THE EFFECT OF USING DIALOGUE CONVERSATION VIDEO IN TEACHING LISTENING COMPREHENSION AT EIGHT GRADE STUDENTS OF SMPN 2 PERCUT SEI TUAN.

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatra Medan as a Partial Fulfillment of Requirements for the Degree of Sarjana Pendidikan

By :

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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2019

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
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Maka Kami berpendapat bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan pada sidang Munaqasyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.
WassalamuʼalaikumWr.Wb.

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Skripsi ini yang berjudul "**THE EFFECT OF USING DIALOGUE CONVERSATION VIDEO IN TEACHING LISTENING COMPREHENSION AT EIGHT GRADE STUDENTS OF SMPN 2 PERCUT SEI TUAN" yang disusun oleh AIDIL ADYA LUBIS** yang telah di munaqasyahkan dalm sidang munaqasyah Sarjana Strata (S.1) Fakultas Ilmu Tarbiyah dan Keguruan UINS-SU Medan Pada Tanggal:

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan oleh Universitas batal saya terima.

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ABSTRACT

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Judul : THE EFFECT OF USING DIALOGUE CONVERSATION VIDEO IN TEACHING LISTENING COMPREHENSION AT EIGHT GRADE STUDENTS OF SMPN 2 PERCUT SEI TUAN IN ACADEMIC YEAR 2018/2019

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The aim of this research is to shows the student of listening skill in teaching comprehension for improvement student in listening which was observed and analyzed from students of eight grade at SMP Negeri 2Percut Sei Tuan. The method applied in this research was the quantitative method with the experimental research design. The population of this study was the students at eight grade at SMP Negeri 2Percut Sei Tuan. This study was conducted with two groups, namely experimental and control class. Then the researcher taught in the experimental class bylistening a video and listening oral and control class taught by using lecturing method, practice, product learning. After treatment, the researcher gave the post-test to both of classes. The score of post-test were collected from written test. After the calculated by using SPSS V 22, $t_{observed}$ = 4,451 >t_{table} = 2,010 in the significance level of 0.05 (5%) and the Sign. (2-tailed) is 0.000 < 0.05. To sum up, the $t_{observed}$>t_{table} and the Sign. (2-tailed) < 0.05, it means that H_{α} is accepted. So, the researcher can be concluded that task-based learning It means that there was the effect of listening a video on students' Listening Comprehension procedure text.

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بسماللهالرحمنالرحيم

Assalamu 'alaikum Wr.Wb

Praise to Allah Swt. The cherisher and sustainer of the world, the beneficant and the merciful. Peace and his glassing, mercy is unto beloved and our dear the holly prophet Muhammad Saw (Peace be Upon Him) and his family.

The aim of finishing this thesis is partial fulfillment of therequirement for S-1 program English Departmment. Tarbiyah and Teachers Training, The State Islamic Uuniversity of North Sumatera. The writer conducts this thesis under the tittle "**THE EFFECT OF USING DIALOGUE CONVERSATION VIDEO IN TEACHING LISTENING COMPREHENSION AT EIGHT GRADE STUDENTS OF SMPN 2 PERCUT SEI TUAN".**Writing this thesis is not easy. It spends much time and energy to complete it. Without helping and encouragement from the people, this thesis would not be completed. I realized that would never finish this thesis without helping of some people around me therefore, I would like to express my sincere grattitude to:

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The words are not enough to say appreciations for your he lp and contributions on this thesis. May Allah guide you always and give you happiness in your life.

The writer would be pleasure to accept some critics and corrections to this thesis becase the writer reazlide that it is not perfect. Hopefull this thesis useful for those who read and experiences in the field of education.

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Medan, 4 November 2019

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CHAPTER I

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INTRODUCTION

A. The Background of Study

There are four aspects of English, those are listening, speaking, writing, and reading. Each individual started to develop varying degrees of difficulty, among them finding difficulty in establishing a grammar, or lack of vocabulary. Everyone has basically learned the same language, starting with memorization of vocabulary, understanding grammar and other language structures, but most quickly forget, such as an understanding of a quick fading tenses. One is learning what is listening with listening, teachers'can more practice pronounciation, with listening, teachers'can do the structure exercises a little more easily because by listening lots of strange things teachers'can apply to so many sentences teachers'can apply if teachers'do the structure exercises, with listening, teachers'can increase vocabulary, with listening, teachers'can recomfort ourselves if we're more upset, with listening, Teachers'can share the story with teachers' neighbors in English only a few people can understand so that people don't know what we're saying.

Listening is generally described as a means of hearing, but in study it, teachers constantly come up against the question what it is to be competent hearing. So teachers'communicate with someone the first teachers' must hearing what they are saying; but teachers' communication has no guarantee of success, and the feedback teacher get from the words and actions of others often indicates that they have received something different from what teachers' thought teacher were transmitting. language and communication is closely related to each other. They cannot be separated. People must know the language used for communication. Listening is the

way to communicate with other people, while in Indonesia English is learned only at school and people do not speak the language in the society. That is why teaching listening must be focused at school in order to make them capable to speak English well.[1]

Listening comprehension is the activity of paying attention to and trying to get meaning from something teachers listen in order to speak properly. So, the principle condition of working with songs lies and depends on listening, which represents the main medium of receiving and reproducing information. In this context, conversation have unique advantage for the practice of listening comprehension because of their meaningful context, appealing "package", and topics of broad human interests. In order to develop the EFL students' listening skill, conversation should have clear.

Nothing is worse than a conversation almost nobody can understand. The EFL students learn more and more by listening the target language, even when they do not understand what is being said, songs greatly improves the ability to listen and even speak the language. There are two periods of pleasurable listening in a typical speak-learning process in the foreign language classroom: the beginning, when students listen the song for the first time and try to catch as many of the lyrics as they can; and the end, when they know the song well". Songs can be a good source of vocabulary by following a conversation to determine words. The second skill that the students can learn through listening.Conversation is a pleasing achievement. Hasan asserted that "listening comprehension delivers the right conditions for language achievement and development of other language skills.[2]

[1] Suzanne Graham, *Listening comprehension*: The learners' perspective, 2018. p 10

[2] Vahid Nimehchi salem, *Listening Comprehension Problems and Strategies among Kurdish EFL Learners,The Iranian EFL Journal,*2016. p 14

By using vidio dialog conversation as an aid in teaching listening, teachers could get some benfits on it. They can teach the culture, the language, the habit, the society, and many more through the conversation in public. The learners can learn with pleasure because they learn in different way. They should not always listen to their teacher‟s sound that has a limitation or even make them bored.[3]

Teaching English should emphasize on introducing language as a means of communication. Mastering English as foreign language is not easy for students. It is because English is not their mother tongue. In Indonesia, English be learned by students since elementary school. In delivering the material, the English teachers was get some problems that can bring up some difficulties according to which level is being taught. Those problems can be the result from the teachers themselves or the students such as they are lazy to study and they feel difficult to understand the materials, even the problems can also come from the environment such as the atmosphere and the facilities. Therefore, English teachers should choose the appropriate technique and create the enjoyable situation in teaching learning process in order to make students achieve the material well.

In Indonesia, English is taught as a foreign language based on the guidance namely curriculum which is always provided with syllabus. As a compulsory subject, English language is taught from elementary schools up to university level. There are teachers' language skills to be taught to the students, they are: listening, listening, reading and writing. From these teachers' language skills, listening might be the most important one to be learned because when students learn foreign language, it is considered to be successful if they can communicate effectively in their second or foreign language.

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[3] Chi-Kim Cheung, *The Use of Popular Culture as a Stimulus to Motivate Secondary Students‟ English Learning in Hong Kong,* ELT Journal, 55, 2001, p.58

That listening is a kind of bridge for learners between classroom and the world outside. In order to build the bridge, in the listening activities, the teacher must give them practice opportunity for purposeful communication in meaningful situation. It means learning to speak in a second language was be facilitated when learners are actively engaged in attempting to communicate. Thus the teacher must give the learners practice to actualize their listening skill in real situation.

