



**IMPROVING THE STUDENTS ACHIEVEMENT IN LISTENING BY
USING VIDEO AT GRADE XI OF MAS BANI HASYIM BAHOROK**

A THESIS

Submitted to the faculty of Tarbiyah science and Teacher Training
State Islamic University of North Sumatera Medan as Partial
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan

by:

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THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2019



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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di Munaqosyahkan dalam siding munaqosyah skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN- SU Medan.

Demikian kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.


Wassalamualaikum Wr, Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dan ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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Yang Membuat Pernyataan



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ABSTRACT

Iklima Aswadima, 34123119: Improving the Students' Achievement in Listening by Using Video at GRADE XI MAS BANI HASYIM BAHOROK in 2017/2018 School Year. Skripsi, Medan: Department of English Education. Faculty of Tarbiyah Science and Teachers training. State Islamic Univesity of North Sumatera Medan. 2018

Keywords: Listening and English Podcasts.

This study concern on how to Video improves students' listening achievement. The objective of this study is to find out the improvement of students' listening achievement while media used was video. This study is conducted by using action research. Subject of this research is 37 students of class XI OF MAS BANI HASYIM BAHOROK. Quantitative data were collected by written test and qualitative data were taken from the diary notes, observation sheet, questionnaire sheet and interview. The quantitative data showed that the score of students kept improved. The mean score was 61, 35 before applying video (first assessment in cycle I), 67,02 (second assessment in cycle I), and 78, 64 (third assessment in cycle II). The percentage of master students kept improved from 5,4 % in the first assessment before applying video, 18. 91% in cycle I, and 59, 45% in cycle II. The qualitative data showed that the students were interesting and enthusiast in learning and improving their listening skill. The conclusion of this study is that the students' listening achievement taught y using tape is improved.

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The writing of this *skripsi* entitled “**Improving the students’ achievement in listening by using video at grade XI of MAS BANI HASYIM BAHOROK 2018/2019**”. This *skripsi* is written to fulfill one of the requirements to obtain the *Sarjana Pendidikan degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

The writing this *skripsi* is actually is miracle for me since it was firstly regarded as a task would be very hard to do. However, it has now been denied since this *skripsi* has finally been written. Then, I would like to thank Allah Subhanahu Wa Ta’ala for His Blessing given to me so that the writing of this *skripsi* has been finished without any meaningful problem. Additionally, the writer is grateful to the following for their supports and helps:

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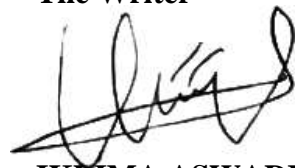
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Medan, 18 November 2019

The Writer



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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is the first activity in acquiring a language. People acquire the language by listening to the words or sentence. The goal of teaching listening in a language class should encourage the acquisition of communication skill and to foster real communication in and out of classroom. Since English is generally learn from the basic until a higher level of education, the teaching of listening skill has also been part of Senior High School program.

Listening is one of language skills that should be mastered by the students. Since English is generally learn from the basic until a higher level of education, the teaching of listening skill has also been part of Senior High School program. I had found the problem of learning English, especially in listening from the students and teachers at MAS BANI HASYIM BAHOROK. The students had low motivation in learning listening, and the teacher's method in teaching English.

Listening is a creative skill. In order to comprehend the sounds falling on our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significant. But many teachers have assumption that it is not important to plan the lessons. In fact, shows the damages. Listening theory is not mastered by students in turn it is difficult for them to formulate about what and how they must master listening. Teaching English in MAS is intended to develop student communicative competence.

The target in teaching and learning English at MAS is to enable the learners to apply the mastery of English skill to communicate orally an in writing at intermediate level. Teaching students in MAS is focused on the ability to communicate with it. It means that the communication competence of the students are to emphasize. Students faced with certain situation, where they express what they think and what they must do. We can use listening work in the classroom in one way to help focus on language system. This activity provides listening practice by supplying a script for verbalizing along with the listening material.

Nowadays, listening comprehension has improved. So many new technologies have supported for the listening skill that expected to improve listening comprehension skill. But in the fact, the students are still unfamiliar with the listening subject itself. Students are unable to catch the sentences even the words. It is because they are unable to listen to the English text well in the listening class. Somehow they can listen to the sentence, but they fail to write what they hear. Some of them even fail to find the main idea, supporting ideas or the details from the recording.

B. The Problem of the study

Based on the background of the study, the problem of the study is formulated as follow. “How is the student achievement in listening improved by using video?”

C. The Objective of the study

The objective of the study is to know the students’ achievement is listening by using video.

D. The Scope of the study

This study is focused on improving students’ achievement in listening by using video at grade XI of MAS BANI HASYIM BAHOROK.

E. The Significant of the study

The findings of this research are expected to be useful for:

- Theoretically:
 - The student could improve the listening achievement by using English Video.
 - English teachers to use video in listening class in order to improve students’ listening comprehension. It is better to choose the appropriate

video material which is completed with a good pronunciation and familiar words in order to fit the video with the student's ability.

- Practically:
 - This method can motivate students to increase their interesting in Listening English communicatively.
 - The result of the study will be useful for senior high school students in learning listening.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

In conducting this research, theories need to explain some concepts apply in this research. All of the terms use to be clarification in order to have the same perspective of the implementation and avoid confusion. The term may function to give a limitation concept which is specifically meant in the particular text. The following terms are use for some basic theories in this research.

1. Listening

When we learn a language there are four skills that we need for complete communication. In English language, we usually learn to listen, speak, read and finally to write. These are called as the four language skills.

Listening can be an interesting lesson for students, because they will be able to minds. So, it takes focus in hearing the word or phrase that is pronounced by the speaker and need to interest in the listener.

Listening is one of the four language skill that the students sould know when learning a language. Listening is the ability to understand and how a particular sentence be understood and its function in the communication process.

Listening is a visible mental process, making it is difficult to describe, there are many definitions of listening in various fields. One theory suggest from pronunciation and grammar. Listeners must discriminate between sounds, understand vocabulary and grammatical structure, interpret stress and intentions retain and interpret this within the immediate as well as the larger socio-cultural context of utterances.¹Further, Rost defines listening in broadest sense:

As a process of receiving what the speaker's actually says (receptive orientation) construction and reprinting meaning (constructive orientation) negotiating meaning with the speaker and responding (collaborative orientation)

¹Michael Rost. 2002. *Teaching and Researching Listening*. UK: Pearson Education, p.8

and creating through involvement, imagination and empathy (transformative orientation).

According to the above statement, listening is a complex skill, ability to identify from language sound until sentence structure in order to be able to understand the message, in the case listening runs in real activity through some process where the listener must be active and creative in order to improve their listening ability.

Listening skill as a process of catching what the speaker says, getting the speaker's idea, and listening also consists of speaker, listener, and sound. Listening is ability of pay attention or to hear something. Moreover, listening and hearing are two different things, which hearing is essentially a passive activity, while the listening is determining the meaning and the message of the sounds or words.

Listening is one of subject that is taught in the field of language study. This skill can be improved by practice continuously and there are many kinds of strategy to develop your listening skills. It is an active process in which listeners select and interpret information which come from auditory and visual clues.

Listening is an active, purposeful process of making sense of what we hear. Listening skills are often categorized as *receptive* or *productive*. It is require us to receive and understand incoming information (input). Because listening is receptive, we can listen to and understand things at a higher level then we can produce. For this reason, people sometimes think of it as a passive skill. Nothing could be farther from the truth. Listening is very active. As people listen, they process not only what they hear but also connect it to other information they already know.²

Listening comprehension is the process of understanding speech in first or second language. The study of listening comprehension in second language learning focuses on the role of individual linguistic unit (e.g. phonemes, words,

² David Nunan, *Practical English Language Teaching*, McGraw-Hill, Singapore, 2003, p. 24.

grammatical structure) as well as the role of the listener's expectation, the situation and context, background knowledge and topic.³

Listening involves doing many things such as dealing with the spoken language characteristic, using the context and knowledge of the world, understanding different text types, understanding different speeds of speech and accents, and using different listening sub skills.

From the definitions, it can be concluded that obviously listening influences other skills. Very complex physiological processes involve the human receptors and influenced by the human sensory capacity. An active process of interpretation in which listeners match what they have heard with what they have already known. It is a process to start mind. We can study other skills easily after we pay full attention in listening skills.

In the noble Al-Qur'an, Allah SWT says:

فَتَعَالَى اللَّهُ الْمَلِكُ الْحَقُّ وَلَا تَعْجَلْ بِالْقُرْآنِ مِنْ قَبْلِ أَنْ يُقْضَىٰ إِلَيْكَ وَحْيُهُ وَقُلْ
زِدْنِي عِلْمًا رَبِّ

“So high (above all) is Allah, the sovereign, the Truth. And (O Muhammad), do not hasten with (recitation of) the Qur'an before its revelation is completed to you, and say, “My lord, increase me in knowledge.” (Tha-haa:114).

a. Types of Listening

There are four main types of listening: critical, emphatic, appreciative and reflective.⁴

- Critical

Listen for fact and supporting details to understand and evaluate the speaker's message. Informative or persuasive essays, class discussion, announcements.

³ Richards, Jack C., and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge University Press, The United State Of Ameica, 2002, p. 13.

⁴ Sparrt, et.al., *The Teaching Knowledge Test Course*, Cambridge University Press, University of Cambridge 2005. p. 31.

- **Emphatic**

Imagine yourself in the other person's position, and try to understand what he or she is thinking. Conversations with friends or family.

- **Appreciative**

Identify and analyze aesthetic or artistic elements, such as character development, rhyme, imagery, and descriptive language. Oral presentation of a poem or short story and dramatic performances.

- **Reflective**

Ask question to get information, and use or reflect on the speaker's responses to form new question. Class or group discussion.

b. Types of Classroom Listening Performance

With literary hundreds of possible techniques available for teaching listening skills, it will be helpful for you to think in terms of several kinds of listening performance-that is, what your students do in a listening technique. Sometimes these types of performance are embedded in a broader technique or task, and sometimes they are themselves the sum total of the activity of a technique.⁵

2. Improving

Listening is the very basic skill in learning language that people can all benefit from improving. Improving is to raise a more desirable or more excellent quality or condition make better. Improving listening skill begins with fostering student motivation and effective teaching. Improving listening skill takes a lot of classroom listening practice and skill. Sometimes it is necessary to think beyond the box, adding creative elements wherever possible depending of course, on the skills of your students and how open they are to creative thinking.

States that listening skill can be improving with effort and practice. Knowing how to listen effectively permits students to extend the range of their contacts with the world and to increase their capabilities to experience, to learn, to apply, and to enjoy. Obviously, listening skills cannot be improved unless

⁵ Jeremy Harmer. *How to teach English*. England: Pearson Education. 2004. P. 2.

listeners are capable of hearing what they are expected to hear. Four things especially may stand in their way: (1) impaired hearing, (2) a poor listening environment, (3) poor or improperly adjusted equipment, (4) defective sound sources.

Improving listening skills of the students may be difficult, but the add benefit is building a confidence in students to be an active listener. Even though the professional years are still way in the future, let's help the students by starting small. Teach both speaking and listening activities, sometimes in one lesson, while preparing them for that future presentation. That way, students do not feel the pressure and burden when it comes their turn to involve in the real communication.⁶

The first step to improvement is always self-awareness. Analyze your short-comings as a listener and commit yourself to overcoming them. Good listeners are not born that way. They have worked at learning how to listen effectively. Good listening does not go hand in hand with intelligence, education, or social standing. Like any other skill, it comes from practice and self-discipline. So many aspects of modern life encourage us to listen passively. We “listen” to the watching English video, radio, tape, or song while studying or “listen”. This type of passive listening is a habit-but so is active listening. We can learn to identify those situation in which active listening is important.

3. Students' Achievement in Listening

Listening is one of the four skills in language learning. The skill of listening is an essential part of communication and basic to language learning. In listening comprehension, the students are given a chance to pay close attention to identify, analyze, and understand the speaker's idea.⁷

The listener has to recognize words (vocabulary), sentence and clause boundaries in speech, accent, stress, speech, rhythm, pitch, and also the speed of delivery.

⁶ Wehmeier. *Oxford Advanced Learner's Dictionary of Current English*. Oxford New York. 2000. P. 7.

⁷ Jack C. Richards, *Communicative Language Teaching Today*, Cambridge University Press, New York 2006, P. 4.

Teachers must use the proper material that be taught to the students. The material can be interesting and appropriate for the class level in topic, speed and vocabulary.⁸ Some guidelines for judging the relative ease or difficulty of a listening text for a particular purpose or particular group of students might be:

- a. The selected material must relevant to student's real life; language of the text should be authentic and would vary in terms of learners' interest and age group.
- b. The storyline, narrative, or instruction should confirm common expectation in organization. It may contain main idea, details, and examples. An information title might also be helpful.
- c. Learners have to be familiar with the topic. They might feel major comprehension difficulties because of misapplication of background knowledge due to cultural differences.
- d. At the beginner level of proficiency, the language of listening text should discard redundancy while in the higher proficiency level students may benefit from redundant language.
- e. If the text involves more than one individual, the differences between them should be marked conspicuously which can make the comprehension easy.

The writer has her own definition that listening is an active process where the listeners have to listen to every detail of information in order to get the correct meaning of the language itself. When the students listen to the information, they must get the message of what the information is about. Paying attention only to the words does not give the goal of listening. Students have to listen to every detail of information in order to get the correct meaning of the language. To conclude, listening is not as simple as it looks – just hearing the information from the speaker. As we listen, we interpret and make inferences about what we hear.

Information processing theory suggests that by using both auditory and visual information a student is able to use dual-coding and access information through multiple routes. In conclusion, video can help students to learn pronunciation effectively. They get two of information directly. From the audio

⁸ Metinee Thanajaro, *Using Authentic Materials to Develop Listening Comprehension in the English as a Second Language Classroom*, (Blacksburg Virginia: UMI, 2000), p.16.

and also from the visual which appear in video. It really helped the students. They can hear what the speaker say an also the speaker's mouth movement.

