the pre test, the researcher gave some treatments. The treatments was conducted three times with Three different lesson plan that

also consist of different topics. In order to increase the students' comprehension, giving various topics is important. During the treatment process, the teacher observed the students' activity and the researcher used video movie as a media in teaching-learning activity.

#### **6. Administering the post-test**

The post test was given after the researcher giving the treatments. Post-test plays crucial role in this research because the researcher need to find out whether there is any significant increase of students' listening comprehension achievement after being taught through video movie. The post test also was take in 90 minutes.

#### **7. Analyzing the data (pre-test and post-test)**

The result of pre test and post test was treated by using repeated measures t-test (Repeated Measures t-test of SPSS (statistical package for social science) version 27.0 for windows). It was tested in order to find out whether there is any significant increase of student's listening comprehension achievement after being taught by video movie.

#### **8. Concluding the results**

The conclusion was explained based on the result data, after analyzing the result of both pretest and posttest.

#### **9. Reporting the results**

The data was arranged systematically based on the pretest and posttest to find out whether there is an increase on the student's achievement in listening comprehension activity significantly or not.

### 3.8. Data analysis

In data analysis, the researcher analyzes the test as follows:

#### 3.8.1. Test

The data was analyzed in order to see whether the students' listening comprehension achievement is increase or not. The researcher examined the students' scores using the following steps:

1. Giving score for pretest and posttest.
2. Calculating and tabulating the scores of the pretest and posttest.
3. Giving conclusion from the tabulated result of the pretest and posttest administered, that is by statistically analyzing the data using statistical computerization i.e. *Repeated Measure t-test of Statistical Package for Social Science (SPSS) version 27.0 for windows* to test whether the increase of students' gain is significant or not, in which the significance is determine by  $p < 0.05$ . It is uses as the data come from the two samples.  
(Hatch and Farhady, 1982:111)

### 3.9. Hypothesis testing

The researcher use the hypothesis testing to prove whether the hypothesis proposed in this research is accepted or rejected.

The hypothesis of the research is: "There is a significant increase of students' listening comprehension achievement after being taught through video movie"

The hypothesis is statistically analyzed using *repeated measures t-test* that is used to draw the conclusion in significant level of 0.05 ( $P < 0.05$ ) in which the hypothesis is approve if  $\text{Sig} < \alpha$ .

H0 : There is no significant increase of students' listening comprehension achievement after being taught through video movie

H1 : There is significant increase of students' listening comprehension achievement after being taught through video movie.

Ho is accepted if t-value is lower than t-table with the statistically significant level of more than 0.05 ( $t\text{-value} < t\text{-table}$ ) with  $p > 0.05$ .

Hi1 is accepted if Ho is rejected t-value is lower than t-table with the statistically significant level of less than 0.05 ( $t\text{-value} > t\text{-table}$ ) ( $p < 0.05$ ).

Those are the explanation about design, population and sample, variable, instruments, data collection, data analysis, and Hypothesis testing.

## **V. CONCLUSIONS AND SUGGESTIONS**

The chapter provides conclusions of the research result and suggestions for further researchers. It includes conclusions of students' listening comprehension, listening micro skills, as well as suggestions for teachers, students, and researchers.

### **5.1 Conclusions**

Based on the findings and the discussions, here are some conclusions drawn as follows:

#### **5.1.1 Students' Listening comprehension**

The implementation of video movie could give students chance to practice their listening comprehension. In addition, the enormous chance of listening practices can promote students listening comprehension. In addition, students also get exposed by enormous chance to develop their listening skill. Hence, the implementation of video movie can facilitate students' listening comprehension.

#### **5.1.2 Students' Listening micro skills**

The implementation of video movies can promote each of students' listening micro skills significantly. However, the implementation of video movies does not provide students enough chances to practice their listening skill in defining the intonation. Therefore, students' listening aspect that improves the most is recognition of structure functions.

## **5.2 Suggestions**

Referring to the conclusion above, some suggestions could be listed for the teachers, language learners, and further researchers.

### **5.2.1 For Teachers**

It is suggested for teachers to apply modified video movies as an alternative teaching procedure in listening teaching learning activities. Applying video movie as the teaching learning media serves students with enormous chance to practice their listening skill. In addition, it is highly recommended to apply a real-life contextual setting video movie to serves students with authentic material benefits. In addition, teacher need to supervise students during the discussions and enhance students' background knowledge.

### **5.2.2 For Language Learners**

It is suggested to utilize the video movie. In addition, learners are suggested to repeat the movie and write the conversation from the video movie that they have heard. In addition, it is recommended for students to imitate the intonation from the movie. Moreover, during the teaching learning activity, it is suggested for students to follow the instruction well and bring their dictionary.

### **5.2.3 For Further Researchers**

It is suggested for further researchers to conduct video movies by groupings students based on several considerations such as their anxiety level and their listening proficiency with various topic of video movie.