As a teacher important to know which expectations you can have on teachers' pupils and which accomplishments these young learners are able to achieve. Teachers should also be aware of the fact that children was always acquire new language input in a defined order. Having a good teaching method is one of criteria of good teachers. Harmer states that the teachers have to create interesting class. The teachers' has to be able to prepare interesting class atmosphere by using video teaching method. Further, he or she can both motivate the learners and release barriers such as fear and anxiety. This may be a way for the learners to acquire the language more easily by interesting in class.[4]

The English teacher can use a variation of method in teaching English to make interesting class atmosphere. The teacher also can use various sources in teaching language, for instance, teaching language by using authentic visual materials, authentic printed materials, and realia. By using video sources in teaching language, the learners may be more motivated in learning English especially in learning listening comprehension. They also would more understand and get more about the sound while learning listening comprehension

As the writer read the result from several previous related studies that average students tend to prefer listening with visual aids rather than just listen to a video.

[4] Jeremy Harmer, Jeremy Harmer, *The Practice of English Languange Teaching*, (New York: Longman Publishing, 1996),p.6

Based on the assumption above it is expected that teaching listening by using video get offer an alternative way on providing the variation techniques in teaching listening.Finally, the writer has intended to study more and selects his topic about The Effect of listening dialogue conversation Listening Comprehension. Research at Second Year of grade eight SMPNegeri 2 Percut Sei Tuan.

B. The Identification of Problem

1. The students' listening in English is still low.
2. The students were less in listening skill because they are not habit with english.
3. Students had low the motivation to improve their listening skill because of the lack of stimulation.
4. The students were bored to study English because the teacher did not use an interesting technique.
5. The teacher uses the monotonous technique.

C. Limitation of Study

In conducting this research, the writer limits the problem to the effect of using dialogue conversation video in teaching listening comprehension to student. Research at Fisrt Semester of eitgh grade student of SMP Negeri 2 Percut Sei Tuan in academic 2019/2020 academic year.

D. Formulation of Study

Based on identification of problems a formulates research as the limitation stated of this study could be formulation the effect video the students' in listening comprehensionthe problem as follow: Is there any significant effect of using dialogue conversation video in teaching listening comprehensionof class VIII A & class VIII B SMPN 2 Percut Sei Tuan ?

E. Objective of the Research

The objective of the research is to know whether there is a significant effect of using video dialogue conversation for the students' in listening comprehension at the first semester of the eighth grade of SMPN 2 Percut Sei Tuan in the academic year of 2019/2020.

F. Significance of the Study

By conducting this study, asignificance could be expected in contribution for research to Students, teach and further research.

1. The teachers

For the teachers, the result of this research is expected to give them information about the effect of using video about dialog conversation in increasing students' listening comprehension score, so the teachers can use this method in teaching oflistening.

2. The students

For the student the research result is expected to motivate them in learning listening because by using video about dialog conversation, the class was be interesting. Hence, the students can improve their listening skill.

CHAPTER II

THEORETICAL FRAMEWORK

A. Listening a Video

1. Defenition Video

Based on Inholan Teaching by using video, Learning & Technology conduct research into the relationship between, teaching, learning and technology and the on-going developments in this area. As part of this research the group are focusing on the use of video in higher education. The following document presents an overview of this subject by drawing on a number of literature and sources indicating an overview of what is already known, and which areas require further research.

Video is defined here as digitally recorded content that has sound and motion that can be stored or delivered live, and can be streamed to a variety of devices. It may or may not have the lecturer visible and can include an animated film, or a demonstration. Video is a movie, television show event, ect. That has been recorded onto a video cassette, DVD ect, So that it can be watched on a television or computer screen . in this research the writer uses educaational video to teach the student.

a. Off-air

Program is a program recorded from a television. It should be engaging for students, and of a sensible length. Teachers have to consider their comprehensibility too. Apart from overall language level, some off-air videos are also very difficult for students to understand, especially where particularly marked accents are used or where there is a high preponderance of slang or a regional vernacular.

b. Real-world

The teachers should not use separately published video tape material such as features of films, exercise manuals, wildlife documentaries or comedy provided that there are no copyright restrictions for doing this. Once again, teachers need to make choices

based on how engaging and comprehensible the extract is likely to be. In this research, the researcher uses analytical video. The video is about pollution such as water pollution, land pollution, water pollution, etc

c. Language learning

videos It means that the videos are prepared to accompany course books. The disadvantage is that they have been designed with students at a particular level in mind. Those videos are likely to be comprehensible, designed to appeal to students "topic interests and multi-use since they.[5]

2. Listening Videos

Basically, listening is more than merely hearing words. Based Lund steen as quoted by Petty and Jensen defines listening as the process by which language is converted to meaning in the mind While Myers and Myers state that listening is considered not only hearing, but also including the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard.[6]

In order to improve the understanding of this research, the researcher presents studies. Based on the research by Londe, The Effect of Video in Listening Comprehension Test. The study will research test listening skill to the students'. The video formats were conversation, which was a close-up shot of the dialogue conversation "s head and face, which filled the screen. The full body format, which was a long shot of the whole body view of the lecturer with some background and foreground information. The format was the sound track from the video, without any visuals The target language use domain is academic English as a second language All three replays a video presented the same ten-minute simulated academic.

[5] Harmer, Jeremy. (2001). *The Practice of English Teaching, London*: Longman Group Ltd. p 265

[6] Ellis, G & Brewster, J. 2004. *The Primary English Teacher's Guide*. Harmond swath: Penguin Book. P 95.

Listening is the primary situation in which learners have an opportunity to use the target language, namely English. Students or learners use the English for variety of different purposes within the lesson, including interacting with the teacher and with other learners and using language to negotiate and complete learning activities and assigments. Listening is the most frequent used by human being as daily means of communicating to share opinions and ideas with other persons. To know whether learners can speak, it is necessary to get them to actuallysay something. To do this they must act on knowledge of grammar and vocabulary by giving learners listening practice and exam.

States that listening as an instance of use, therefore is part of a reciprocal exchange in which both reception and production play a part. In this sense, the skill of listening involves both receptive and production participation. Listening is productive rather than receptive skill because it is as a way in which language system is manifested through the use of organs of speech and operates through the aural rather than the visual medium. Meanwhile, listening can be considered as productive and receptive skill through both aural and visual because it is used in communicative activity.[7]

Section of Understanding Listening. Ability to understand spoken language. However, in order to be able to discuss the language, in addition to having to get used to opening English, you must have an adequate knowledge of the structure of the language (grammar) of English. Section of Understanding Listening. Test teachers' ability to understand spoken language. However, in order to be able to discuss the language, in addition to having to get used to opening English, you must have an adequate knowledge of the structure of the language (grammar) of English.

[7]Bygate,Martine, *Listening Oxford*:Oxford University Press, 1997.p.56

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Meaning : *And when recited Al-Qur'an, then listen carefully, and pay attention quietly so that you get mercy.(QS Al-A'raf-208).*[8]

So by the content of Al-Quran explaining. People must listen, knowledge that is usefull to him and knowladge must they listen carefully becasue Allah SWT creating ears and eyes for looking for knowladge. Therefore, knowledge got be obtained by a teacher or socity. Students can understand and response the language by listening. Listening is one of the most important elements in studying of foreign language. Listening is needed for natural precursor to listening EFL. Generally, there are no a specific definitions of listening but there are consistent element that people agree should be included in a listening definition. A content analysis of 50 definitions of listening found that the teachers' most used elements were perception, attention, remembering, and response.[9]

Furthermore, Based Bygate states that listening as skill of being able to use the language is a problem in teaching foreign language. He says that the preparation and how succesfull the teaching listening is depended on the understanding about the aims. Listening is used more often and it is more important to make adults orally express their message to show their feeling, ideas, happiness, angry and emotion. Systematic and continuous instruction must be developed in order to teach and reinforce the basic attitude skill and abilities of their expression and implement their use in meaningful communicational situations.