It has been shown that a subject watching a person make speech-like mouth movements, even when there is no accompanying sound, is enough to activate the auditory cortex. We can conclude that visual can help the auditory processing of the brain work smoothly. With visual in addition of auditory can make us easy to catch the information that convey on the video. It was because we see what they have spoken toward the video.

4. Teaching aid in teaching listening

In teaching aid can be divided into three kinds namely:

a. Audio

Audio is combining form (in nouns, adjectives and adverbs) connected with hearing or sound.

Teaching aid through audio can be done through MP3 Player. In teaching process through MP3 Player is interesting to the students because the time there many students are interested to the method so there are probability to the material which is given by the teacher can be understood to the students.⁹

b. Visual

A visual aid is an object or picture that you can show your audience when you are giving a speech or report. It can be anything that gives the crowd something to look at that will help them get a clearer picture of what you are saying. Teaching aid through visual can be done through picture and map. The general students like to the picture so if the teacher use the picture in teaching process the students can improve their imagination.

c. Audio Visual

Teaching aid through Audio visual can be done through Television and video. The students are interested to the method because the students can

⁹ John Flowerdew Lindsay Miller, *Second Language Listening: Theory and Practice*, Cambridge University Press, New York 2005, P. 165.

get information, education, and entertainment. Based on some theories above, the writer concludes that teaching aid through audio, visual, and audio visual can stimulate and express students' motivation to improve their ability to listen in English.¹⁰

The following ideas will help make your listening activities successful.

1. Noise

Reduce distractions and noise during the listening segment. You may need to close doors or windows or ask the students in the room to be quiet for a few minutes.

2. Equipment

If you are using tape recorder or MP3 player, make sure it produces acceptable sound quality. Bring extra batteries or check up the electricity in the class room.

3. Repetition

Read or play the text a total of 2-3 times. Tell the students in advance you will repeat it. This will reduce their anxiety about not catching it all the first time. You can also ask them to listen to different information each time through.

4. Content

Unless your text is merely a list of items, talk about the content as well as specific language used. The material should be interesting and appropriate for your class level in topic, speed, and vocabulary.

5. Recording Your Own Tape

Write appropriate text (or use something from your textbook) and have another English speaker read it onto tape. Copy the recording three times so you don't need to rewind. The reader should not simply read three times, because students want to hear exact repetition of the pronunciation, intonation, and pace, not just the words.

6. Video

You can play a video clip with the sound off and ask the students to make predictions about what dialog is taking place. Then play it again with

¹⁰ Jeremy Harmer, *The Practice of English Language Teaching*, Longman, United Kingdom, 2007, p. 308.

sound and discuss why they were right or wrong in their predictions. You can also play the sound without the video first, and show the video after students have guessed what is going on.

The writer concludes that listening activities will be successful if we follow the ideas above. They are noise, equipment, repetition, content, recording your own tape, and video.

The writer will try to use another method in teaching listening. The method is using the English videos as a teaching aid. The writer will try to find out whether the use of English videos as a teaching aid is effective to improving listening skill. So the writer uses English videos as a teaching aid to give stimulation to the students.

5. Media in Teaching English

a. The Definition of Media

Media can be defined by their technology, their symbol system, and their processing capabilities. The most obvious characteristic of a medium is its technology, the mechanical and electronic aspects that determine its function and to some extent its shape and other physical features. These are the characteristics that are commonly used to classify a medium as a “television”, a “radio”, and so on. In this modern era, the word media have already been familiar for us in the relation with teaching and learning process.¹¹

In general, “media” refers to various means of communication. Books, tape recorder, radio, television, video, picture, and computer are different types of media. Media dealt with in the context of education. Now we can find that these days, it is rare for a publisher to produce a major course book without a media component added in. the use of media has been a common feature in language teaching for many years.

Media in general is the human, the material, or events that built certain condition where the students can get knowledge. Specifically, media in teaching

¹¹ Kozma, R.B. “*Learning with Media*”, Review of Educational Research, (1991)

and learning process is define as all tools of photography or electronic catching, processing and arranging audio or visual in verbal communication.

Teaching media contains the message or materials of teaching that is going to convey for the students. Teaching media is an instrument of the method and technique that use as an effort to make interaction between students and teacher being more interactive in teaching and learning process. In conclusion, teaching media is one of the technique that used in learning and teaching process. It has a purpose to make the teaching and learning process will be more active, interactive, and effective.

Teaching media is the instruments physically used to convey or bring the messages that contain instruction of teaching or lesson material a used in learning and teaching process. Teaching media is a tool that used to deliver message from the teacher to the students. The message contains information, materials, and lessons.¹²

The use of media in teaching language has several advantages:

1. Make the process of teaching language simpler and make it perfect,
2. Decrease the use of mother tongue,
3. Increase the students' motivation,
4. Give a brief explanation about a new concept,
5. To create the same perception, especially when the new concept has more than one meaning,
6. Increase the learning quality,
7. Make the teaching and learning process interesting.

From those advantages explored, the writer used media as one of important variable in the research.

6. Audiovisual Media (Video)

The word media comes from latin : medius which means “middle” “via” or “through”. Garlech and Ely in Azhar Arsyad’s book stated that media is generally defined as human being, material or event which build a certain

¹² Sadiman. DKK. *Media Pendidikan*. Jakarta: Raja Grafindo Persada. 2005.

situation allowing the students to obtain knowledge, skill, or behavior. In addition, Gagne and Briggs that was cited on Arsyad Azhar's book said that "medium" is device used to deliver content of material which includes some of books, recorder, video, film, photograph, picture, television, and computer.¹³

Media of learning process consist of two component, they are tool element or hardware, and message/ software. Therefore we should know that media of learning needs instrument to deliver message, the most important is not that instrument, but the most important is the message or information of learning that is brought by media itself.¹⁴

From the definition above, the writer can conclude that media is a kind of means or instrument used by teachers on conveying the materials to the students. The use of a medium is very needed to reach the purpose of teaching and learning process.

Watching English video becomes an easier media to find and can be played every time, and can be enjoyed. That's why it is perfect for students who are auditory learners.

Audiovisual media (video) is hear and view media as well as can be view and can also be heard. In spite of this theory, we can take conclusion that video is the media that produce visual and sound that can be watch and listen.

At the other opinion, audiovisual (video) media is "the media that bring out the message or information through the sound and visual from examine video, cassette, film, etc". In spite of this statement, we can conclude that video is the media that use picture and sound to inform the message or information.

Watching English video is able implement and can improve the students listening skill. It can show the students' activeness, cooperativeness, and the students' achievement from the first until the end of the cycle. They are also following:

- a. The use of English video in teaching speaking is suitable. It is because the students attract with the use of video media in their learning process.

¹³ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: Raja Grafindo Persada, 2014), p. 3

¹⁴ Rudi Susilana and Cepi Riyana, *Media Pembelajaran*, (Bandung: Wacana Prima, 2009), p. 7.

- b. The students' speaking achievement can be improved by using video media. In this case, the writer knows that the result of the students' achievement.

The use of video to help develop listening skills 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-Speaking countries. Over the past two decades, researchers have shown that many other facets make video useful to language learners. Some of these are that video often promotes the motivation to listen; it provides a rich context for authenticity of language use; the paralinguistic features of spoken text become available to the learners (compared with radio, that is); and it aids learners' understanding of the cultural contexts in which the language is used.

The last decade has seen the web transition from a text-based medium to a multi-media platform with audio, video, and greater interactivity. For educators, this presents, this presents a great opportunity to add diversity and variety to courses.

While video-taped lectures have been common on university campuses for decades, the increased bandwidth available to most computer users has opened the door for a new approach to extend lectures-enabling learners to view missed (or not fully understood) lectures at their convenience.

7. Conceptual Framework

Listening is the most common communication activity in daily life. Listening is a skill. While hearing involves merely perceiving sound in a passive way, listening occupies an active and immediate analysis of the streams of sounds.

The success of teaching listening in influence by media, are use in teaching and learning process. In making the improvement of students' listening achievement, teacher must find out a special media that will be use in present in form of short story. In using this media, teacher is expected to be able to motivate the students in learning English. Also the students expect to be able to improve

their achievement in listening comprehension. The procedure of teaching used in this research is as follow:

- Preparing listening material (short story),
- Setting the class (listening class will be done in laboratory),
- Checking material and video quality before starting the process,
- Explaining clear information about recount text,
- Giving some clues of difficult words that related to the material.
- Starting listening activities by playing the English video,
- Replaying the video in order to get the maximum benefit of it,
- Asking students to complete listening task (the task will be given in form of multiple-choice test that related to the material given),
- Leading a feedback session by checking and comparing students' answers. (Check the ability of the students by using key words and phrases identified earlier. Teacher needs to correct any misunderstandings through discussion and decide whether it will be necessary to listen again to all part of the material in order to clear up such problem),
- Replaying the video once again for noticing a variety of language and spoken features.

Choosing the proper material is also important to improve students' achievement. Our experiences are topics which are not boring to listen in the class and also easy to understand for the students in general. Students can enjoy the story in one side, and another side they learn how to be a good listener and improve their listening skill. It makes the teaching and learning process becomes a fun thing to do. Watching English video which is provide sounds with the clear stress, rhythm, and innovation giving a deeper understanding about what was happen in that story.

Learning achievement in language testing is the level of students' ability in internalizing the subject materials in class, which is stated in form of scores which is achieved from test result in certain materials. So, the indicator of success in listening can be determined by the score of the students.

Listening is the active process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. It involves the ability to retain

information, as well as to react empathically and appreciatively to spoken and nonverbal messages.

Thus, the writer sums up that listening is the process of becoming aware of receiving, identifying, constructing and responding to spoken and non verbal messages.

The English film programs have many variations of the theme, such as love, family, friendship, adventure, science, criminals, corps etc. all of them have different specific characteristics, both the stories and the stars.

Watching English video every day, the student can covers the activities such as: thinking, writing, and discussing that are done by them after they watched the English video. Their intensity in doing the activity is expressed by their responses to the statement on the questionnaires concerning with the matter.

And the end, teachers will evaluate many things the material give, the proper use of the English video, the clearness of the sounds, and also the method. Teachers need to observe students assessment along the process. It is possible to do the next listening class by trying any possible materials or still the same materials but different tasks, play the video more time and design different listening activities.

The analyzing all things that run along the listening process, teacher can evaluate students' achievement by comparing the score between the first and the next listening activity.

B. Related Study

Dealing with efforts to improved listening skills, there are many researchers attempted using podcasts to improve students' listening skills. The participants in this study are students of different specializations who study English for Specific Purpose at the Faculty of Social Policy.

This Study is aimed at report's findings from research into the benefits of integrating podcasts into a first year undergraduate module on English Language and Communication at Kingston University. The study describes the teaching and learning context and how the podcasts were integrated as part of the blended learning delivery. The result of this study is podcasts can be a useful addition to

the range of tools available. Data analysis of the study showed that podcasts were successful in supporting students' preparation for assessed work, providing significant advice on portfolio and presentations.

C. Hypothesis

Based on the theoretical and conceptual above, the writer hopes hypothesis that English video can be improved the students' listening achievement.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This study is an action research conducted in two cycles (cycle I and cycle II). This research will be done in six meetings. Therefore, there are three meetings for each cycle (including administrating the test). In this research, each cycle consist of four steps, namely planning, action, observation, and reflection. Cycle II is the improvement cycle I.

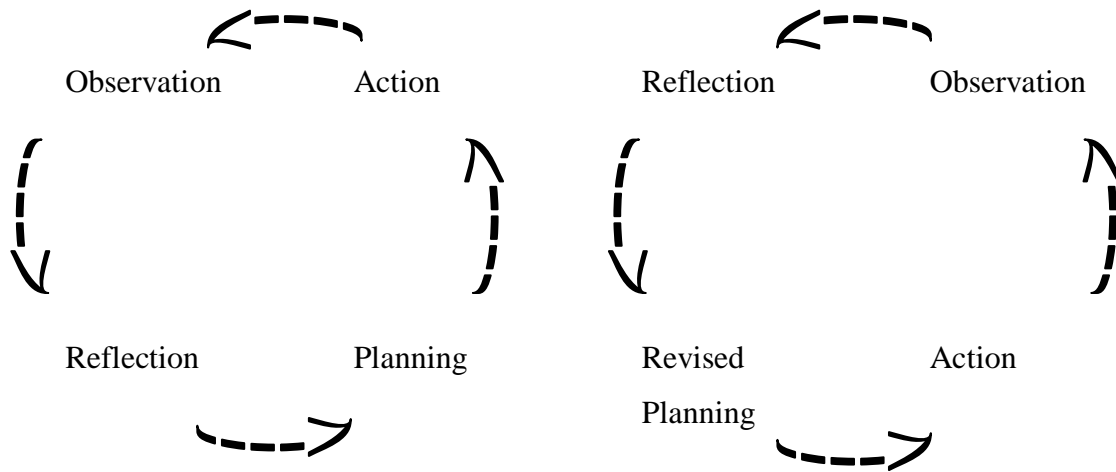


Figure 3.1. Kemmis Model Cycle

B. Subject of Research

The subject in this research is the second grade students of MAS BANI HASYIM BAHOROK. The total of students are 37 students.

C. Location of the research

The location in this research is the students of SMK N.1 SEI.KEPAYANG Kec. Sei.Kepayang Kanan Kabupaten Asahan.

D. Procedure of the Research

The procedure of collecting data will be conducted in two cycles. Cycle I and cycle II in which planning, action, observation, and reflection are applying in each cycle. Each cycle carry out in three meetings.

In the first meeting, the research will intend to identify students' listening achievement in understanding about narrative text before the video played, followed by giving material about narrative text base on the syllabus and curriculum. In the second meeting, the writer will playing an English video in the class and before played the video, the writer explain about what the students should do after listening. Moreover, in the third and fourth meeting, the writer measured student's performance.