## REFERENCES

- Ahmadi, S. M. (2016). The importance of listening comprehension in language learning.
- Andriani, R., Putri, A., & Kasriyati, D. (2021). Using Video Subscribe to Improve Students' Listening Ability. *ELT-Lectura*, 8(1), 24-32.
- Arikunto, S. (1989). *Prosedur Penelitian Suatu Pengantar*. Jakarta: Bina Aksara.
- Arikunto, S. (2010). *Metode peneltian*. Jakarta: Rineka Cipta.
- Asmar, Yustahzah & Ardi, Havid. 2013. "Listening Media" Application In Preparing Listening Material. *Lingua Didaktika Volume 6 2* ,
- Brown, D. 2000. *Principles of Language Learning and Teaching*.UK : Longman
- Canning-Wilson, C., & Wallace, J. (2000). Practical aspects of using video in the foreign language classroom. *The Internet TESL Journal*, 6(11), 36-1.
- Diora, L., & Rosa, R. N. (2020). An analysis of students' difficulties in listening comprehension: A descriptive study at English Language and Literature Department FBS UNP. *Journal of English Language Teaching*, 9(1), 85-98.
- Feyten, C. M. (1991). The power of listening ability: An overlooked dimension in language acquisition. *The modern language journal*, 75(2), 173-180.
- Flowerdew, L. (2001). EAP Materials Design. *Small corpus studies and ELT: Theory and practice*, 5, 363.
- Hatch, E., & Farhady, H. (1982). *Research design and statistics for applied linguistics*.
- Heaton, J.B. 1988. *Writing English Language Test: Practical Guide for Teachers of English as Second or Foreign Language*. Longman Group UK.
- Hemei, J. (1997). Teaching with video in an English Class. In *Forum* (Vol. 35, No. 2, p. n2). For full text: <http://e.usia.gov/forum/>.
- Hughes, T. E. (1991). *A hypermedia listening station for the college music literature class* (Doctoral dissertation, The University of Arizona).
- Kurniawati, D. (2016). The use of video to enhance the teaching and learning process of listening English for University students. *English Education: Jurnal Tadris Bahasa Inggris*, 9(2), 276-289.
- Latifa, N., & Manan, A. (2018). Teaching narrative text by using preview, question, read, state, and test (PQRST) technique. " *English Education Journal*", 9(2), 243-260.

- Lee, H. W. (1993). The Effect of Scripted and Nonscripted Textbooks on Listening Comprehension. *Korea Maritime University. Language and Literature Research*, 3, 59-84.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language teaching*, 40(3), 243-249.
- Mirvan, X. (2013). The advantages of using films to enhance student's listening skills in the EFL classroom. *Journal of Education and Practice*, 4(13), 62-66.
- Nor, H. (2017). Teaching Listening From A Discourse Perspective (Metacognitive Strategy). *LET: Linguistics, Literature and English Teaching Journal*, 2(2), 121-127.
- Okwuchukwu, C. L. (2016). Listening for effective communication: A study of undergraduates of Nnamdi Azikiwe University, Awka. *Mgbakoigba: Journal of African Studies*, 6(1).
- Putriani, D., Sukirlan, M., & Supriyadi, D. (2013). The Use of Video Movie to Improve Students'listening Comprehension Achievement. *U-JET*, 2(6).
- Rahayu, I. 2005, Teaching Listening trough Fairy Tales at the First Year of SMA N 1 Kotagajah, Lampung Tengah: Universitas Lampung (Unpublished Script).
- Rixon, S. (1986). *Developing listening skills*. Macmillan.
- Rost, M. (1991). *Listening in action: activities for developing listening in language teaching.*'La comprensión oral en acción: actividades para desarrollar la comprensión oral en la enseñanza de la lengua'. Hertfordshire: Prentice Hall, 1991.
- Rupaedah, E. (2016). Improving students listening comprehension through total physical response. *Jurnal Online Mahasiswa (JOM) Bidang Pendidikan Bahasa Inggris*, 1(1).
- Sadiman, S. (2005). Implementasi Manajemen Peningkatan Mutu Berbasis Sekolah Di Sd Islam Al-Hilal Dan SD Negeri Pucangan 03 Kartasura (Doctoral Dissertation, Universitas Muhammadiyah Surakarta).
- Sample, M. (2015). Authentic materials: A motivational tool for the EFL Classroom. *Education and Linguistics Research*, 1(2), 100-119.
- Setiyadi, A. B. (2006). *Metode penelitian untuk pengajaran bahasa asing: Pendekatan kuantitatif dan kualitatif*. Penerbit Graha Ilmu.
- Shohamy, 1985 Shohamy, E., & Reves, T. (1985). Authentic language tests: where from and where to?. *Language Testing*, 2(1), 48-59.
- Shohamy, E., & Reves, T. (1985). Authentic language tests: where from and where to?. *Language Testing*, 2(1), 48-59.
- Shrope, W. A. (1979). *Listening & Listening: A Contemporary Approach*. Harcourt College Pub.

- Silviyanti, T. M. (2014). Looking into EFL students' perceptions in listening by using English movie videos on YouTube. *Studies in English language and Education*, 1(1), 42-58.
- Simamora, M. W. B., & Oktaviani, L. (2020). What Is Your Favorite Movie?: A Strategy Of English Education Students To Improve English Vocabulary. *Journal of English Language Teaching and Learning*, 1(2), 44-49.
- Stempleski, S., & Arcario, P. (1992). *Video in Second Language Teaching: Using, Selecting, and Producing Video for the Classroom*. Teachers of English to Speakers of Other Languages (TESOL), Inc., 1600 Cameron St., Suite 300, Alexandria, VA 22314.
- Swift, S. 2007. An English Language Teaching Notebook. Accessed from <http://elnotebook.blogspot.com/index.html>.
- Tersta, F. W., & Novianti, A. (2016). Listening to Students' Voices: Students' Problems in Listening Comprehension.
- Thomlison, R. J. (1984). Something works: Evidence from practice effectiveness studies. *Social Work*, 29(1), 51-56.
- Wolvin, A. D., & Coakley, C. G. (2000). Listening education in the 21st century. *International Journal of Listening*, 14(1), 143-152.
- Woottipong, K. (2014). Effect of using video materials in the teaching of listening skills for university students. *International Journal of Linguistics*, 6(4), 200.