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[8] M. Shohib, *Al-Quran*, Lajnah pantasihan mushaf Al-Quran, Jakarta, 20 November 2007.

[9] Glenn in janusik, *listening pedagogy: Where Do Teacher'sGo from Here?* In Andrew D. Wolvin, (Ed.) Listening and Human Communication in 21st Century ,(London: Blackwell Publishing Ltd, 2010),P.204

Listening is so much a part of daily life that teachers' take it for granted how to learn language from begain.that listening is interactive and requires the ability to co-operate in the management of listening turns. It also typically takes place in real time, with little time for detailed planning. He adds that listening represents a real challenge to most language learners.

Defines listening as the process of building and sharing meaning through the use of verbal and nonverbal symbol, in variety of context. Summarized that oral expression involves not only the use of right sounds in the right patterns of rhythm and intonation, but also the choice of words and inflections in the right order to convey meaning. That is why listening can be understood as oral expression because it is used to express the idea by saying words or sentences, even though many other things are included in it.

Moreover define listening as an interactive process of constructing meaning that involves producing, receiving, and processing information. At least, each speaker needs to speak. He needs to speak individually, but ideally, he needs someone to listen to him listening and to respond to him.

Listening is crucial part of second language learning and teaching. Students often think that the ability to speak a language is the product of language learning, but listening is also a crucial part of the language learning process. Effective instructors teach students listening strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Furthermore,states that mastering the art oflistening is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

In addition, Michael Rost said listening in language teaching refers to a unique complex process that allows the listeners to understand spoken language by pacing, units of encoding, and paucing factually. In short, listening asks the listeners to process what they listen to gain information that informed by the speaker. Also, Harmer categorizes listening as a receptive skill and including in sub-skill area and he also stated there are differences how people understand for specific and general information through their listening. In short from some definitions above, listening is a language skill that has complex process which need some elements to complete that process for gathering information of spoken language by listen sense that human has.[10]

The definitions above are about listening in general. While listening comprehension is a core component of language proficiency. It is one of skill that uses one of human sense, ears, as the first part to entrance the information in conversation in public form before it comes to the human brain. In addition based Tyagi said that listening skill is a key to receive messages effectively. The effect can be seen from the combination of listening what someone says and psychological involvement with the person who is talking. From those definitions it can be concluded that listening skill is important element in English language proficiency that has some factors inside and outside of the listener that was affect the output of this skill itself. Whether the information is received effectively or not.

The author quoted the definition of listening due to not to be confused, as "The selective process of attending to listening, understanding, and remembering aural symbols. It means that listening not just attending to listening but also understanding and remembering information selectively. Listening is dealing with

[10] Michael Rost, "Listening", Ronald carter and David Nunan (eds.), *The Cambridge Guide to Teaching English to Speakers to Other Language*, (Cambridge: Cambridge University press, 2001), p. 7

sense but listening deals with mind. Therefore, listening and listening are being as natural ability, but listening different from listening. Listening is simple recognition of sound but listening implies some conscious attention to the message of what is said. So, listening needs to teach due to its characteristic that usually the source message difficult to understand, comprehend and need thinking process.[11]

B. Kind of listening

According to Jeremy Harmer there are two kinds of listening namely extensive and intensive listening. To improve students listening skill in listening English Language it is important for them to increase their language input by practicing extensive and intensive listening. The number of listening skills practiced would depend on the nature of the listening passage, the level of the learners, and the purpose of listening.[12] Below are the kinds of listening based on Jeremy Harmer:

1. Intensive; focus on phonology, syntax, and lexis. Learner pays close attention to what is actually said.
2. Selective; focus on main ideas, pre-set task. Learner attempts to extract key information and utilize information in a meaningful way.
3. Interactive; focus on becoming active as a learner. Learner interacts verbally with others to discover information or negotiate solutions.
4. Extensive; focus on listening continuously, managing large amounts of listening input. Learner listens to longer extracts and performs meaning content tasks.
5. responsive, focus on learner response to input. Learner seeks opportunities to respond and convey her/his own opinions and ideas.

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[11] Barker in janusik ,*listening pedagogy: Where Do Teacher'sGo from Here?* In Andrew D. Wolvin 010), P.205

[12] Betty Parrish, *Teaching Adult ESL A Practical Introduction*,(New York: McGraw Hill,2004),p.97

autonomous listening; focus on learner management of progress, navigation of "help" options. Learners selects own extracts and tasks, monitors own progress; decides on own patterns of interaction with others.

People only listen of what they want to listen. It depends on the purpose of listening, academic. The purpose of listening activity could be considered by teachers if they want to teach this skill. The purpose can be combined by teacher in teaching listening especially for basic level learner. Teacher could teach listening academically by using media that entertaining students. Many literatures show the new way in teaching listening. The new way in teaching listening shows the combinationof the purpose of listening.

Teacher in the classroom can teach structure, pronunciation, or vocabulary by using many kinds of technique that could attract students to learn from authentic material. By using authentic material, teacher for foreign learner can provide his/her students to be familiar with the language they learnt. Selection of authentic material should be done and differentiate the material by the level of students, whether basic, intermediate, or advanced. For the basiclevel, the authentic material should be something light, easy and attractive. For instance, teacher can use a media that close to the students' life such as real sosial in public listening.[13]

C. Kind of Conversation

According Nicholas conversation is talking at someone, rather than with someone. If you are in a two-way conversation, participants are both listening and talking. In a competitive conversation, people are more concerned about their own perspective, whereas in a cooperative conversation participants are interested in the perspective of everyone involved.

[13] David Nunan and Lindsay Miller, New Ways in Teaching Listening, (Virginia: TESOL, Inc., 2002), p.243-260.

Based on direction and tone, grouped conversations into teachers' types: debate, dialogue, discourse, and diatribe.

1. Debate is a competitive, two-way conversation. The goal is to win an argument or convince someone, such as the other participant or third-party observers.
2. Dialogue is a cooperative, two-way conversation. The goal is for participants to exchange information and build relationships with one another.
3. 3, Discourse is a cooperative, one-way conversation. The goal to deliver information from the speaker/writer to the listeners/readers.
4. Diatribe is a competitive, one-way conversation. The goal is to express emotions, browbeat those that disagree with you, and/or inspires those that share the same perspective.[14]

D. Teaching Priciple Of Listening

1. Make it Explicit

Even native speakers, who actually use markers or key vocabulary, may not have consciously thought about these devices. Introducing some key markers and vocabulary is often welcome it makes explicit how to understand and manage conversations, which may have been something a mystery (such as why a friend reacts with anger at teachers' student ignoring a raised issue). In addition, key terms such as active listening and discourse marker should be introduced and exemplified.[15]

[14] David W. Angel, *The Types of Conversations*,Oxford, 1 January 2017.p 87.

[15] JeyaSanthi.V, Advanced Skills for Communication in English. New Century Book House, 2015.p 125

2. **Model**

For new concepts, such as active listening, a model is needed. This can be provided by traditional print example dialogues as well as film clips, and teacher modeling with volunteer students: e.g., the teacher might say, "*Gina, tell me something of importance to you, and I'll listen actively. The rest of the class, pay attention, and then let's discuss what goes into active listening*."

3. **Practice**

This might be especially important in active listening, which few people, native or nonnative speakers, really know how to do, as teachers'are used to either sitting quietly while a speaker finishes his speech (or diatribe, if he or she is angry), or interrupting, when teachers'think he or she is wrong, or sitting and planning what teachers'was say in response, etc. **Active listening takes practice**, but is worth it in terms of improved listening skills and relationships.

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Meaning : *Allah is the created the seven heavens and so did the earth. God's command applies to him, so that you know that Allah is omnipotent over all things; and verily Allah, the knowledge truly encompasses all things.(QS. Al-Thalaq.12)*[16]

[16]Ibid.