For the second cycle, the assessment before applying video is not done anymore at the first meeting. In the first meeting, the writer is the review about narrative text and also about students' assessment in the previous cycle. English video will play in the second meeting provided with more explanation about the activity are done in the second meeting. Measure students' listening ability in recount text will be done finish in the fourth meeting.

E. The First Cycle

1. Planning

- a. Prepared the lesson plan
- b. Prepared all the material that will be use in this cycle (chose the right story to be play by using the media).
- c. Prepared the media, things, and tools need in teaching learning process.
- d. Prepared the assessment for this cycle.
- e. Interviewed to get information about the difficulties in learning English.

2. Action

- a. Practiced what plan in lesson plan.
- b. Teacher told the students about the goal of the activity.
- c. Teacher prepared the tool needed for the activity.
- d. Teacher played the video in the class.

- e. Student was given a chance to evaluate their experience in listening by playing the video once again to check the right answer.
- g. Teacher evaluated the whole activity

3. Observation

Observation sheet arrange before it is use in this phase and the result was use as reflection in doing the next cycle. Things that have observe:

- a. Many students still confuse about what they have to do in listening class.
- b. Many students are not get the idea about the video material.
- c. Some of the students did not interesting in the material (story).
- d. In discussion time, some students did not discuss seriously.
- e. Some students did not speak up when they were asked to answer oral question, give comment or suggestion.
- f. Some students made noise along the learning process.
- g. The instruction given by the teacher was not clear enough.
- h. Teacher is not admonish students who could not control their attitude in the class.

4. Reflection

In this phase, the writer reflection on everything is done and made conclusion as a whole. The conclusion is concern with the process and the result. Whatever the weakness or the strength found will be listed or written on the diary so that the writer could decide the next action, if it is need to video to the next cycle or not. The results of reflection were as follow:

- a. In the first cycle, some of the students have a real problem in listening. They could not get the idea of the material they heard. Besides, they did not have enough vocabularies to support their progress.
- b. Many students still confuse about what they have to do exactly in listening class as the instruction given by the teacher are not clear enough for them. Teacher spoke in English as a whole and it made the students did not really understand the words use by the teacher.

- c. The students did not get the idea about the listening script because it was play only once.
- d. The students did not ask the teacher when they found something difficult in learning process. Moreover, the teacher gave very limit time to do the discussion session.
- e. Teacher did not admonish the students who could not control their attitude and manner. The class was a little bit noisy.
- f. The teacher did the reflection base on the observation. In the next cycle, teacher improve her ability in opening the class, gave more motivation for the students in order to attract their interest in listening.
- g. Teacher improved her ability in presenting the material the teacher would speak more slowly and clearly than before. Sometimes she use *Bahasa* so the students could get her idea.
- h. In controlling the class, the teacher would move around the room while the learning process happens. Teacher warn the student not to make noise in the class.
- i. Teacher will be playing the English video twice so the students could understand the material given.
- j. Teacher chose the simplest and interesting story to attract the students.

F. The Second Cycle

1. Planning

- a. Preparing the lesson plan by considering the reflection in Cycle I and making improvement for the things which have to be improve.
- b. Prepared all the material that will be use in this cycle (in form of brief review).
- c. Prepared all things to discuss in cycle II. It is use to decrease students difficulties found in the previous cycle.
- d. Prepared the assessment for this cycle.
- e. Prepared the media, things, and tools need in teaching learning process.
- f. Chose the simplest and more interesting listening material to be played in this cycle.

2. Action

- a. Practice what planning in the lesson plan.
- b. Teacher told the students about the goal of the activity.
- c. Teacher gave clearer explanation in order to avoid any misunderstanding, so the students could understand what they should do in listening class. Sometimes, the teacher use *bahasa* if the students did not understand the words she said while giving explanation.
- d. Teacher play the video in the class.
- e. Teacher move around the students in order to control the class.
- f. Teacher of admonish the students who could not control their voice, manner, and attitudes along teaching and listening process.
- g. Every student must give a chance to evaluate their listening ability.
- h. Teacher evaluated the whole activity.

3. Observation

Observation while the teaching and learning process runs in order to record how well the process of learning. There improvement in teaching and learning process of this cycle. Things observed in this cycle are:

- a. In opening the class, the teacher could attract the students with teacher's motivation.
- b. Teacher gave chance to the students to ask some question about what they did not understand yet.
- c. The students not confuse anymore about what they should do in teaching and learning process.
- d. The students understood the instruction give because the teacher mixed the language with *bahasa*, and they had chance to ask more questions about the instruction than before.
- e. The class controll well. Teacher will move around the room as long as the class went on.
- f. The students controll their voice.
- g. The students actively involved discussion session. They seriously followed the class and gave their best along the process.

- h. Some students want to speak up to answer question.
- i. The students interest with the video material presented. It showed by their face expression which is full of smile, laughs, and sometimes nods, when listening to the funny story they heard.
- j. In the end of this second cycle, the writer can interviewe some of the students. Interview is due to know students' opinion about learning English by using English video and to know their improvement in listening.

4. Reflection

In this phase, the writer reflecte of everything done and make conclusion as a whole. The conclusion must concern with the process and the result. The results of reflection as follow:

- a. The students more active and serious in teaching and learning process. They could enjoy their listening class, both the material and the task.
- b. Having to checke the students' listening result, the writer found that the students' scores have been improvement. Base on the observation sheet, the writer found that there were improvements in teaching learning process by using English video as the media.
- c. Teacher will remind all the students to do their best in listening class.
- d. Most students could control their voice because they had already known their responsibility in study.
- e. Most students do their homework and all tasks given.
- f. The students more interesting in listening to a funny and simple material (story) than a serious one.
- g. The mean of students' score in listening achievement has been reach while the mean score target was only 75. So, the writer decided to stop the cycle in cycle II.

G. The Instrument of Collecting Data

This research apply write test in form of multiple choice test to assess students' listening achievement. In this case, the students answer is use as the

quantitative data. The students are give to watching English video at the moment, after that the students will answers the question form of multiple choices.

Beside the test, the writer also use questionnaire, interview, and diary note as the instrument for collecting qualitative data, which the writer wants to identify what is really happen in the classroom.

Questionnaire is a widely use and useful instrument for collecting survey information, providing structure, often numerical data being able to be administrate without the presence of the researcher. There are several kinds of question and response models in questionnaires such as dichotomous question, multiple-choice question, rating scales, and open-ended question. In this research, the writer will use rating scale as the models of questionnaires while grouping the scale into four ranks based on Linker Scale: strongly agree (3), agree (2), disagree (1).

Interview is conduct to investigate the improvement of teaching and learning process for both teacher and students. There are several types of interview, informal conversational interview, interview guide approach, standardized open-ended interview, and closed quantitative interviews. In this research, informal conversational interview had used in order to assess or evaluate teaching and learning process.

H. Technique of Data Analysis

This research will apply qualitative and quantitative data. The qualitative data take from the diary notes, observation sheet, and interview will use to describe the situation during the teaching and learning process. It will use to analyze the improvement of the students' listening achievement in each cycle.

For questionnaire, rating scale is use by grouping the scale into four ranks base on Liker Scale: strongly agree (3), agree (2), disagree (1). To find out the class mean score in every meeting.

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Class Mean Score
 $\sum X$ = Total Score
 N = Total number of student

To categorize the number of master student, the following formula is applied:

$$P \frac{R}{T} \times 100 \%$$

Where: P = Percentage of student getting score ≥ 75
 R = Number of student getting score ≥ 75
 T = Total number of student taking the test
 75 = Minimum completeness criteria (KKM)

CHAPTER IV

THE DATA AND DATA ANALYSIS

A. The Data

This research was conducted in second class (XI-A) consist of 37 students. It was accomplished in two cycles. Every cycle has four meetings so there were eight meetings altogether. This research analyzed the data from the diary notes, observation sheet and the assessment result which had been done in every cycle.

A.1 The Quantitative Data

The quantitative data were taken from the assessment result carried out in two cycles which was conducted by applying four steps action research. In the first meeting of cycle I, the students were given an assessment and reviewed in cycle II. In the rest meeting of every cycle, the students were taught by using English video. The assessment was given in the fourth meeting of every cycle.

A.2 The Qualitative Data

The qualitative data which were taken from the diary notes (appendix H) implied that the students were interesting in learning narrative through English video material. The observation sheet results (appendix L) showed that the students were active and enthusiastic in learning. They are able to improve their listening ability through English video material, although some of the students, at the beginning, were hard to understand the material. But finally, almost of the students are motivated to have the listening class.

B. Data Analysis and Description

This research analyzed quantitative and qualitative data which were gathered along teaching and learning process in both cycle.

a. Quantitative Data

The quantitative data were taken from the assessment result. The results of the students' scores in each cycle can be seen as follows:

Table 4.1 Score of the Students in Listening Assessment

No	Initial Name	First Assessment (test before applying the video)	Second Assessment (test in cycle I)	Third Assessment (test in cycle II)
1	AC	70	80	90
2	AH	50	60	70
3	AJ	80	80	90
4	AM	60	70	80
5	ANA	60	70	90
6	ANS	70	80	90
7	ARS	60	60	70
8	CMI	40	50	70
9	DMS	70	80	90
10	DN	60	70	80
11	ES	50	60	80
12	HSBP	70	80	90
13	HJS	50	60	70
14	HAT	50	70	80
15	IUH	50	60	80
16	IS	50	60	70
17	LHW	40	50	70
18	MAA	60	70	90
19	MBNR	50	60	70
20	MMS	60	70	80
21	NSL	60	70	80

22	NH	70	80	90
23	NRR	80	80	90
24	NW	50	70	80
25	RPS	40	50	70
26	RDHH	50	60	70
27	RDD	60	70	90
28	RA	60	70	80
29	RCN	50	60	80
30	RP	50	60	70
31	RRH	40	50	70
32	RTN	40	50	70
33	SMR	50	60	70
34	SDA	50	60	70
35	SPW	50	60	80
36	TWR	60	60	70
37	YTP	60	70	80
	Sum	2270	2480	2910
	Mean	61, 35	67. 02	78, 64

Table above showed the improvement of students' score in every cycle. The score increased from the first assessment in the last assessment by calculating the mean of students' score. From the first assessment, total score was 2270 and the mean was 61, 35. From the second assessment (in cycle I), total score was 2480 and the mean was 67, 02. From the third assessment (in cycle II), total score was 2910 and the mean was 78, 64. Highest score was achieved by the students in assessment during cycle II. The calculation of the score can be seen in appendix C.

b. Students' Score Improvement

The improvement of students' score from cycle I to cycle II is described as below:

Table 4.2. Range of students' score improvement

No	Range of score improvement	Initial Name	Total	Percentage
1	1-10 points	AC, AH, AJ, AM, ANS, ARS, DMS, DN, HSBP, HJS, HAT, IS, MBNR, MMS, NSL, NH, NRR, NW, RDHH, RA, RP, SMR, SDA, TWR, YTP	25	67, 57 %
2	11-20 points	ANA, CMI, ES, IUH, LHW, MAA, RPS, RDD, RCN, RRH, RTN, SPW	12	32, 43 %

The results in cycle I showed that students who got score improvement 1-10 points were twenty five students (67, 57%), and students who got score improvement 11-20 points were twelve students (32, 43%). It will be described clearly as follows:

a. Students who got improvement about 1-10 points

There were twenty five students who got improvement score about 1-10 points.

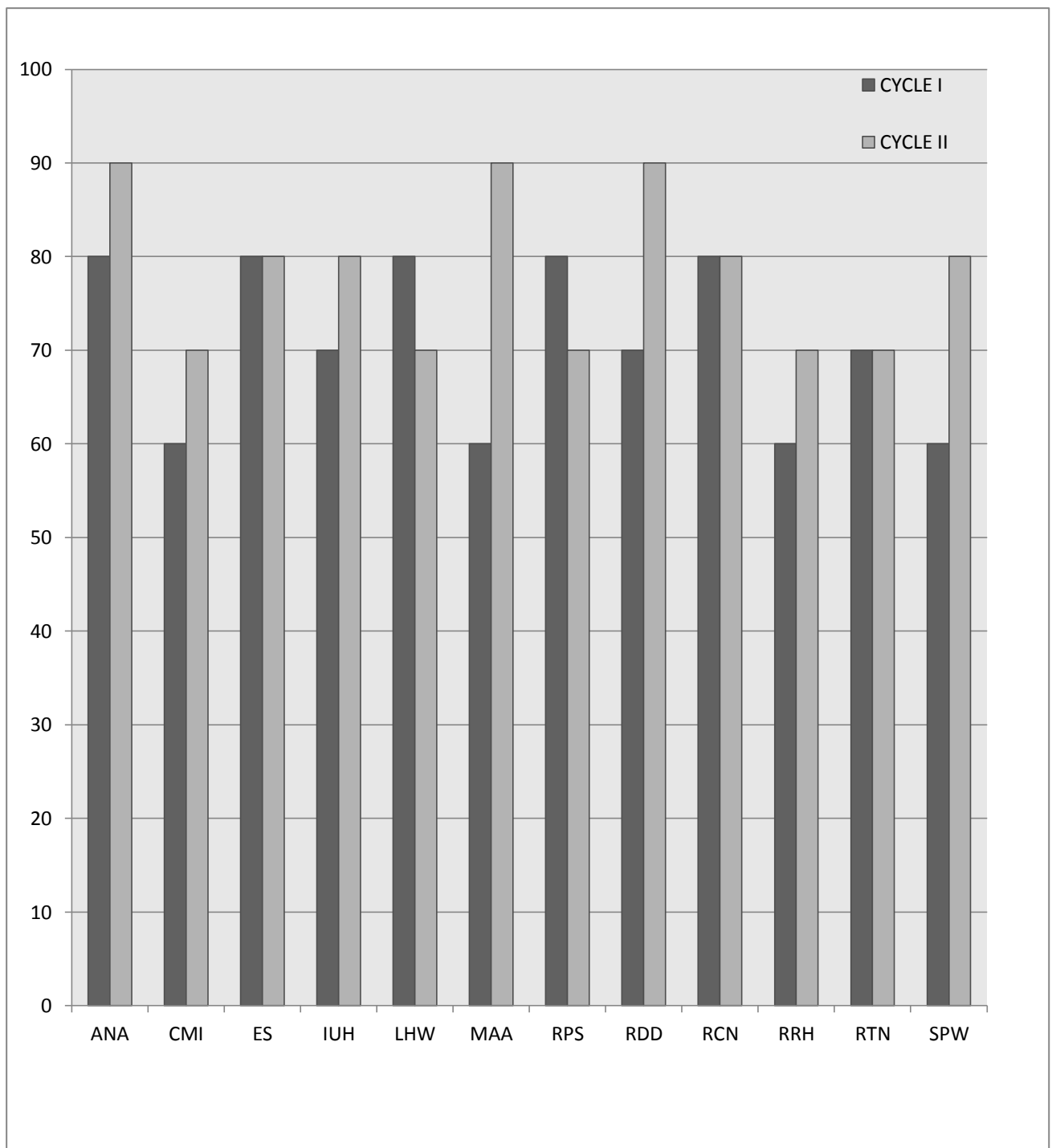


Figure 4.2.1.1 (a) Students who got score improvement about 1-10 points

The writer found that these students were active students and paid good attention to the listening material and teacher's explanation. Some of them got low score in cycle I but they improved themselves by giving more attention to the

material and were actively involved in the listening activity. They did the task and daily homework that makes their progress better. However, few students still had problem with vocabulary so they were not able to fully understand the English words they heard.

b. Students who got improvement about 11-20 points

There twelve students who got improvement score about 11-20 points.