Allah SWT. Tells of to them perfect power and great influence. It was intended that this would be a driving force for humankind to glorify the straight religion that has been given by Him.

E. Teaching Listening

1. The Notion of Teaching listening

What is meant by "teaching listening" is to teach ESL learners to:

1). produce the English speech sounds and sound patterns.

2). use word and sentence stress, intonation patterns and the rhythm of the second language.

3). select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.

4). organize their thoughts in a meaningful and logical sequence.

5). language as a means of expressing values and judgments.

6). use language quickly and confidently with few unnatural pauses, which is called as fluency.

Meanwhile, teaching means giving in the instruction to (a person): give a person (knowledge skill, etc), and listening means to make use of words in an ordinary voice. So, it can be said that teaching listening is giving instruction to a person in order to communicate.

However, today's world requires that the goal of teaching listening should improve students communicative skill because students can express themselves and learn how to use a language.

The goal of teaching listening skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Therefore, in teaching listening, the teacher should monitor students‟ speech production to determine what skill and knowledge they already have got and what areas need development. The teacher should help students to develop their knowledge by providing authentic practice that prepares students for real-life communication situations. The teacher also helps the students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

2. The Teacher Roles in the Classroom

An oral lesson which aims to teach new structures or functions is often divided into three stages, commonly known as the presentation stage, the practice or accuracy practice stage, and the production, freer or fluency practice stage.

Besides, the role of language teachers in the classroom also have specific roles at three different stages, as follows:

1) The presentation stage

In this stage, the teachers introduce something new to be learned.

2) The practice stage.

In this stage, the teachers allow the learners to work under their direction.

3) The production stage

In this stage, the teachers give them opportunities to work on their own.

The explains the purposes of the presentation stage, the practice stage, and production stage as follows:

1) The purposes of presentation stage are:

a) to give students the opportunity to realize the usefulness and relevance of new language item

b) to present the meaning and form

c) to check understanding

The activities are: build up of appropriate situational and linguistic contexts for new language, listening to and initial repetition of model sentences.

2) The purposes of practice stage are:

a) to provide maximum practice within controlled, but realistic and contextualized frameworks

b) to build confidence in using new language

The activities are: drills (choral and individual), 2, 3, 4 line dialogues, information and opinion gap etc.

3) The purposes of production stage are:

a) to provide the opportunity for students to use new language in freer, more creative ways.

b) to check how much has really been learn.

c) to integrate new language with old.

d) to practice dealing with the unpredictable.

e) to motivate students.

f) can be used for revision or diagnostic purposes.

The activities are: games, role plays, discourse chain, discussion, information and opinion gap, pair work, group work etc.

Read adds that the role of teacher in presentation stage is as an informant, while in practice stage is as conductor and corrector. The last in the production stage the role of the teacher is as a monitor, adviser, encourager, mistake-listener and consultant.

Classroom communication should lead to useful learning. This most often happens when a teacher has given instructions in how to communicate in class. Students should be encouraged to participate actively in group discussions. Students should learn to be both good senders and receives of messages. The teacher should demonstrate strategies that students can use to improve communication skill. Students was respond positively if given guidance about how to discuss subject matter, ask question and express ideas. Besides, the teacher should encourage students to seek individual guidance if they have difficulty resolving communication problems. Students benefit from counseling directed at assisting their communication skill.

3. Problem in Teaching Listening

There are some problems faced by the learners in listening activities, the problem include inhibition, nothing to say, the low participation and the use of mother tongue, as follows:

1) Inhibition

Unlike reading, writing and listening activities, listening requires some real time exposures to an audience. Learner often inhibited about trying to say things in foreign language in the classroom or loosing fate, or shy of the attention that their speech attracts.

2) Nothing to say

Some learners get the difficulties in thinking of anything to say, they have no motivation to express themselves beyond the guilty feeling that they should be listening.

3) The low participation

Only one participant can talk at a timer if he or she is to be listen. In alarge group, this means that each one was have only very little time to talk. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

4) The use of mother tongue

In classes where all number of the learners shares the same mother tongue, they may tend to use it because it feels unusual to speak to one another in a foreign language, and because they feel less "exposed" if they are listening their mother tongue. If they are talking in small groups it can be quite difficult to get some classes, particularly the less disciplined or motivated ones to keep the target language.

F. Advantages And Disadvantages Listening

According to Joe Hambrook there are several advantages of using video in classroom language learning:

a. Authenticity

One of the main benefits often claimed for video is that it can show language in use in the real world. This is very important for learners to know about how language is used in the real world in order to show them the use of language in daily life. Hopefully it can help them to have ability for using language contextually.

b. Cultural concerns

The increasingly discriminating uses of video have substantially confirmed that cultural aspects of language and language use are often conveyed with

considerable force on the screen. It is therefore natural that course designers and others should want video to be a powerful instrument in developing language learners' awareness of important features of culture and culturespecific language use.

c. Interactivity

Video is a powerful medium, and it is not surprising that people who use it to teach languages would like to see their students reacting and responding to what they see on the screen.

d. Contexts of use

Careful consideration of the contexts in which materials might be used is essential for effective course design in interactive video. What are the constraints of the physical environment (in the learner's living room, in the classroom, and so on), it was help student to be more comprehension about using the context of the word.

1. **Advantages of Practicing Listening:**

Active listening was show great respect to the speaker. It demonstrates that you authentically yearn for understanding in his or her point of view. It assists and facilitates the development of a good relationship between the listener and the speaker.

Active listening, make possible further disclosure. Disclosure is significant for efficient legal representations.

(a) Active listening was allow the speaker to correct if you have not stated nor express the statement well. So, in that manner you was be guided.

(b) Active listening facilitates the listener to stay focused on the discussion, and to retain information what the person listens.

(c) Active listening resolves conflict. It is difficult to keep hitting when the other party does not hit back

(d) Active listening permits the speaker to utter feelings.

(e) Active listening was provide you additional information. Because of the fact that you comprehend what the speaker says, the information was retain to teachers' brain and use it for future purposes.

2. Disadvantages of Practicing Active Listening:

Practicing active listening was make you like a parrot by repeating the same words. Occasionally, the speaker may think you have listen them talking but you they have been misunderstood. It does not facilitate more communication like the genuine empathy. It provides you the appearance that you are just making any motions.

(a) It looks like you are interrupting the speaker.

(b) It sounds like you are arrogant and repeat everything back. Many people are pissed off when someone rephrases the speaker's statement, especially those statements that are well discussed afterwards but still you raised hands and re-stated it again.

(c) It "appears that you are not asking a question but rather showing teachers' uncertainty about what the speaker is saying a while ago.

G. Teaching Listening Comprehension Through Dialog Conversation

How do you really know that someone understood you correctly without asking after every sentence "Do you understand?" (And students are often programmed to respond yes even when they didn't.) This problem may also apply to reading, the other receptive language skill, in that its focus is largely on the comprehension of another speaker's production; however, while the teacher has some understanding of how to teach someone to read in English by teaching context clues, for example, to help students comprehend text, how do you really teach someone to listen better (especially when even many native speakers of English often have

difficulties with this)? However, while teaching listening may seem ambiguous, there are actually a number of principles that apply in teaching listening skills in English.

1. **Basics: Pay Attention**

Even native speakers need help with this. Focus on the speaker. Look at him or her because facial expressions and body language can communicate as much as language. For example, there was usually be more engagement with the listener in making eye contact and use of hand gestures if what the speaker is saying is of importance to him or her. In addition, it's easy to mistake what someone actually said if you are not focusing on him or her and are engaged in some other task, such as reading or texting.

2. **Practice Active Listening**

Ask the speaker to slow down or repeat when you don't understand or just want to be certain about what you listen. Repeat back what you think you listen him or her say, as there can often be a gap between what teachers'thought teachers'listen and what the speaker intended. This gap can be addressed by letting the speaker know what you listen: for example, "*So what I'm listening from you is that you would like more quiet and fewer distractions after 9 p.m. so that you can study*." This is called "**active listening**," in which the listening portion of a conversation becomes as active as the listening part in communicating a message, and not only helps the listener in understanding what the speaker is saying, but also can help the speaker in organizing his thoughts and clarify what he wants to communicate: e.g., the speaker may be spluttering something about the late hteachers' and her test tomorrow, and may not consciously know what she is trying to ask for—or is too reticent—until the listener clarifies.

3. Pay Attention to Structure

In a formal lecture or speech, the speaker was usually let you know ahead of time the organization of the discourse: "*Today teachers'was discuss the two types of diabetes, Type One and Type Two, although as teachers'was see, there is some overlap*" and then what was follow is a description of Types One and Two, with the overlap probably addressed at the end. These devices, called "**discourse markers**," actually help the listener in organizing and understanding the lecture. Even in less formal conversation, speakers was often structure their discourse, especially if they want to make certain they are understood: "*Okay, there are a few issues I need to raise with you.* " With this informal marker of "*there are a few*" and the use of the word "*issues*," the speaker signals the importance of what follows. "*A few*," it may be noted, is a vague expression, and what follows may be anywhere from two to five or six issues. The listener may clarify when the "issues" are covered by asking "*Is there anything else?*" when the speaker pauses.

4. Listen for Key Words

What words does the speaker emphasize? Usually the speaker was let you know by stressing the main point: "*Let's talk about the TIME teachers'was meet tomorrow*" The stressed word "*time*" signals that the time of tomorrow's appointment is the main point, as does the marker "*Let's talk about*".

In addition, certain words signal importance by themselves, such as "*issues*," as seen above: whatever follows "issues" is of importance. Other key words signaling importance are "*concerns*" and "*points*."

5. Key Phrases or Markers

In formal lectures the speaker usually also "marks" main points with key phrases: "*The main point is.* " or "*On the other hand, some people take an opposing viewpoint.* " But even in everyday conversation the speaker often uses less formal markers: for example, "*I guess what I'm trying to say is*" is often used before a main point.

H. Framework Of ListeningComprehension

In english, from language learning all the skills a must know, it is very important to understand the basic of listening. Stating that listening is to pay attention and try to get a sense of something being listen. This is a process that allows a complex brain to build meaning from sounds that are listen and understood the language. Listening is the ability to identify and understand what the other person. This process involves understanding the speaker's accent or pronunciation, grammar, vocabulary, speaker and understand its meaning.

From the definition of listening above, learning in listening learn must be able to process what is listen, then try to give meaning. Therefore listening ability is strongly influenced by mastery of vocabulary, pronunciation and also the meaning of words or sentences.

Problems in Listening Learning there were a number of problems found by students while learning to listen:

(a) did not understand certain English pronunciation.

(b) did not know how to deal with redundancy.

(c) could not predict the language of meaning because they not familiar with the pattern of words.

(d) not understanding everyday vocabulary.

(e) unable to regulate listening speed.

(f) having difficulty in understanding other accents.

lack of ability to use basic knowledge of the environment to get meaning from listening delivered.

There are some difficulties in Listening for learning, namely. Listeners cannot control the speed of speech of the person delivering the message, and they feel the message delivered is gone before they can understand the contents of the message. When they can understand a message, at the same time the other message is lost. Listeners do not have the opportunity to ask the speaker to repeat or clarify the message conveyed, for example when listening to the radio, watching TV, so listeners must be able to understand what it is. Limitations of the vocabulary of listeners, making listeners unable to understand the text content he can even make them bored and frustrated. the failure of the listener to recognize and understand the 'signs' sent by the speaker which causes the listener to misunderstand the message. The error in interpreting the message received, so that the message those delivered are received or interpreted differently by listeners. Not able to concentrate because of various things, such as topics that are not interesting, physical fatigue, noisy environment and so on. Concern about the different ways and material taught by the teacher with material listen through audio devices or native English speakers.

Problems learned in Listening Comprehension can cause learning difficulties in mastering other skills in English. This is because if learners do not understand what is listen, learners was not have good abilities in listening to respond to what is listen.

I. Research Hypotesis

Ho : There is any significant effect by using video method than by using oral method in teaching listening comprehension to the student’s score at eighth grade of SMPN 2 Percut Sei Tuan.

Ha : There is not any significant effect by using video method than by using oral method in teaching listening comprehension to the students' score at eighth grade of SMPN 2 Percut Sei Tuan.

CHAPTER III

RESEARCH METHODODLOGY

A. Location Of The Reserach

This research is conducted at SMP N 2 Percut Sei Tuan. It is on Jl. Gambir Pasar 8, Tembung. The reason for choosing this school because there are some problem the researcher found that the students had a low ability in listening skill.

B. Research Disign and Methodology

This research uses quantitative method, the design of research is experiment research, John W. Best defined experimental research as the description and analysis of what was be or what was occur, under carefully controlled condition.[17] In this research the writer uses quasi-experimental research. The experimental research is applied because the writer is able to control at least one of the most dominant variable of the research,[18] in this case the ability of student listening's skill. The experimental research is chosen to determine influences an outcome or dependent variable, which is the effect of using dialogue conversation video in listening comprehension to the students of eight grade percut sei tuan. In investigating the effect of using dialogue conversation video in listening comprehension, two classes of ten grades are selected. The first class is used as a control group which does not receive any treatment and the other class as an experimental group which is taught by using dialogue conversation video in listening the first step the writer complated a tesk after heaering dialogue conversation the topic of video then

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[17] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistic*,(New Delhi, new Age International Publisher,2006),p134

[18] Syaodih,Nana, Sukmadinata, *Metode penelitian Pendidikan*, (Bandung: PT Remaja Rosda karya, 2012) , p220

the students some answer in box to the topic, after that they watch the video and answer the question related to the information of the video.

Tabel 3.1.

Group	Pre-Test	Treatment	Post-Test
Experimental	✓	Listening a video Method	✓
Control	✓	Listening oral Method	✓

C. Data And Data Source

In this research, the data was be used by quantitative data. Quantitative data is score of students' listening a test.

In this research, the researcher used the data source such as: Listening dialouge, completed the teks and documentation to collect the data. And this appraoch data was be use by expreriment.

D. Population And Sample

1. Population

Population is the objects of research[19]. It was about all data that concerned in a scope and time that specified[20]. The population in this case is SMP N 2 Percut Sei Tuan 2018/2019, the researcher tesk take populatiuon at eight grade student (VIII). The school is located on Medan Tembung. The reason for choosing this school because not at all of the students are able to listening skill. This problem moreover,

[19]Syahrumand Salim,*MetodologiPenelitianKuantitatif*, Bandung: CiptaPustaka Media2011, p.113

[20]*Ibid*

has been caused by the conventional strategy by the teacher. Thus, the writer had an interest in apply reward and punishment in students listening skill.

The population of the research is as following:

Table 3.2.

Table Of Population

Class	Population	Class	Population
VIII-A	25	VIII-F	25
VIII-B	25	VIII-G	25
VIII-C	25	VIII-H	25
VIII-D	25	VIII-I	25
VIII-E	25	VIII-J	25

So, the total is 250 students at SMP N 2 Percut Sei Tuan.

2. Sample

Sample is small proportion of a population was select for observation and analysis[21]. One classes of the two classes selected was use as the experimental group and the other one was the control group, and based on the random sampling technique. Random Sampling is Take sampling by randomly or without seeing feathers. This technique has the highest possibility in setting representative samples.[22]

Based on the random system 50 students was chosen in two classes VIII-A (25) students as the experimental and VIII-B (25) students.

Table 3.3.

[21] SuharsimiArikunto, *ProsedurPenelitian: SuatuPendekatanPraktek*, Jakarta : PT RinekaCipta, 1993. p.131

[22] Syahrum and Salim, *MetodologiPenelitianKuantitatif*, Bandung: CiptaPustaka Media, 2011.p.115

Sample

Class	Sample
VIII-A	25
VIII-B	25

E. Subject Of The Research

The subject of the research are the students of SMP N 2 Percut Sei Tuan. who were in the second semester by the academic year of 2018/2019. There are 2 classes and 50 students in the classroom, and each class is consist of25 students.