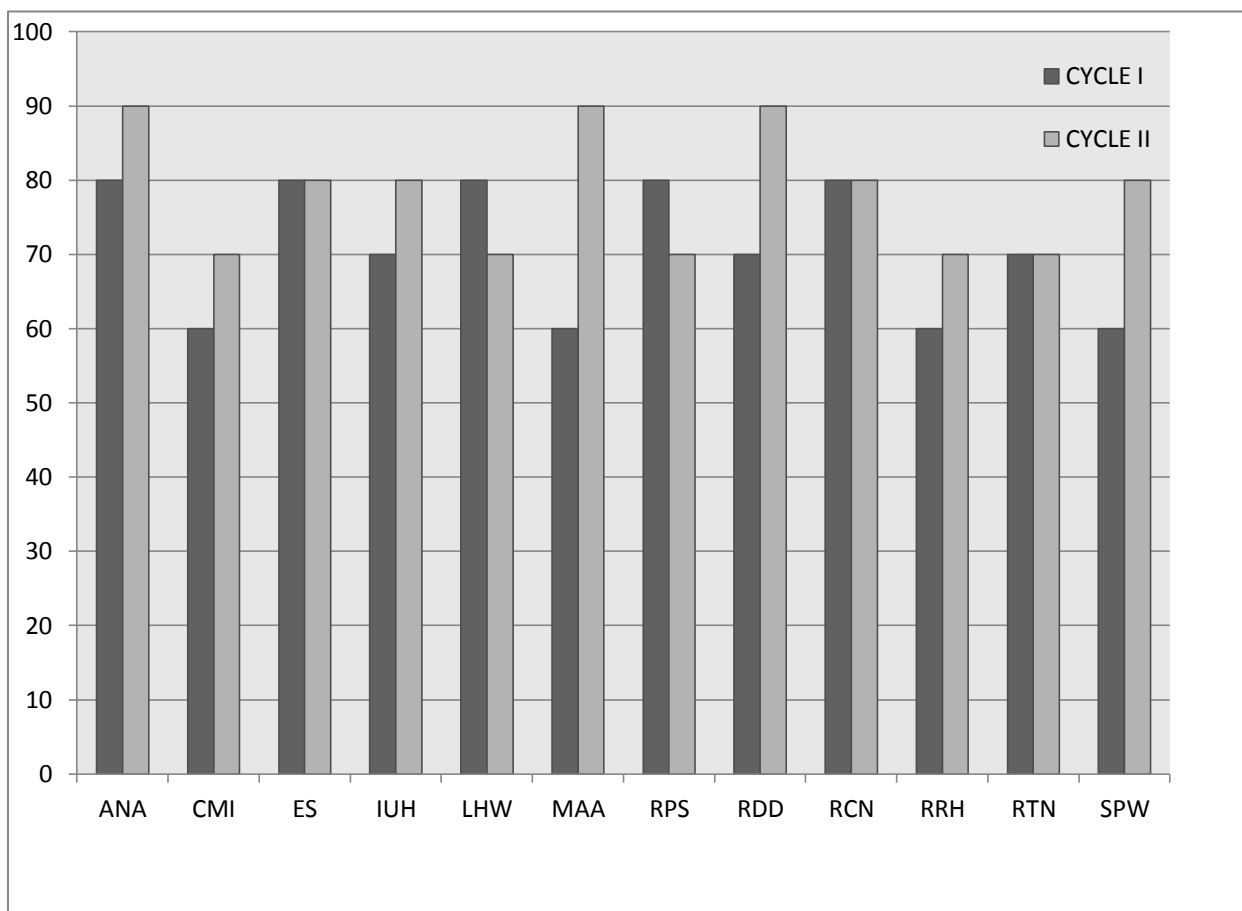


Figure 4.3 (b) Students who got score improvement about 11-20 points

All of these students showed a great improvement in understanding the words or sentences they heard. They also had the good comprehension about the material. It can be said that all students have paid good attention to the teacher's explanation and focused on the listening material. (All of the data can be seen in appendix F).

The result showed the improvement of students' scores in each cycle when the English video was played. The score of mastering and competence in achieving listening skill in that school is 75. Therefore, this rule applied on the students' score which has been occupied, it can be found by applying Groundlund's formula (see appendix D and E).

To know the improvement of students' listening score by using English video can be seen from the mean of the score of each cycle through this formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean score
 $\sum X$ = Total score
 N = The total number of students

In the first assessment, total score ($\sum X$) was 2270 and the total number of the students (N) was 37, so the mean score (\bar{X}) was:

$$\bar{X} = \frac{2270}{37} = 61, 35$$

In the second assessment in the first cycle, total score ($\sum X$) was 2480 and the total number of the students (N) was 37, so the mean score (\bar{X}) was:

$$\bar{X} = \frac{2480}{37} = 61, 02$$

Then, in the third assessment in the second cycle, total score ($\sum X$) was 2910 and the total number of the students (N) was 37, so the mean score (\bar{X}) was:

$$\bar{X} = \frac{2910}{37} = 78, 64$$

So, the improvement of the students mean score in listening by using English video can be seen in table below:

Table 4.4 The improvement of students' means score in listening:

No	Test/ assessment	Meeting	Total Score ($\sum X$)	Mean score (\bar{X})
1	First assessment (in Cycle I)	1	2270	61, 35
2	Second assessment (in Cycle II)	4	2480	67, 02
3	Third assessment (in cycle II)	8	2910	78, 64

From the table conducted, it can be analyze that the students' score has been improved from cycle to cycle, from the first assessment until the last assessment. The assessment score during cycle II was higher than assessment score during cycle I.

To categorize the number of master student (those who got score ≥ 75), the following formula was applied:

$$P \frac{R}{T} \times 100 \%$$

Where: P = Percentage of student getting score ≥ 75

R = number of student getting score ≥ 75

T = the total number of student taking the test

*75 = the minimum completeness criteria

The percentage of master student in the first assessment before applying English video in cycle I (P1):

$$P1 = \frac{2}{37} \times 100 \% = 5,4 \%$$

The percentage of master student in second assessment during cycle I (P2):

$$P2 = \frac{7}{37} \times 100 \% = 18,91 \%$$

The percentage of master student I third assessment during cycle II (P3):

$$P3 = \frac{22}{37} \times 100 \% = 59,45 \%$$

So, the percentage of master students in listening by using English video can be seen in the table below:

Table 4.5 The percentage of master students

No	Test/ assessment	Students who got the score ≥ 75	Percentage
1	First assessment (in Cycle I)	2	5,4 %
2	Second assessment (in Cycle II)	7	18,91 %
3	Third assessment (in cycle II)	22	59,45 %

In the first assessment before applying the English video, there only two students who got up to 75 points (5,4 %). The percentage of students' listening score after being taught by using English video in teaching narrative video was increased. It can be seen at the end of the cycle I where the number of master students was 18, 91 %. Then, at the end of cycle II, there were twenty two students who got 75 points (59, 45%). The data showed that teaching narrative story by using English video material can improve students' listening achievement.

B.1 Qualitative Data

The qualitative data were taken from diary notes, observation sheets and questionnaire sheets that gained within two cycles.

a. Diary Notes

Diary note is aimed to note personal evaluation about the situation of the class while teaching and learning process related to progression achieved. It was written shortly after doing a meeting. From the research done along two cycles, it was found that the students still confused in understanding narrative video in the first and second meeting. It seemed that they were not interesting enough in listening to the narrative video. In cycle I, the researcher used English video as the media and did the listening class in classroom. After doing this activity more times, the students finally showed good response and they were interesting in the story they heard, even though some of the students still made some noise and did not pay good attention to the listening activity, they were enjoying the material and feeling comfort in listening class. (For complete data, see appendix H)

b. Observation Sheet

The observation sheets were gained to investigate the situation and the problems found during teaching and learning process. This observation sheet was filled by the collaborator. During the research, the students showed a good response to the whole lesson. They also paid more attention to teacher's explanation by giving some questions at discussion session. It makes the learning process become more interesting and, overall, the students were students were active and their score were improved from cycle to cycle. From the observation sheet, it can be concluded that using English video material in learning narrative video through listening can help the teacher to create a good atmosphere inside the class and increase students' motivation to learn narrative video. (For complete data, see appendix L)

c. Questionnaire Sheet

There was questionnaire sheet in the last meeting. The questionnaire sheet used to know students' opinion about English subject, narrative video, and listening comprehension. After calculating the score in the questionnaire sheets by using Liker Scale, it was found that 90, 01 % students were agree and 9,99% students disagree that English video can improve their ability in understanding

narrative video. They enjoyed listen to the narrative text in listening class. The questionnaire sheet can be seen in appendix I.

C. Research Phase

Cycle I was done in four meetings. It was started by introducing narrative story. Then in the second meeting, the researcher continued the explanation of narrative text and giving more examples in order to encourage students' understanding. In third meeting, the researcher began to teach narrative text by using English video which is consisted of narrative story. Then in the last meeting in cycle I, the researcher gave a listening test (try-out) to know the progress of the students in understanding narrative text.

This research was conducted by planning where the concept of the whole cycle I was arranged, then prepared listening material and also the media. The research also did the action based on teaching steps, the students were taught how to understand narrative story by watching to the narrative story. They were also taught how to analyze generic structure of narrative text and its language feature.

The students listening test were given in each cycle but the score had been taken only from the first, the fourth, and the last meeting as the try-out. After the action steps finished, the research would be observed and reflected (evaluated). The scores collected would be analyzed.

In observation step, the research was accompanied by a collaborator (one of the English teachers from the school) to observe all things occurred in teaching and listening process. There were many things found along the process; students were active although some of them still made noise and did not seriously follow the instruction. Most of the students were shy to ask question or speak their mind when there came the discussion session. Besides, the researcher was also observed by a collaborator (other English teacher) to know the progress of the research's way of teaching.

Reflection was done to recover all problems found in cycle I. There were two scores used to analyze the progress; score of the first test (first meeting) and score of the second test (fourth meeting). From the data collected, it is found that the score in the fourth meeting improved and was better than the score in the first

meeting, although there were so many students who could not reach the minimum completeness criteria which is 75 points. The researcher gained as much as information from the test result and students attitudes while following the lesson. Besides, diary notes and observation sheet were used to evaluate the whole process. From the whole data (qualitative and quantitative), the researcher concluded that the second cycle was needed in order to get better result and to see the real progress of teaching and learning process.

Then, it came to a conclusion that it was necessary to conduct cycle II for the next meeting. This cycle also consisted of four meetings. The researcher still focused on how to improve students' listening achievement by using tape. The researcher started to prepare the lesson plan, some narrative stories and the media (English video), and also made some daily exercises. The researcher tried to give clearer explanation about how video material could help them in understanding narrative text. The test (try-out II) was given in the last meeting of cycle II.

The researcher helped the students to understand the instruction by translating some difficult words into *Bahasa*. The researcher also guided the students to find the generic structure and language features of narrative. Daily tasks were given in every meeting and the students were asked to work individually, but sometimes collaboratively, in finishing their homework. Here, the researcher focused on the discussion and attracted the students to speak their mind about the lesson.

After doing the observation, the researcher found that the students were more enthusiastic, serious, and focus on the listening material. It seemed that they were interesting with the new stories provided by the researcher. Also, the researcher was observed once again by a collaboration (teaching partner) while doing the second cycle. Questionnaire sheets were also given in the end of cycle II. The result showed that the students enjoyed the teaching the teaching and learning process. English video with the story helped the students to improve their listening skill and also to understand narrative story.

As the reflection, the research successfully controlled the students and manages the times. Besides, the score of each student, especially in cycle II, was getting better and better. Totally, cycle II run effectively and goal of this research

had been reached. So, the researcher did not need to continue to the next cycle (cycle III).

D. Research Finding

The result of two cycles indicated that there was an improvement on students' listening achievement in narrative text by using English video. After collecting the data, the mean of students' score before applying English video in cycle I increased from 61, 35 to 67, 02. There were thirty three students who were able to improve their score from the first assessment to the second assessment along cycle I. They could improve their score because they had learnt how to listen through taped material and how to fully concentrate on it.