F. Time Of The Reserch

This research study was conduct in the second semester of the academic year of 2019/2020. The actions were carried out in September 2019. The observation was done on September 2019.

G. Technique of Data Collection

In collecting the data, the writer give English listening test to the students. The test was give for getting the objectives data of students' achievement in listening skill by using video techniquein that class. The writer applied two tests: Pre-Test and Post Test. Pre-Test is giving before the material was preparation for listening material, while listening is involvement with text and Post-Test was give in the last meeting in that class.

This research use an listening test as the instrument to collect the data specifically, the researcher applied an complated a teksdialouge to the sample test, listening listening. This test was give to primaly identify the students' vocabulary, and pronunciation.

Scoring in this research applied the theory of Gebhard that "were two types basic of listening and each of them has a distinct assessment to do. Furthermore, the five

indicators that was assessed in this research are vocabulary, comprehension, and pronunciation."[23] The detail of the components were completely explained below:

The test consists of ten criteria above. The writer give score "a hundred" for total correct test. Before administering the test, the writer analyzes the validity of pre-test instrument in order to find out whether the test is good to be use or not.. Collecting data is an important thing, in this research the technique of data collection which is used by the writer are:

1. Pre-Test

The pre-test is given the student when treatment has given to student for answering the question in the class in order to know students' knowledge and achievement of the listening material. Pre listening activities function as preparation for listening. During pre listening, the teacher can set goals and / or prepare in advance what material for listening, prepare linguistically or background knowledge needed. Before the treatment conducted, a pre-test is administered to the experimental the student. In which, the student had been given the similar test but the researcher given different test to students'. The student was answer complated a box and multiple choices in dialogue conversation furthermore, in the test is conducted to find out the homogenity of the sample. It is used to determine whether the students are relatively equal in listeningcomprehension. This homogenity had been analyzed from the average score.

The instrument consists of 20 items test consisting of two types:

1. There are 5 item complated a taks correct they get plus scored 5 so the total score of this type is 50.

[23] Gebhard, Gerry, *Languages Assessment: Principles and Classroom Practice*. Oxford : Oxford University.2000.p. 141

2. And Answer qeustion, there are 10 items multiple choices and each items is scored 5 so the total score of this type is 50.

2. Post-Test

Post-Tes in the implementation of the strategy the teaching activity is giving the question and to answer the question. The post-test is given in the end of the treatment, in order to know students' ability and students' achievement in mastering listening. I was technique for given test to students' using a video. And student was complated a box in dialogue conversation furthermore, in the test is conducted to find out the homogencity of the sample. It is used to determine whether the students are relatively equal in listening comprehension. This homogenity had been analyzed from the average score.

The instrument consists of 20 items test consisting of two types:

1. There are 10 item complated a taks correct they get plus scored 5 so the total score of this type is 50.

2. And answer qeustion, there are 10 items multiple choices and each items is scored 5 so the total score of this type is 50.

The instrument consists of 20 item test consisting of two types:

H. Data Analysis

Inthis research, the data was be collected from the experimental and control group. The data was be analyzed by using "t-test for independent sample".

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum dX\,2 + \sum dY\,2}{NX + NY - 2}\right)\left(\frac{1}{NX} + \frac{1}{NY}\right)}}$$

In which:

Mx : mean of experimental group

My : mean of control group

X : the deviation square of experimental group

Y : the deviation square of control group

N_X : the number samples of experimental group

N_Y : the total number samples of control group

1. Validity of the test

Validity in its purest sense, this refers to how well a scientific test or piece of research actually measures what it sets out to, or how well it reflects the reality it claims to represent.

$$rXY = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X2 - (\sum X)2\}\{N\sum Y2 - (\sum Y)2\}}}$$

Where:

rXY :coefficient correlation between variable X and Y

XY : Summary of x multiply y

$\sum X2$: Total square x

$\sum Y2$: Total Square y

$(\sum X)2$: Total X then Square

$(\sum Y)2$: Total Y then Squar

2. Reliability of the Test

Reliability refers to consistency of the measurements. Directly, the reliability of the test is a test with a reliable assessment.[24] So, reliability is the quality of the consistency that the procedure demonstrated over a period time. This study use internal reliability with the following pattern:

$$r_{11} = \left[\frac{k}{k-1}\right]\left[\frac{S_{x^2} - \sum pq}{S_{x^2}}\right]$$

Where :

r_{11} : reliability of the whole test

k : number of the whole test

S_X^2 : variance of scores on the total test

[24]Asrul, Rusydi Ananda & Rosita, 2015, *Evaluasi Pembelajaran*, Bandung: Ciptapustaka Media, p.125

(sequared standard devation)

p : proportion of correct responses on a single item

q : proportion of incorrect responses on the same item

The reliability of the test must be found before conducting the pre-test. The criteria of the reliability test are as follows:

0.00 – 0.20 : The reliability is negligible

0.21 – 0.40 : The reliability is low

0.41 – 0.60 : The reliability is moderate

0.61 – 0.80 : The reliability is substantial

1.81 – 1.00 : The reliability is high to very high

3. Normality Test

Normality test is to determine whether the data normally or not. The data were considered normal if score of the test is more than 0.05. To count the normality test, the writer used SPSS, with steps as follows:[25]

$$X^2 = \sum \left[\frac{O\,i - E\,i}{Ei} \right]$$

(1). Open SPSS program. Input all the data.

(2). Click Analyze from the top menu, choose descriptive statistics and click explore.

(3). Move the

data from the left box into the box in Dependent List.

[25]Andrew Garth. 2008. *Analysis Data Using SPSS (A Practical Guide for those Unfortunate Enough to Have to Actually Do It*). Sheffield: Sheffield Hallam University. p. 73

(4). Click plot and make sure that under the boxplots choose none, remove any checklists under Descriptive, and tick in Normality plots with tests, and remove any ticks under Spread vs Level with Levene Test.

(5). Click Continue and OK.

4. Homogeneity of the Test

Homogeneity test is to determine the similarity between two groups. To get the homogenous data, the significant level of the test is more than 0.05. Homogeneity test used in this study were SPSS, with steps as follows:[26]

$$Sx2=\sqrt{\left(\frac{n.\sum y2-(\sum Y)2}{n(n-1)}\right)}/\square$$

(1). Open SPSS program.

(2). Input the data in the data view.

(3). Click Analyze in the top of the menu, choose compare means and click oneway ANOVA.

(4). Move the data of experimental into Dependent List, meanwhile, move the data of controlled group into Factor.

(5). Click the Options tab to open the options dialogue box.

(6). Give a tick in Homogeneity of variance tests.

(7). Click continue, and then OK

5. $T_{\text{-test}}$

Pre-test and post-test were done in order to see the difference of writing ability before and after the students were taught by using folktale movie. After the data were collected from the tests, they were analyzed by using SPSS 20. Hypothesis test could be

[26]Andrew Garth. *Opcit*.p. 71-72

done if the data of the tests showed that they were both homogeneous and normal. The t-test is used to see whether there is a difference between two variables in this research. In SPSS 20, T-test was done through Independent-Samples t-test. Here are the steps to analyze the data: [27]

(1). Open SPSS 20 program and click Variable View, type the name such as class and score, and in theValues, the name of the class is differentiated into two kinds; experimental is 1 and controlled is 2.

(3). Click Data View, insert the data and then, click Analyze, choose Compare Means and click Independent-Samples T-test.

(4). Move the score into the column of Test Variable(s), and move the class into Grouping Variable. Define group as the number exactly like the number that has been typed in Values. Click continue and OK.

6. Statistical Hypothesis

The statistical hypothesis in this research is:

H_0: μA= μB

H_a: μA≠ μB

In which:

A : Listening Video Method

B : Listening Oral Method

[27]Andrew Garth. *Opcit*. p. 45-46

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

The data of this research were obtained from the result of test from both of class, the experimental class (VIII-10) and the control class (VIII-9). The experimental class and the control class were taught differently. In the experimental class, the students were taught by using video method , meanwhile, in the control class, the students were taught by using oral method. In order to see the effect of using video method and oral method the data were needed to be gathered. The data were collected from the results of post-test that were conducted in the end of the research.

N = Data to be tested.

$\overline{X}$ = Mean or avarege value of score.

S = Standard deviation is the most common measure of tastistical distribution. In short, it measure how the data values are spread.

Table 4.1 Research Result Data

Statistic / Source	Group of Learning Model	
	Experimental Class (Listening a Video Method)	Control Group (Listening Oral Method)
N	25	25
$\overline{X}$	73,2	64,8
S	7,053	6,602

The Students' Listening skill Score of the Experimental Class

After giving the post test to experimental group was taught by video method and control class was taught by oral method, so obtained measurement data to listening skill as follow:

Table 4.2.

The score of pre-test and post-test experimental class .

CLASS VIII-10

No.	Initial Name	Score	
		Pre-Test	Post Test
1.	**AI**	75	80
2.	**SP**	50	75
3.	**AM**	85	70
4.	**NF**	90	90
5.	**MA**	50	70
6.	**MS**	55	75
7.	**RM**	55	60
8.	**MR**	75	75
9.	**TA**	75	75
10.	**SR**	70	80
11.	**MI**	85	70
12.	**NI**	75	70
13.	**SA**	80	75
14.	**MH**	75	75
15.	**RS**	55	70
16.	**MR**	75	80
17.	**FG**	70	70
18.	**MF**	80	75
19.	**AK**	80	75
20.	**RN**	70	80
21.	**OB**	60	70
22.	**MS**	45	65
23.	**DE**	25	55
24.	**RW**	50	70
25.	**HM**	75	80
	∑n= 25	**$\sum X_1$**=1680	**$\sum X_2$**=1830
	$\bar{X}$	67.2	73.2
	Min	25	55
	Max	90	90

Based on table 4.2, result of the research the experimental class highest score pre test score was 90 while the lowest pre-test score was 25 and the highest post

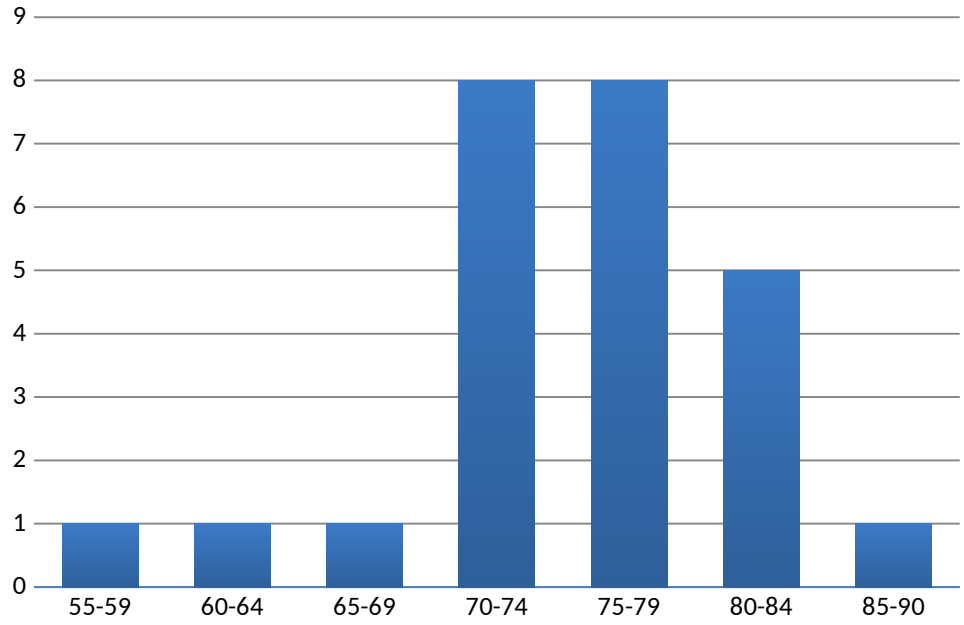
test score of experimental class was 90 and the lowest of post-test score was 55, from the table above it can be concluded that the ability of student listening was increased. the mean score of pre-test control class was 67.2 while compare with the mean score of post test class was 73.2, that there is significant effect of using dialogue conversation video in teaching listening. From the student's post-test score above it can be assumed that the experiment class has higher score than control class' post-test score.

Table 4.3 The Frequency Distribution of Students Score in Experimental Class

NO.	Score Range	Absolute Frequency	Relative Frequency
1	55-59	1	4
2	60-64	1	4
3	65-69	1	4
4	70-74	8	32
5	75-79	8	32
6	80-84	5	20
7	85 – 90	1	4
Total		25	100

The score frequency distribution histogram of students' achievement in Listening skill were taught by using VAK learning model can be showed in the following figure:

Picture 4.1
The Frequency Diagram of the scores inVariabel X in experimental class



Based on the diagram above can be known that the score distribution of variable X showed that the responder was at the class interval 55-59 the sum was 1 students, class interval 60-64 the sum was 1 student, class interval 65-69 the sum was 1 students, class interval 70-74 the sum was 8 students, class interval 75-79 the sum was 8 students, class interval 80-84 the sum was 5 students, and class interval 85-90 the sum was 1 students.

The Students' Listening skill Score of the Control Class

After analyzing the data through SPSS 22, the result showed that the students were taught by using Listening oral Method got the score range was 75 to 50, the mean of posttest was 64,8, the standard deviation of post test, the lowest score of posttest was 50 and highest score was 75. It can be seen from the table below :

Table 4.4.

The score of pre-test and post-test in control class

Class VIII-9

No.	Initial Name	Score	
		Pre-Test	Post Test
1.	**NL**	45	65
2.	**HB**	70	70
3.	**YP**	45	50
4.	**FA**	60	70
5.	**MR**	60	70
6.	**SS**	70	60
7.	**RA**	70	65
8.	**MR**	65	65
9.	**IM**	40	60
10.	**MA**	65	70
11.	**AS**	65	70
12.	**AI**	65	60
13.	**AP**	70	70
14.	**CB**	75	75
15.	**NA**	70	70
16.	**KV**	70	70
17.	**LB**	65	60
1	**FM**	45	60

8.			
19.	**RP**	50	50
20.	**DF**	65	55
21.	**TW**	50	60
22.	**MR**	65	65
23.	**KS**	60	70
24.	**NA**	80	70
25.	**FA**	45	65
	∑ n = 25	**$\sum X_1$**=1530	**$\sum X_2$**=1620
	$\bar{X}$	61.2	64.8
	Min	45	50
	Max	80	75

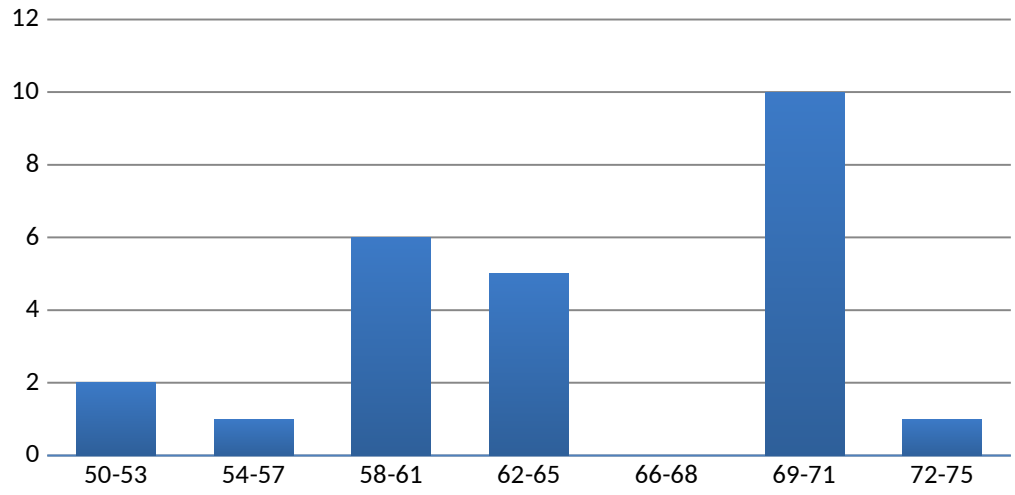
Based on the table 4.2, the result of the test by research the highest pre-test of control class was 80 while the lowest score was 45. And the highest score of post-test in control class was 75 while the lowest score of post-test in control class was 50. Moreover, the mean score of pre-test control class was 61.2 while compare with the mean score of post test class was 64.88, from the data above it can be concluded that the control class has lower score than experiment class, it means that there is no significant improvement of students' listening ability in control class.