The observation of cycle I, it is found that some students had difficulties in understanding listening material. There were four students who did not showed score improvement, they were AJ, ARS, NRR, and TWR. They still have not got a real improvement along the process because they were lack of concentration on the listening material. They did not really focus on the English video. They had difficulties in understanding the words or sentences (lack of vocabulary) and they did not really understand the generic structure of narrative story. This condition might be happened because the teacher played the English video only once that made the student difficult to find the idea about the listening material.

Besides, some of the students were not interested in material played because the content of the material was little bit difficult to understand. Also, students were given a limited time to ask questions and share their opinion about listening activity. Sometimes, the students disturbed other friends when having the discussion time, they were not serious in following the listening class and could not increase their score. Cycle I still had much weakness, that's why the writer decided to conduct cycle II.

In cycle II, the mean score was 78, 64. The percentage of students who got points up to 75 was higher and higher although there were some students who could not pass the standard. After giving action in cycle II, finally the students could understand what they should do in listening class. Misunderstanding was still happened in this cycle but it was much better than before. It was because the

teacher played the English video twice in order to help students to get the idea of the whole story. The researcher found that it is easier for the students to understand the narrative story when the teacher played the English video more time because, according to the students, they were able to get more information whether the story was played once more. But most of the students showed an improvement from cycle to cycle.

The observation cycle II, it is seen that most of the students got interested to the material given. Teacher chose short and more interesting story which was consisted of most familiar words. All of the students enjoyed the story played and they were given a wider chance to ask questions. Based on the description above, it was found that students' listening achievement in narrative story can be improved by using English video.

E. Discussion

English video can add extra dimension and effect to the learning experience. They can hear and watch from the video. Narrative story with longer duration played in the former could attract few students. But in the second cycle, when the teacher played a funny story which is short in duration and consisted of familiar words, the writer found that all of the students were able to understand the material and enjoyed their listening activity.

In the first cycle, when the teacher played the English video only one times and the material given was not interesting, students had a little improvement. In the second cycle, when the teacher played the English video twice and the video consisted of simple story with familiar words, students got more improvement than before. It means that the teacher had to choose the proper material to be played in a listening class. So, an interesting story with shorter duration is the best choice to be applied, and if the students could not understand the whole story, the teacher may play it once more without afraid of limited time.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After doing the script, the writer found that the use of English video in the classroom improved students' listening achievement in understanding narrative story. It was reflected from the improvement of the student's listening performance along those eight meetings. The students felt more enjoyable and interested in learning narrative story by using video. The students felt more enjoyable and interested in learning narrative story by using video. It's showed by their enthusiastic in the listening class from both cycles and their responds while they were asked about the material. All of the problem can be clearly, and the students can be improving the listening achievement in narrative text by using English video.

The writer concluded that the application of video improved students' listening achievement. It is showed by the mean score of students: before applying video (61, 35%), cycle I (67,02%), and cycle II (78, 64%).

B. Suggestion

Related to the conclusion above, some suggestions are pointed out as follows:

- a. It is suggested for English teachers to use video in listening class in order to improve students' listening comprehension. It is better to choose the appropriate video material which is completed with a good pronunciation and familiar words in order to fit the tape with the student's ability.
- b. It is suggested for the students to keep practicing their listening skill by using video so that they can understand every listening material easily. It is also useful to make a simple note about difficult words (vocabulary) so the students can find the meaning before and writer the important points due to the topic they want to listen.

- c. It is suggested for those who want to do a deeper research in the same field, try to find another way to apply media, such as video, in the listening class.

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APPENDIX**APPENDIX A****Lesson Plan****(Cycle I)****School : MAS BANI HASYIM BAHOROK****Subject : ENGLISH****Class/semester : XI A.1/2****Meeting : 1st****Kind of test : Narrative****Time allocation : 2x45 minutes****1. Standard Competence**

To communicate spoken and listening in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understand the narrative writing.
- To be able to write a narrative text.

5. Learning Material

- What is Narrative?

A narrative is kind of text having social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

- Generic Structure

The Generic Structure of Narrative consist of:

Orientation

It is the stage where the narrator gives information about the situation of characters, what they want, the time and place the story happened. In other words, it answer the questions who, when, and where. Usually, an atmosphere that makes readers or listeners want to know is created here.

Complication/problem/crisis

It is stage where a crisis arises. It is usually in the middle of the story to make the story more listening, as the main character faces problems.

Resolution

A satisfying narrative will give to the complication. However, sometimes some narrative let te readers or listeners curious about how the stories end.

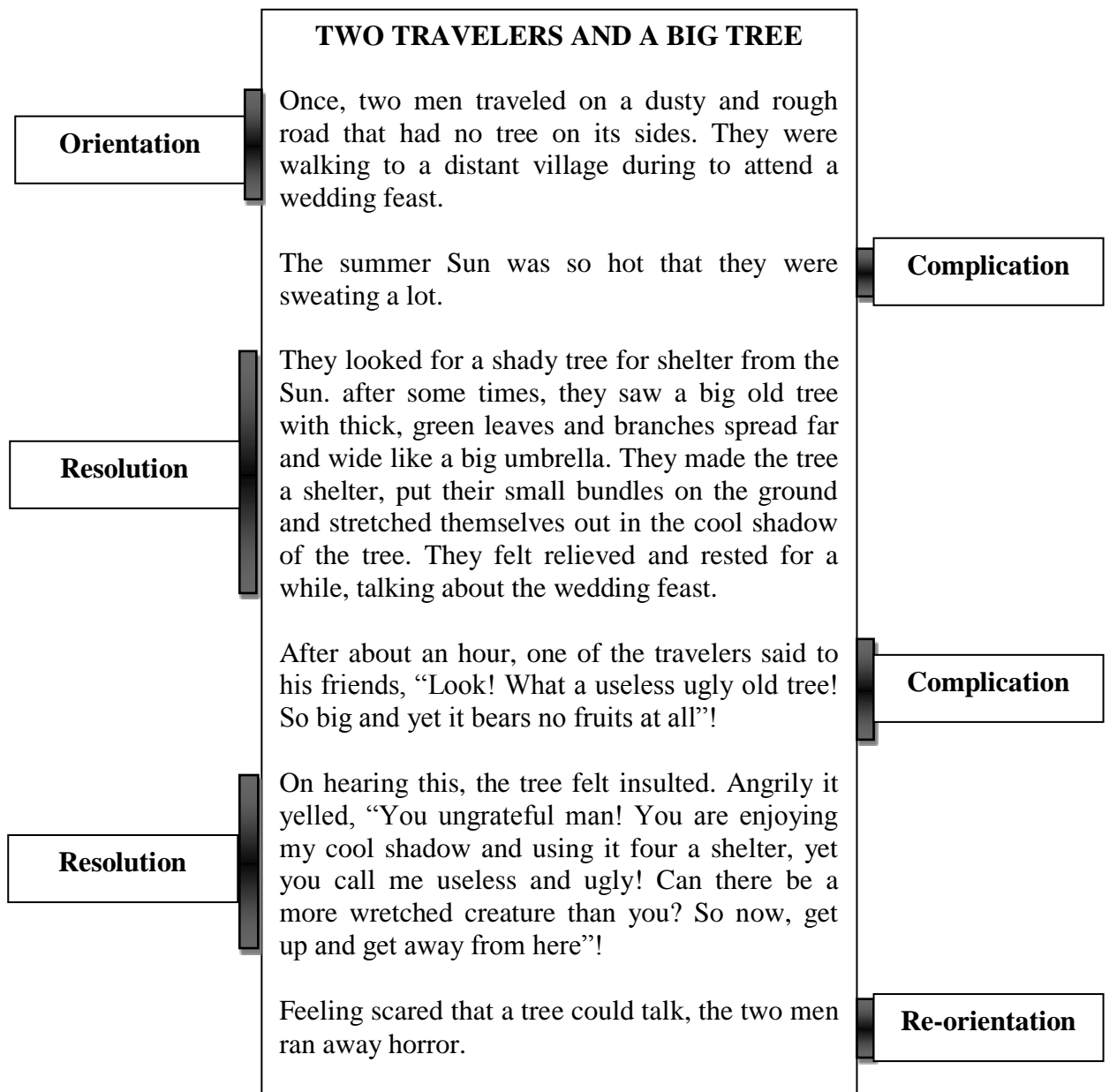
Reorientation

It is the stage which return the listeners or readers to the present and provides a kind of matic summation of the events, rather like moral value at the end of fables.

This stage is more common in spoken narratives, and is optimal.

- Feature
 - Focus on specific and usually individualized participants. Use of Action Verb (material processes): processes of material doing. They express the notion that some entity physically does something.
 - Use of past tense
 - Use of mental processes
 - Use of relational processes: states of being and having
 - Use of adverb of time

Text narrative:



6. Teaching Method

Watching a English Video

7. Source/Media:

- Video
- Speaker
- Work Sheet
- White Board

- In focus
- Laptop

8. The Procedure of Learning

No	Teacher	Students	Time
1	Opening		10'
	<ul style="list-style-type: none"> • Greeting the students and introduce the researcher • Explaining the students about the intention of doing research 	<ul style="list-style-type: none"> • Responding to the teacher's greeting • Paying attention to the teacher's explanation 	
2	Main Activities		60'
	<ul style="list-style-type: none"> • Giving orientation test • Explaining the students about the orientation, resolution, complication, and re-orientation in narrative text • Giving the example of narrative text • Guiding the students to underline the generic structure 	<ul style="list-style-type: none"> • Doing orientation test • Paying attention to the teacher's explanation • Paying attention to the example • Paying attention to the teacher's instruction 	
3	<ul style="list-style-type: none"> • Asking the students to listen the narrative text about their desk mate 	<ul style="list-style-type: none"> • listen of something 	10'
	Closing		
	<ul style="list-style-type: none"> • The teacher invite the students to summarize the lesson 	<ul style="list-style-type: none"> • Summarizing the lesson 	

-
- The teacher ends the lesson and say goodbye to the students
 - Saying goodbye to the teacher
-

9. Evaluation

Asking the students to listen a narrative text under the title
“Cinderella”

Lesson Plan**(Cycle 1)****School : MAS BANI HASYIM BAHOROK****Subject : ENGLISH****Class : XI A****Semester : II****Meeting : 2nd****Kind of text : Narrative****Time allocation : 2x45 minutes****1. Standard Competence**

To communicate spoken and listening in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the narrative writing.
- To be able to write a narrative text.

5. Learning Material

Narrative Text

Fill the blank with the words you heard.

The Lion and the Mouse

Once, when lion was _____, a little mouse began _____ up and down _____ him, this soon awakened the lion, who placed his huge _____ upon him, and _____ his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall _____ forget it; who knows but what I may be able to do you a _____ some of these _____?"

The lion was so _____ at the idea of the mouse being able to help him, that he _____ up his paw and let him go.

Answer key

1. Asleep
2. Running
3. Upon
4. Paw
5. Opened
6. Never
7. Turn
8. Days
9. Tickled
10. Lifted

6. Teaching Method

Watching a English Video

7. Source/Media:

- Speaker
- Laptop
- Infokus

- Work Sheet
- White Board

8. The Procedures of Learning

No	Teacher	Students	Time
1	<p>Opening</p> <ul style="list-style-type: none"> • Greeting the students • Reminding last lesson 	<ul style="list-style-type: none"> • Responding the teacher • Paying attention to the teachers' explanation 	10'
2	<p>Main activity</p> <p>Enroll</p> <ul style="list-style-type: none"> • Playing an instrumental video from the laptop before starting the lesson • Explaining how to use past tense and attribute verbs in narrative text <p>Experience</p> <ul style="list-style-type: none"> • Giving instruction about "<i>Who is in the video</i>" game to make the students easier to build a sentence by using the past tense and attributes verb in narrative text <p>Learn and Label</p> <ul style="list-style-type: none"> • Guiding the students to form their group that 	<ul style="list-style-type: none"> • Listening to the video • Paying attention to the teacher's explanation • Paying attention to the teacher's instruction and trying to describe the teacher's video in interrogative form • Forming their group 	60'

consists of 5 students
every group

- Showing a video
- Guiding the students to discuss how to describe something in the video by using the past tense and attributes verb.
- watching a video
- Discussing something in the picture by using the past tense and attributes verb.

Demonstrate

- Asking students to answer the blank word from the watching a video.
- Students come to the front of the class to answer their work on the board.

Review an Reflection

- Asking the students to review the lesson and reflecting for experiences that students get from the lesson.
- Reviewing the lesson and reflecting for experiences that students get from the lesson.

3

Closing

Celebrating

- Asking the students to appreciate their efforts in the activity of the lesson
- Celebrating the meeting by giving applause for all in the classroom.
- Giving applause for all in the classroom.

10'

9. Evaluation

In pairs, asking the students to watching a video.

Lesson Plan

(Cycle 1)

School : MAS BANI HASYIM BAHOROK

Subject : ENGLISH

Class/Semester : XI A.1/2

Meeting : 3rd

Kind of Text : Narrative

Time allocation : 20x45 minutes

1. Standard Competence

To communicate spoken and listening in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the narrative writing.
- To be able to write a narrative text.

5. Learning Material

Narrative Text

Ockok the Owl and Wak the Hawk

One upon a time, in the dreamtime, there was a little owl. His name was Ockok. There was also a little hawk. His name was Wak. Ockok and Wak were brothers. They both had the same mother but they had different fathers. Since they were young, they had lived in different countries. Ockok lived in a country that did not have much food, so he spent most of his time looking for food.

One day, Wak came to visit his brother and said to him, “Ockok, why do not you come and live in my country? There is plenty of food there. In my country, there is enough food for both of us.”

Ockok decided to go with his brother Wak. They lived together in Wak’s country. Every morning, as the Sun was just beginning to shine, Wak would wake up his brother and say, “Come on! Time to get up! Off you go! Go into the bush and look for food! There is plenty of food in the bush around here.”