Table 4.5 The Frequency Distribution of Students Score in Control Class

No	Score Range	Absolute Frequency	Relative Frequency
1	50-53	2	8
2	54-57	1	4
3	58-61	6	24
4	62--65	5	20
5	66-68	0	0
6	69-71	10	40
7	72-75	1	4
Total		**25**	**100**

The score frequency distribution histogram of students' achievement in Listening skill were taught by using PPP Approach can be showed in the following figure:

Picture 4.2
The Frequency Diagram of the scores inVariabel X in control class



Based on the diagram above can be known that the score distribution of variable X showed that the responder was at the class interval 50-53 the sum was 1 students, class interval 54-57 the sum was 1 student, class interval 58-61 the sum was 6 students, class interval 62-65 the sum was 5 students, class interval 66-68 the sum was 0 students, class interval 69-71 the sum was 10 students, and class interval 72-75 the sum was 1 students.

2. Analysis Requirement Testing

Normality Testing

In this research, normality test was tested by using Lilliefors in SPSS V 22 to count the normality of each test. The test would be normal distribution if the result of absolute differences number showed less than the result in Lilliefors table with the number of sample (n) is 25.

Table 4.6. Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Experiment	.205	25	.008	.918	25	.045
Post Test Control	.233	25	.001	.876	25	.006

Based on the tabel 4.6. the graph above shows the result of post test between experimental class with control class in normality test with kolmogrorof-smirnov and Shapiro-Wilk. The result post test experimental class and control seem have significant if data shows in experimental class lower value of <0.50 the experimental class have significant and if control class more high of >0.50 the control class have significant also.

Homogeneity Testing

After doing the normality test, the researcher did the homogeneity test that would be calculated by using SPSS V 20 in order to test the similarity of the both classes, experiment class and control class. The researcher used Levene statistic test to calculate th e homogeneity test. The data would be homogenous if the result of data calculation is higher than 0.05. The results are presented as follows :

Table 4.7. Homogenous Testing

Post Tes Class Experimental and Control Class

Levene Statistic	df1	df2	Sig.
,007	1 1	4 8	.93 6

The result of the data in Table 4.7 showed that the significance of post-test between experiment class and control class was 0.936. Therefore, the data of post-test was homogenous because it was higher than 0.05.

3. Hypothesis Testing

Table 4.8.
Independent Samples T-Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper

Post Test	Equal variances assumed	,006	,936	4,451	48	,000	8,60000	1,93218	4,71508	12,48492
	Equal variances not assumed			4,451	47,791	,000	8,60000	1,93218	4,71465	12,48535

After measuring the normality and homogeneity test, then the researcher calculated the data by using t-test in SPSS V 22 to know the significant difference between the students' achievement in writing procedure text in experimental class and the students' achievement in writing procedure text in control class. Next, the researcher used t-test to get empirical evidence about the effect of Listening skill on the students' in teaching listening comprehension by using SPSS V 22. The researcher used the data from post-test of experiment and control classes, and gained score from both classes. The t-test result of post test score both control and experiment class is presented in the figure below:

The result of posttest both experiment class and control class was conducted after doing the treatment. Based on the data in Table 4.8, it can be seen that there was a significant different between the experiment class (Mean = 73.2 and SD = 7,053) and control class (Mean= 64,8 and SD = 6,602).

Next, the researcher was compared t-value and t-table to know whether using task-based learning approach in teaching listening comprehension is effective to increase students' achievement in listening skill. Reviewing to the data in Table 4.8, it shows the result of t-value = 4,451 or the Sig. (2-tailed) = 0.000. And t-table of 0.05 (5%) as the significance level is 2.010 with 48 the degree of freedom (df). It can be found that t-value

= 4.451 > t-table = 2.010 and the Sign. (2-tailed) is 0.000< 0.05. It means that task-based learning is effective toward students' achievement in listening comprehension.

Hypothesis testing becomes the important one because the calculation of hypothesis test is to answer the formulation of the problem of this research: "Is there any significant the effect of using video in teaching listening comprehension ? The conclusion is obtained as follows:

Ho : There is any significant effect by using video method than by using oral method in teaching listening comprehension to the student's score at eighth grade of SMPN 2 Percut Sei Tuan.

Ha : There is not any significant effect by using video method than by using oral method in teaching listening comprehension to the students' score at eighth grade of SMPN 2 Percut Sei Tuan. And then, the criteria of hypotheses test as follow:

1. H_α is accepted if $t_o > t_{tabel}$ or if the Sig. (2-tailed) <0.05.
2. H_0 is accepted if $t_o < t_{table,}$ or if the Sig. (2-tailed) >0.05.

Based on the result of post test of experiment class and control class, it can be found that the $t_{observed}$ = 4,451>t_{table} = 2,010 in the significance level of 0.05 (5%) and the Sign. (2-tailed) is 0.000 < 0.05. To sum up, the $t_{observed} > t_{table}$ and the Sign. (2-tailed) < 0.05, it means that H_α is accepted. So, the researcher can be concluded that task-based learning is listening comprehension the students' achievement in listening comprehension.

B. Discussion

Based on the analysis of data in the eighth grade students' of SMP Negeri 2 Percut Sei Tuan, the effect using video teaching listening comprehension. The results of data were got from post-test.

The students that were taught by video listening comprehension had higher score than those who were taught by Control technique.

To sum up, the data of research had been conducted based on the procedures. As the research findings and discussion above, there is significance by using a video the students' listening comprehension, because the result shows that the hypothesis of H0 is accepted and H_{α} is reject.

Based on the explanation above Jhon W. Best a student more intrested with a video so student got more easy undertanding in video talking about and student can see the situation in video, the researcher concluded that the implementation of video listening comprehension had significant effect to the students' listening, especially for the students of SMPN 2 Percut Sei Tuan.

CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A.Conclusion

Based on hypotesis conclution from result the research. There is a significance effect of using video method between students who are taught by teaching video method. It is got from the results of statistic calculation in chapter 4. The students' mean score of post-test in experimental class (73.2) is higher than the score of post-test in control class (64.8). From the data analysis, the test hypothesis was determined by t-test that $t_{observed} > t_{table}$ in significance 0.05 (5%). Thus, the value of the $t_{observed}$ is 4,451 while the value of t_{table} with df 48 in the significance 5% is 2,010. So the alternative hypothesis (H_{α}) is accepted. It means that there is significant of students' using video listening comprehension which was taught by using oral method and without using video at eighth grade of SMP Negeri 2 Percut Sei Tuan.

B. Suggestions

Based on the above conclusion, the researcher gives some recommendations. Firstly, English teachers are recommended to use listening a video approach in their teaching learning process in order to affect the students' significant in listening comprehension. Secondly, the researchers who are interested in doing a research related to this study should try to apply listening a video on different level of learners through different genre to prove the effect oral method in class. Finally, the researcher considers that the study still needs validity from the next researcher that has the similar topic with this study.

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