Ockok went into the bush and looked for food all day. One evening, Ockok brought lots of yams back with him. Ockok said, “Look what I have got lots of yams! I found them in the bush. Let’s cook them now and eat them!” “Oh, no!” said Wak. “We cannot eat those yams. Those yams are sacred to my family.” Wak took the yams from Ockok and threw them away.

“Oh, sorry,” said Ockok. “I did not know. Tomorrow I will go into the bush and look for fish rather than yams.” The next day Ockok went out again to look for food. In the evening he brought fish back with him. But Wak said, “We cannot eat those fish either! Those fish are sacred to my family too.” Wak took the fish from Ockok and threw them away too.

That night Ockok went to sleep without eating any dinner. In middle of the night, while Ockok was sound asleep, Wak got up and gathered all the food that he had thrown away. He ate it all and then went back to sleep.

One day Ockok found out about this. However, he did not like to argue with Wak, so he said, “It is true that we are brothers, but, from now on, I’m going to live by myself.”

Ockok left his brother and found a new place to live by himself. During the day time, Ockok went into the bush to look for food. He found a lizard. That evening he cooked the lizard and was just about to eat it when his brother, Wak, arrived. Wak said, “Do not eat that lizard, Ockok! It is a sacred lizard. Throw it away!”

“This lizard is not sacred, Wak. It is my food. Go away and leave me alone!” said Ockok.

But Wak did not go away! Instead, he bent down and picked up a handful of sand and threw it into his brother’s eyes. Then Wak grabbed the lizard from Ockok and ran into the bush to eat it.

From that time until now, Ockok, the owl, has not been able to see well. Ockok thinks that night and day are the same. That is the reason that he only goes into the bush to look for food at night. If he looks for food in day time, Wak his brother will come and grab all his food. Today, all owls hunt for food at night. In the dreamtime, Wak, the hawk man, tried to trick his brother Ockok, the owl man.

(Adapted From English Book, Look Ahead for Grade XII Senior High School)

The analysis:

a. Text Organization

- Orientation:

One upon a time, in the dreamtime, there was a little owl. His name was Ockok. There was also a little hawk. His name was Wak. Ockok and Wak were brothers. They both had the same mother but they had different fathers. Since they were young, they had lived in different countries. Ockok lived in a country that did not have much food, so he spent most of his time looking for food.

The writer to introduce the background or the setting of the story in order to build readers’ basic concept about the chronological aspect (time and place) of the whole story.

- **Complication:**

One day, Wak came to visit his brother and said to him, "Ockok, why do not you come and live in my country? There's plenty of food there. In my country, there is enough food for both of us."

Ockok decided to go with his brother Wak. They lived together in Wak's country. Every morning, as the Sun was just beginning to shine, Wak would wake up his brother and say, "Come on! Time to get up! Off you go! Go into the bush and look for food! There is plenty of food in the bush around here."

Ockok went into the bush and looked for food all day. One evening, Ockok brought lots of yams back with him. Ockok said, "Look what I have got lots of yams! I found them in the bush. Let's cook them now and eat them!"

"Oh, no!" said Wak. "We cannot eat those yams. Those yams are sacred to my family." Wak took the yams from Ockok and threw them away.

"Oh, sorry," said Ockok. "I did not know. Tomorrow I will go into the bush and look for fish rather than yams."

The next day Ockok went out again to look for food. In the evening he brought fish back with him. But Wak said, "We can not eat those fish either! Those fish are sacred to my family too." Wak took the fish from Ockok and threw them away too.

That night Ockok went to sleep without eating any dinner. In middle of the night, while Ockok was sound asleep, Wak got up and gathered all the food that he had thrown away. He ate it all and then went back to sleep.

"This lizard is not sacred, Wak. It's my food. Go away and leave me alone!" said Ockok.

But Wak did not go away! Instead, he bent down and picked up a handful of sand and threw it into his brother's eyes. Then Wak grabbed the lizard from Ockok and ran into the bush to eat it.

The Problem arises and makes the story become so complicated (reaches the climax).

- Resolution:

From that time until now, Ockok, the owl, has not been able to see well. Ockok thinks that night and day are the same. That is the reason that he only goes into the bush to look for food at night. If he looks for food in day time, Wak his brother will come and grab all his food. Today, all owls hunt for food at night. In the dreamtime, Wak, the hawk man, tired to trick his brother Ockok, the owl man.

Here, the writer tries to add some solution to solve all the crises stated in the story (anti-climax).

6. Teaching Method

Watching a Video

7. Source/Media:

- Laptop
- Video
- Speaker
- Work Sheet
- White Board

8. The Procedures of Learning

No	Teacher	Students	Time
1	Opening		10'
	<ul style="list-style-type: none"> • Greeting the students • Checking the attendance of the students 	<ul style="list-style-type: none"> • Responding to the teacher's greeting 	
2			60'

3	<p>Main Activities</p> <ul style="list-style-type: none"> • Reviewing the Orientation, resolution, complication and re-orientation of narrative text <p>Closing</p> <ul style="list-style-type: none"> • Motivating the students to listen in English • Closing the lesson and saying goodbye 	<ul style="list-style-type: none"> • Listening to the teacher's explanation <p style="text-align: right;">10'</p>
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9. Evaluation

Asking the students to watching a many story.

Lesson plan
(Cycle 1)

School : MAS BANI HASYIM BAHOROK
Subject : ENGLISH
Class/Semester : XI A.1/2
Meeting : 4th
Kind of Text : Narrative
Time allocation : 2x45 minutes

1. Standard Competence

To communicate spoken and listening in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in descriptive text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the narrative writing.
- To be able to write a narrative text.

5. Learning Material

a. Watching a English Video

- The Title “ **Cinderella part III**”
- Duration : **10 minute**

b. Social function : Describing a particular person, place in detail.

c. The generic structure

Identification is the part of the character.

6. Language Features

Use the past tense

7. Teaching Method

Watching a English Video

8. Source/Media:

- Video
- Laptop
- Speaker
- Work Sheet
- White Board

9. The Procedure of Learning

No	Teacher	Students	Time
1	Opening		10'
	<ul style="list-style-type: none"> • Greeting the students • Checking the attendance of the students • Reminding the students about the last lesson 	<ul style="list-style-type: none"> • Responding the teacher's greeting • Paying attention to the teacher's explanation 	
2	Main Activities		60'
	Enroll		
	<ul style="list-style-type: none"> • Playing a video • Planning how to describe physical feature 	<ul style="list-style-type: none"> • Listening to the video • Paying attention to the teacher's explanation 	
	Experience		
	<ul style="list-style-type: none"> • Guiding the students to play Guessing a thing in the class game 	<ul style="list-style-type: none"> • Paying attention to the teacher's instruction about the game 	

-
- Asking the students to try to describe the thing
 - Trying to describe the thing meant by the thing

Learn and label

- Guiding the students to form their group that consists of 5 students every group
- Distributing character from Cinderella part III to each group
- Asking the students to describe those character in their group
- Forming their group
- Paying attention to the pictures
- Describing those pictures in group

Demonstration

- Asking one delegation from every group to describe one of the character
- Listening and Writing the description of the picture on the whiteboard

Reviewing and Reflection

- Asking the students to review the lesson and reflecting for experiences that students get from the lesson
- Reviewing the lesson and reflecting for experiences that students get from the lesson

3

10'

Closing

Celebrating

- Asking the students to
 - Trying to appreciate groups' efforts in the
-

-
- | | |
|---|--|
| appreciate their efforts
in the activity of the
lesson | activity of the lesson |
| <ul style="list-style-type: none">• Celebrating the
meeting by giving
applause for all in the
classroom | <ul style="list-style-type: none">• Giving applause for
all in the classroom |
-

10. Evaluation

Asking the students to listening a narrative text from the video.

Lesson plan
(Cycle 2)

School : MAS BANI HASYIM BAHOROK
Subject : ENGLISH
Class/Semester : XI A/2
Meeting : 5th
Kind of Text : Narrative
Time allocation : 2x45 minutes

1. Standard Competence

To communicate spoken and written in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the descriptive writing.
- To be able to write a narrative text.

5. Learning Material

a. Watching a English Video

- The Title “**Rapunzel**”
- Duration : **10 minute**

b. Social function : Describing a particular person, place in detail.

c. Language Features:

- Use the past tense

6. Teaching Method

Watching a English Video

7. Source/Media:

- Video
- Laptop
- Speaker
- Work Sheet
- White Board

8. The Procedures of Learning

No	Teacher	Students	Time
1	Opening <ul style="list-style-type: none"> • Greeting the students • Checking the attendance of the students 	<ul style="list-style-type: none"> • Responding the teacher's greeting 	
2	Main Activities <ul style="list-style-type: none"> • Reviewing the previous lesson • Conducting test cycle II, by showing some video, then asking the students to describe one of the pictures in a piece of paper 	<ul style="list-style-type: none"> • Doing the test 	
3	Closing <ul style="list-style-type: none"> • Motivating the students • Closing the lesson 		

9. Evaluation

Describing one of the video shown by the teacher in cassette.

Lesson plan
(Cycle 2)

School : MAS BANI HASYIM BAHOROK
Subject : ENGLISH
Class/Semester : XI A/2
Meeting : 6th
Kind of Text : Narrative
Time allocation : 2x45 minutes

1. Standard Competence

To communicate spoken and written in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the descriptive writing.
- To be able to write a narrative text.

5. Learning Material

a. Watching a English Video

- The Title “Cinderella”
- Duration : 10 minute

b. Social function : Describing a particular person, place in detail.

c. Language Features:

- Use the past tense

6. Teaching Method

Watching a English Video

7. Source/Media:

- Video
- Laptop
- Speaker
- Work Sheet
- White Board

8. The Procedures of Learning

No	Teacher	Students	Time
1	Opening <ul style="list-style-type: none"> • Greeting the students • Checking the attendance of the students 	<ul style="list-style-type: none"> • Responding the teacher's greeting 	
2	Main Activities <ul style="list-style-type: none"> • Reviewing the previous lesson • Conducting test cycle II, by showing some video, then asking the students to describe one of the pictures in a piece of paper 	<ul style="list-style-type: none"> • Doing the test 	
3	Closing <ul style="list-style-type: none"> • Motivating the students • Closing the lesson 		

9. Evaluation

Describing one of the video shown by the teacher in cassette.

Lesson plan
(Cycle 2)

School : MAS BANI HASYIM BAHOROK
Subject : ENGLISH
Class/Semester : XI A/2
Meeting : 7th
Kind of Text : Narrative
Time allocation : 2x45 minutes

1. Standard Competence

To communicate spoken and written in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the descriptive writing.
- To be able to write a narrative text.

5. Learning Material

a. Watching a English Video

- The Title “**The Hobbit**”
- Duration : **10 minute**

b. Social function : Describing a particular person, place in detail.

c. Language Features:

- Use the past tense

6. Teaching Method

Watching a English Video

7. Source/Media:

- Video
- Laptop
- Speaker
- Work Sheet
- White Board

8. The Procedures of Learning

No	Teacher	Students	Time
1	Opening <ul style="list-style-type: none"> • Greeting the students • Checking the attendance of the students 	<ul style="list-style-type: none"> • Responding the teacher's greeting 	
2	Main Activities <ul style="list-style-type: none"> • Reviewing the previous lesson • Conducting test cycle II, by showing some video, then asking the students to describe one of the pictures in a piece of paper 	<ul style="list-style-type: none"> • Doing the test 	
3	Closing <ul style="list-style-type: none"> • Motivating the students • Closing the lesson 		

9. Evaluation

Describing one of the video shown by the teacher in cassette.

Lesson plan
(Cycle 2)

School : MAS BANI HASYIM BAHOROK
Subject : ENGLISH
Class/Semester : XI A/2
Meeting : 8th
Kind of Text : Narrative
Time allocation : 2x45 minutes

1. Standard Competence

To communicate spoken and written in using language appropriate fluently in instructional text and monolog especially in narrative text.

2. Basic Competence

To express the nuance of meaning with the correct rhetoric development steps in listening especially in narrative text.

3. Indicators

- To identify the narrative text.
- To understand the narrative text.
- To be able to write a narrative text.

4. Objectives

After learning, the students are able to:

- To identify the narrative text.
- To understanding the descriptive writing.
- To be able to write a narrative text.

5. Learning Material

a. Watching a English Video

- The Title “Twilight”
- Duration : 10 minute

b. Social function : Describing a particular person, place in detail.

c. Language Features:

- Use the past tense

6. Teaching Method

Watching a English Video

7. Source/Media:

- Video
- Laptop
- Speaker
- Work Sheet
- White Board

8. The Procedures of Learning

No	Teacher	Students	Time
1	Opening <ul style="list-style-type: none"> • Greeting the students • Checking the attendance of the students 	<ul style="list-style-type: none"> • Responding the teacher's greeting 	
2	Main Activities <ul style="list-style-type: none"> • Reviewing the previous lesson • Conducting test cycle II, by showing some video, then asking the students to describe one of the pictures in a piece of paper 	<ul style="list-style-type: none"> • Doing the test 	
3	Closing <ul style="list-style-type: none"> • Motivating the students • Closing the lesson 		

9. Evaluation

Describing one of the video shown by the teacher in cassette.

APPENDIX B

The Analysis of Class Mean Score of Students' Listening Assessment

To find out the class mean score in each test, the following formula is applied:

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean score

$\sum X$ = Total score

N = The total number of students

$$\bar{X} 1 = \frac{2270}{37} = 61,35$$

$$\bar{X} 2 = \frac{2480}{37} = 61,02$$

$$\bar{X} 3 = \frac{2910}{37} = 78,64$$

Where : $\bar{X} 1$ = Mean of assessment before applying movie

$\bar{X} 2$ = Mean of assessment during cycle I

$\bar{X} 3$ = Mean of assessment during cycle II

APPENDIX C

The Analysis of Mastering Listening Skill

To categorize the number of master student, the following formula

(Groundlun's Formula) was applied:

$$P \frac{R}{T} \times 100 \%$$

Where: P = Percentage of student getting score ≥ 75

R = number of student getting score ≥ 75

T = the total number of student taking the test

*75 = the minimum completeness criteria

So, the calculation was as follows:

$$P1 = \frac{2}{37} \times 100 \% = 5,4 \%$$

$$P2 = \frac{7}{37} \times 100 \% = 18,91 \%$$

$$P3 = \frac{22}{37} \times 100 \% = 59,45 \%$$

Where :

P 1 = Percentage of student getting score 75 or more on assessment before applying movie

P 2 = Percentage of student getting score 75 or more on assessment during cycle I

P 3 = Percentage of student getting score 75 or more on assessment during cycle II

APPENDIX D

Table 1
The Percentage of Students' Listening Assessment

	The students got points 75 or more	The number of students done the test	Percentage
Assessment before applying movie	2	37	5, 4 %
Assessment during cycle I	7	37	18, 91 %
Assessment during cycle II	22	37	59, 45%

APPENDIX E

Table 2

The Improvement of Students' Score

(From Assessment in Cycle 1 to Assessment in Cycle II)

a. Students who got improvement score about 1-10 points	1.	AC from 80 to 90
	2.	AH from 60 to 70
	3.	AJ from 80 to 90
	4.	AM from 70 to 80
	5.	ANS from 80 to 90
	6.	ARS from 60 to 70
	7.	DMS from 80 to 90
	8.	DN from 70 to 80
	9.	HSBP from 80 to 90
	10.	HJS from 60 to 70
	11.	HAT from 70 to 80
	12.	IS from 60 to 70
	13.	MBNR from 60 to 70
	14.	MMS from 70 to 80
	15.	NSL from 70 to 80
	16.	NH from 80 to 90
	17.	NRR from 80 to 90
	18.	NW from 70 to 80
	19.	RDHH from 60 to 70
	20.	RA from 70 to 80
	21.	RP from 60 to 70
	22.	SMR from 60 to 70
	23.	SDA from 60 to 70
	24.	TWR from 60 to 70
	25.	YTP from 70 to 80
b. Students who got improvement score about 1-10 points	1.	ANA from 70 to 90
	2.	CMI from 50 to 70
	3.	ES from 60 to 80

-
4. IUH from 60 to 80
 5. LHW from 50 to 70
 6. MAA from 70 to 90
 7. RPS from 50 to 70
 8. RDD from 70 to 90
 9. RCN from 60 to 80
 10. RRH from 50 to 70
 11. RTN from 50 to 70
 12. SPW from 60 to 80
-

APPENDIX F

Pre-Test

Listen to the video carefully and fill the blank!

Cinderella

Once upon the time a girl named Cinderella lived with her stepmother and two stepsisters. Poor Cinderella had to work hard all day long so the others could rest. It was she who had to wake up each (1) _____ when it was still dark and cold to start the fire. It was she who cooked the meals. It was she who kept the fire going. The poor girl could not stay clean, from all the ashes and cinders by the fire. “What a mess!” her two (2) _____ laughed. And that is why they called her “Cinderella.” One day, big news came to town. The King and Queen were going to have a ball! It was time for the Prince to find a bride. All of the young ladies in the land were (3) _____ to come. They were wild with joy! They would wear their most beautiful gown and fix their hair extra nice. Maybe the prince would like them!

One day, big news came to town. At (4) _____ house, she now had extra work to do. She had to make two brand-new gowns for her step-sisters. “Faster!” shouted one step-sister. “You call that a dress?” screamed the other. “Oh, dear!” said Cinderella. “When can I..” The stepmother (5) _____ into the room. “When can you WHAT?” “Well,” said the girl, “when will I have time to make my own dress for the ball?” “You?” yelled the stepmother. “Who said YOU were going to the ball?” “What a laugh!” said one step-sister. “YOU?” yelled the stepmother. “Who said YOU were going to the ball?” “Such a mess!” They (6) _____ at Cinderella. All of them laughed. Cinderella said to herself, “When they look at me, maybe they see a mess. But I am not that way. And if I could, I WOULD go to the ball.” Soon the time came for the stepmother and (7) _____ to leave for the big party. Their fine carriage came to the door. The stepmother and step-sisters hopped inside. And they were off. “Good-bye!” called Cinderella. “Have a good time!” But her stepmother and step-sisters did not turn around to see her. “Ah, me!” said Cinderella sadly. (8) _____

rode down the street. She said aloud, "I wish I could go to the ball, too!" Then, Poof! All of a sudden, in front of her was a fairy. "I wish I could go to the ball, too!" "You called?" said the fairy. "Did I?" said Cinderella. "Who are you?" "Why, your Fairy Godmother, of course! I know your wish. And I have come to grant it." "But..." said Cinderella, "my wish is impossible." "Excuse me!" said the Fairy (9) _____ in a huff. "Did I not just show up out of thin air?" "Yes, you did," said Cinderella. "Then let me be the one to say what is possible or not!" "Excuse me!" said the Fairy Godmother in a huff. "Did I not just show up out of thin air?" "Well, I think you know I want to go to the ball, too." She looked down at her dirty (10) _____. "But look at me." "You do look a bit of a mess, child," said the Fairy Godmother. "Even if I had something nice to wear," said the girl, "I would have no way to get there." "Dear me, all of that is possible," said the Fairy. With that, she tapped her wand on Cinderella's head.

Post-Test 1

Listen to the video carefully and fill the blank!

Cinderella – Part II

At once, Cinderella was all clean. She was dressed in a (1) _____ blue gown. Her hair was set up high on her head inside a golden band. “This is wonderful!” said Cinderella. “Dear me, all of that is possible,” said the Fairy Godmother. “Who said I was done?” said the Fairy Godmother. She tapped her wand again. At once, a beautiful carriage came to be, with a driver and four white (2) _____. “Am I dreaming?” said Cinderella, looking around her. “It is as real, as real can be,” said the Fairy Godmother. “But there is one thing you must know.” “What is that?” “All of this lasts only to midnight. Tonight, at the stroke of midnight, it will all be over. Everything will go back to how it was before.” “Then I must be sure to leave the ball before midnight!” said Cinderella. “Good idea,” said (3) _____ Godmother. She stepped back. “My work is done.” And with that, the Fairy Godmother was gone. “All of this will last only to midnight.” Cinderella looked around her. “Did that even happen?” But there she stood in a fine gown, and with a (4) _____ band in her hair. And there were her driver and four horses before her, waiting. “Coming?” called the driver. She stepped into the carriage. And they were off. Over at the ball, the Prince did not know what to think. “Why do you have that sad look on your face?” the Queen said to her son. “Look around you! You could not ask for finer maidens than these.” “I know, Mother,” said the Prince. Yet he knew (5) _____ was wrong. He had met many of the young women. Yet after he said “hello,” one by one, he could find nothing more to say. “Look!” (6) _____ pointed to the front door. “Who is that?” All heads turned. Who was that lovely maiden stepping down the stairs? She held her head tall and (7) _____ as if she

belonged. But no one knew her. “Look!” Someone pointed to the front door. “Who is that?” “There is something about her,” said the Prince to himself. “I will ask her to dance.” And he (8) _____ over to Cinderella. “Have we met?” said the Prince. “I am pleased to meet you now,” said Cinderella with a bow. “I feel as if I know you,” said the Prince. “But of course, that is impossible.” “Many things are possible,” said Cinderella, “if you wish them to be true.” The Prince felt a leap in his heart. He and Cinderella (9) _____. When the song was over, they danced again. And then they danced again, and yet again. Soon the other maidens at the ball grew (10) _____. “Why is he dancing all the time with her?” they said. “How rude!” “Many things are possible,” said Cinderella, “if you wish it to be true.”

Listen to the video carefully and fill the blank!

Cinderella – Part III

But all the Prince could see was Cinderella. They (1) _____ and talked, and they danced some more. In fact, they danced for so long that Cinderella did not see the clock. “Dong!” said the clock. Cinderella looked up. “Dong!” went the clock again. She looked up again. “Oh, my!” she cried out. “It is almost (2) _____!” “Dong!” rung the clock. “Why does that matter?” said the Prince. “Dong!” called the clock. “I must go!” said Cinderella. “Dong!” went the clock. “Oh my!” she cried out. “It’s almost midnight!” “But we just met!” said the Prince. “Why leave now?” “Dong!” rung the clock. “I must GO!” said Cinderella. She ran to the steps. “Dong!” said the clock. “I cannot hear you,” said the Prince. “The clock is too loud!” “Dong!” rung the clock. “Goodbye!” said Cinderella. Up, up (3) _____ she ran. “Dong!” went the clock. “Please, stop for a moment!” said the Prince. “Dong!” rung the clock. “Oh, dear!” she said as one (4) _____ fell off her foot on the stair. But Cinderella kept running up. “Dong!” said the clock. “Please wait a moment!” said the Prince. “Dong!” rung the clock. “Goodbye!” Cinderella turned one last time. Then she rushed out the door. “Dong!” The clock was quiet. It was midnight. “Wait!” called the Prince. He (5) _____ up her glass slipper and rushed out the door. He looked around but could not see her blue dress anywhere. “This is all I have left from her,” he said, looking down at the glass slipper. He saw that it was made in (6) _____ way, to fit a foot like none other. “Somewhere there is the other glass slipper,” he said. “And when I find it, I will find her, too. Then I will ask her to be my bride!” “This is all I have left from her,” he said, looking down at the glass slipper. From hut to hut, from house to house, went the Prince. One young woman after another (7) _____ to fit her foot inside the glass slipper. But none could fit. And so the Prince moved on. At last the Prince came to Cinderella’s house. “He is coming!” called one step-sister as she looked out the window. “At the door!” screamed the other step-sister. “Quick!” yelled the

stepmother. "Get ready! One of you must be the one to fit your foot in that slipper. No matter what!" The Prince knocked. The stepmother flew (8) _____ the door. "Come in!" she said. "I have two lovely daughters for you to see." The first step-sister tried to place her foot in the glass slipper. She tried hard, but it just would not fit. Then the second step-sister tried to fit her foot inside. She tried and tried with all her might, too. But no dice. "Come in!" she said. "I have two lovely daughters for you to see." "Are there no other young women in the house?" said the Prince. "None," said the stepmother. "Then I must go," said the Prince. "Maybe there is one more," said Cinderella, stepping into the room. "I thought you said there were no other young women here," said the Prince. "None who matter!" said the stepmother in a hiss. "Come here," said the Prince. "Maybe there is one more," said Cinderella, stepping into the room. Cinderella (9) _____ up to him. The Prince got down on one knee and tried the glass slipper on her foot. It fit perfectly! Then, from her pocket Cinderella took out something. It was the other glass slipper! "I knew it!" he cried. "You are the one!" "WHAT?" shouted a step-sister. "Not HER!" screamed the other step-sister. "This cannot BE!" yelled the stepmother. But it was too late. The prince (10) _____ that Cinderella was the one. He looked into her eyes. He did not see the cinders in her hair or the ashes on her face. "I have found you!" he said. "And I have found you," said Cinderella. And so Cinderella and the Prince were married, and they lived happily ever after.

APPENDIX G

Key Answers of Pre-Test

1. Morning.
2. Stepsisters.
3. Invited.
4. Cinderella's.
5. Marched.
6. Pointed.
7. Step-sisters.
8. The carriage.
9. Godmother.
10. Clothes.

Key Answers of Post –Test I

1. Beautiful.
2. Horses.
3. the Fairy.
4. Golden.
5. Something.
6. Someone.
7. Looked.
8. Walked.
9. Danced.
10. Jealous.

Key Answers of Post –Test II

1. Laughed.
2. Midnight.
3. The stairs.
4. Glass slipper.

5. Picked.
6. A special
7. Tried.
8. Open.
9. Stepped.
10. Knew.

APPENDIX H





APPENDIX H

OBSERVATION SHEET

Subject : English

Class : XI OF MAS BANI HASYIM BAHOROK

1= poor 2= fair 3= good

NO	The Aspect of Supervision	Cycle 1			Cycle 2		
		1	2	3	1	2	3
1.	Teacher uses video in teaching listening		√			√	
2.	Teacher utilizes the use of media in teaching by using video in listening class		√			√	
3.	Teacher gives clear instruction before starting listening process		√			√	
4.	Teacher tells the students the goal of the study		√			√	
5.	Teacher replays the video two or more times in order to get maximum benefit from listening		√			√	
6.	Teacher uses various sources in listening class by using recorded material which consist of story from audio cassette or from radio		√			√	

	broadcast						
7.	Teacher utilized listening process by doing listening class in laboratory for maximum result		√			√	
8.	Teacher leads the students into the listening experience with proper timing and minimum delay		√			√	
9.	Teacher corrects any misunderstandings through discussion		√			√	
10.	Teacher concludes the material before ending the class		√			√	
11.	Students are actively involved in the class		√			√	
12.	Students pay attention to teacher's explanation		√			√	
13.	Students comprehend material through listening		√			√	
14.	Students make notes on everything they hear from the video		√			√	
15.	Students comprehend the speaker's words (recognize sounds and identify words to build meaning)		√			√	

16.	Students understand the text (narrative story)		√			√		
17.	Students understand text organization (orientation)		√			√		
18.	Students understand text organization (evaluation)		√			√		
19.	Students understand text organization (complication)		√			√		
20.	Students understand text organization (reorientation)		√			√		
21.	Students understand language features that are stated in text such as noun phrases, the use of connectivity, the use of adverbial phrases, the use of past tense, etc.		√			√		

APPENDIX J

DIARY NOTES

Wednesday, 8th February 2019 (1st meeting)

In this meeting, the researcher gave some watching assessment before play the English movie to the students. This assessment was aimed to get the information about how deep the students' understand narrative text by listening. Some of the students were confused about what they have to listen and how to understand the words. Then, the researcher tried to explain about narrative text and gave some examples of it.

Thursday 10th February 2019 (2nd meeting)

In this meeting, the researcher gave a brief explanation about the generic structure and language features of narrative text to refresh students understanding about narrative text. After that, the researcher gave instruction to the students to read and analyze an example of narrative story from their text book. Next, the students were asked to discuss about generic structure and language features found in the story. After having discussion, the researcher tried to check their understanding about narrative text and text organization by asking some questions related to the story they read.

Wednesday, 15th February 2019 (3rd meeting)

In this meeting, the researcher reviewed the topic and asked the students to listen to a movie consisted of narrative story. After they had their listening section, the researcher divided the students into pair groups and instructed them to find and analyzed the generic structure of the story and it is language features. After that, the researcher asked them to answer some question based on the story they heard. Finally, the researcher asked the students individually to write a simple narrative story as their homework.

Thursday, 16th February 2019 (4nd meeting)

In this meeting, the researcher checked the narrative story made by the students as their homework and discussed them together. Some students still made mistake because of misunderstanding about text organization. Some students made errors in grammatical aspect, they could not differentiate the evaluation and complication of narrative story and asked the students to analyze text organization and its language features once again. Here, the researcher found that they still have problem in deciding the conflict of the story. In the end of this meeting, the researcher gave a listening test (try-out) to know the progress of the students in understanding narrative story. That's the end of cycle I.

Wednesday, 20th February 2019 (5th meeting)

In this meeting, the researcher continued to play the tape with another story. The student were divided into pair group and asked to do some tasks (analyze text organization and answer some question based on the story). Also, they had the discussion time where the students may ask some question about narrative story. Some students were looked better than before in understanding the generic structure of narrative text. Finally, the researcher gave the conclusion of the material and asked the students to write their own narrative story as the homework.

Thursday, 21st February 2019 (6th meeting)

In this meeting, the researcher checked students' homework randomly. Some of them were look bad in writing the narrative story and about the content. The researcher told them that they still have time to improve it at the text orally. Then, the students were asked to do the same thing, find the generic structure and language features of the story.

Wednesday, 24th February 2019 (7th meeting)

In this meeting, the researcher gave a brief explanation about the generic structure and language features of narrative text. After that, the students

were asked to listen to a story and analyzed text organization of it. Then, the researcher instructed the students to write the story they've heard but in their own words. In this meeting, they were given an opportunity to ask about the instruction which was difficult any mistake but it is much better than before. Error and the use of inappropriate words have been decreased from time to time.

Thursday, 25th February 2019 (8th meeting)

In this meeting, the researcher asked the students to write a summary of the lesson they learnt along these meetings. In this last meeting, even they still had mistakes but it has been covered by the progress shown by their listening score. In the end of this meeting, the researcher gave conclusion about the study and say thank to the students for the whole meetings they had.

Name :

Class :

Listen to the video carefully and fill the blank!

Cinderella

Once upon the time a girl named Cinderella lived with her stepmother and two stepsisters. Poor Cinderella had to work hard all day long so the others could rest. It was she who had to wake up each (1) _____ when it was still dark and cold to start the fire. It was she who cooked the meals. It was she who kept the fire going. The poor girl could not stay clean, from all the ashes and cinders by the fire. “What a mess!” her two (2) _____ laughed. And that is why they called her “Cinderella.” One day, big news came to town. The King and Queen were going to have a ball! It was time for the Prince to find a bride. All of the young ladies in the land were (3) _____ to come. They were wild with joy! They would wear their most beautiful gown and fix their hair extra nice. Maybe the prince would like them!

One day, big news came to town. At (4) _____ house, she now had extra work to do. She had to make two brand-new gowns for her step-sisters. “Faster!” shouted one step-sister. “You call that a dress?” screamed the other. “Oh, dear!” said Cinderella. “When can I.” The stepmother (5) _____ into the room. “When can you WHAT?” “Well,” said the girl, “when will I have time to make my own dress for the ball?” “You?” yelled the stepmother. “Who said YOU were going to the ball?” “What a laugh!” said one step-sister. “YOU?” yelled the stepmother. “Who said YOU were going to the ball?” “Such a mess!” They (6) _____ at Cinderella. All of them laughed. Cinderella said to herself, “When they look at me, maybe they see a mess. But I am not that way. And if I could, I WOULD go to the ball.” Soon the time came for the stepmother and (7) _____ to leave for the big party. Their fine carriage came to the door. The stepmother and step-sisters hopped inside. And they were off. “Good-

bye!” called Cinderella. “Have a good time!” But her stepmother and step-sisters did not turn around to see her. “Ah, me!” said Cinderella sadly. (8) _____ rode down the street. She said aloud, “I wish I could go to the ball, too!” Then, Poof! All of a sudden, in front of her was a fairy. “I wish I could go to the ball, too!” “You called?” said the fairy. “Did I?” said Cinderella. “Who are you?” “Why, your Fairy Godmother, of course! I know your wish. And I have come to grant it.” “But...” said Cinderella, “my wish is impossible.” “Excuse me!” said the Fairy (9) _____ in a huff. “Did I not just show up out of thin air?” “Yes, you did,” said Cinderella. “Then let me be the one to say what is possible or not!” “Excuse me!” said the Fairy Godmother in a huff. “Did I not just show up out of thin air?” “Well, I think you know I want to go to the ball, too.” She looked down at her dirty (10) _____. “But look at me.” “You do look a bit of a mess, child,” said the Fairy Godmother. “Even if I had something nice to wear,” said the girl, “I would have no way to get there.” “Dear me, all of that is possible,” said the Fairy. With that, she tapped her wand on Cinderella’s head.

Post-Test 1

Name :

Class :

Listen to the video carefully and fill the blank!

Cinderella – Part II

At once, Cinderella was all clean. She was dressed in a (1) _____ blue gown. Her hair was set up high on her head inside a golden band. “This is wonderful!” said Cinderella. “Dear me, all of that is possible,” said the Fairy Godmother. “Who said I was done?” said the Fairy Godmother. She tapped her wand again. At once, a beautiful carriage came to be, with a driver and four white (2) _____. “Am I dreaming?” said Cinderella, looking around her. “It is as real, as real can be,” said the Fairy Godmother. “But there is one thing you must know.” “What is that?” “All of this lasts only to midnight. Tonight, at the stroke of midnight, it will all be over. Everything will go back to how it was before.” “Then I must be sure to leave the ball before midnight!” said Cinderella. “Good idea,” said (3) _____ Godmother. She stepped back. “My work is done.” And with that, the Fairy Godmother was gone. “All of this will last only to midnight.” Cinderella looked around her. “Did that even happen?” But there she stood in a fine gown, and with a (4) _____ band in her hair. And there were her driver and four horses before her, waiting. “Coming?” called the driver. She stepped into the carriage. And they were off. Over at the ball, the Prince did not know what to think. “Why do you have that sad look on your face?” the Queen said to her son. “Look around you! You could not ask for finer maidens than these.” “I know, Mother,” said the Prince. Yet he knew (5) _____ was wrong. He had met many of the young women. Yet after he said “hello,” one by one, he could find nothing more to say. “Look!” (6) _____ pointed to the front door. “Who is that?” All heads turned. Who was that lovely maiden stepping down the stairs? She held her head tall and (7) _____ as if she belonged. But no one knew her. “Look!” Someone pointed to the front

door. "Who is that?" "There is something about her," said the Prince to himself. "I will ask her to dance." And he (8) _____ over to Cinderella. "Have we met?" said the Prince. "I am pleased to meet you now," said Cinderella with a bow. "I feel as if I know you," said the Prince. "But of course, that is impossible." "Many things are possible," said Cinderella, "if you wish them to be true." The Prince felt a leap in his heart. He and Cinderella (9) _____. When the song was over, they danced again. And then they danced again, and yet again. Soon the other maidens at the ball grew (10) _____. "Why is he dancing all the time with her?" they said. "How rude!" "Many things are possible," said Cinderella, "if you wish it to be true."

Post-Test II

Name :

Class :

Listen to the video carefully and fill the blank!

Cinderella – Part III

But all the Prince could see was Cinderella. They (1) _____ and talked, and they danced some more. In fact, they danced for so long that Cinderella did not see the clock. “Dong!” said the clock. Cinderella looked up. “Dong!” went the clock again. She looked up again. “Oh, my!” she cried out. “It is almost (2) _____!” “Dong!” rung the clock. “Why does that matter?” said the Prince. “Dong!” called the clock. “I must go!” said Cinderella. “Dong!” went the clock. “Oh my!” she cried out. “It’s almost midnight!” “But we just met!” said the Prince. “Why leave now?” “Dong!” rung the clock. “I must GO!” said Cinderella. She ran to the steps. “Dong!” said the clock. “I cannot hear you,” said the Prince. “The clock is too loud!” “Dong!” rung the clock. “Goodbye!” said Cinderella. Up, up (3) _____ she ran. “Dong!” went the clock. “Please, stop for a moment!” said the Prince. “Dong!” rung the clock. “Oh, dear!” she said as one (4) _____ fell off her foot on the stair. But Cinderella kept running up. “Dong!” said the clock. “Please wait a moment!” said the Prince. “Dong!” rung the clock. “Goodbye!” Cinderella turned one last time. Then she rushed out the door. “Dong!” The clock was quiet. It was midnight. “Wait!” called the Prince. He (5) _____ up her glass slipper and rushed out the door. He looked around but could not see her blue dress anywhere. “This is all I have left from her,” he said, looking down at the glass slipper. He saw that it was made in (6) _____ way, to fit a foot like none other. “Somewhere there is the other glass slipper,” he said. “And when I find it, I will find her, too. Then I will ask her to be my bride!” “This is all I have left from her,” he said, looking down at the glass slipper. From hut to hut, from house to house, went the Prince. One young woman after another (7) _____ to fit her foot inside the glass slipper. But

none could fit. And so the Prince moved on. At last the Prince came to Cinderella's house. "He is coming!" called one step-sister as she looked out the window. "At the door!" screamed the other step-sister. "Quick!" yelled the stepmother. "Get ready! One of you must be the one to fit your foot in that slipper. No matter what!" The Prince knocked. The stepmother flew (8) _____ the door. "Come in!" she said. "I have two lovely daughters for you to see." The first step-sister tried to place her foot in the glass slipper. She tried hard, but it just would not fit. Then the second step-sister tried to fit her foot inside. She tried and tried with all her might, too. But no dice. "Come in!" she said. "I have two lovely daughters for you to see." "Are there no other young women in the house?" said the Prince. "None," said the stepmother. "Then I must go," said the Prince. "Maybe there is one more," said Cinderella, stepping into the room. "I thought you said there were no other young women here," said the Prince. "None who matter!" said the stepmother in a hiss. "Come here," said the Prince. "Maybe there is one more," said Cinderella, stepping into the room. Cinderella (9) _____ up to him. The Prince got down on one knee and tried the glass slipper on her foot. It fit perfectly! Then, from her pocket Cinderella took out something. It was the other glass slipper! "I knew it!" he cried. "You are the one!" "WHAT?" shouted a step-sister. "Not HER!" screamed the other step-sister. "This cannot BE!" yelled the stepmother. But it was too late. The prince (10) _____ that Cinderella was the one. He looked into her eyes. He did not see the cinders in her hair or the ashes on her face. "I have found you!" he said. "And I have found you," said Cinderella. And so Cinderella and the Prince were married, and they lived happily ever after.



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Nomor : B-1881/ITK/ITK.V.3/PP.009/02/2019 Medan, 01 Februari
 2019
 Lampiran : -
 Hal : **Izin Riset**

Yth. Ka. MAS BANI HASYIM BAHOROK

Assalamu'alaikum Wr. Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan Mahasiswa:

NAMA : IKLIMA ASWADIMA
 Tempat/T.Lahir : Sei. Kepayang/ 19 Agustus 1994
 NIM : 34123119
 Sem/Jurusan : IX/ Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksana Riset di MAS BANI HASYIM BAHOROK guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

"IMPROVING THE STUDENTS' ACHIEVEMENT LISTENING BY USING VIDEO AT GRADE XI OF MAS BANI HASYIM BAHOROK"

Demikianlah kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam

An. Dekan
 Ketua Jurusan PBI

(Signature)
 W. Sholihah Hamidah Dy. M.Hum



MADRASAH ALIYAH SWASTA (MAS.S)
BANI HASYIM
 KEC. BOHOROK – KAB. LANGKAT

Alamat : Jln. Bani Hasyim, No. 6 Kel. Pekan Bahorok, Kec. Bahorok, Kab. Langkat, Kode Pos 20774

SURAT KETERANGAN
 Nomor :147/MAS-BH/II/2019

Madrasah Aliyah Swasta Bani Hasyim Bahorok Kecamatan Bohorok Kabupaten Langkat, Menerangkan bahwa sesungguhnya saudara:

Yang bertanda tangan di bawah ini:

Nama : Rasmidi Syahputra, S.Pd
 Jabatan : Kepala Madrasah MAS Bani Hasyim Bahorok

Dengan ini menerangkan bahwa:

Nama : Iklima Aswadima
 NIM : 34123119
 Universitas : Universitas Islam Negeri Sumatera Utara (UINSU) Medan
 Jurusan : Pendidikan Bahasa Inggris

Mahasiswi tersebut benar-benar melakukan kegiatan penelitian di MAS Bani Hasyim Bahorok, pada tanggal 5 Februari 2019. Dengan judul penelitian:

"IMPROVING THE STUDENTS' ACHIEVEMENT IN LISTENING BY USING VIDEO AT GRADE XI OF MAS BANI HASYIM BAHOROK"

Demikian surat keterangan ini kami buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Bahorok, 8 Februari 2019
 Kepala Madrasah


RASMIADI SYAHPUTRA, S.Pd
 NIP. -