

**THE EFFECTIVENESS OF ENGLISH VIDEO SONG IN
IMPROVING LISTENING ABILITY AT THE ELEVENTH YEAR
STUDENTS OF SMK NEGERI 2 WALENRANG**



A THESIS

**Submitted to the English Study Program of Tarbiyah Department
of State College for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for the S1 Degree of
Sarjana Pendidikan (S.Pd) in English
Language Education**

By

**HATIFA
REG. NUM. 09.16.3.0127**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2014**

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Composed By,

HATIFA

REG.NUM: 09.16.3.0127

Supervised By,

- 1. Amalia Yahya, S.E., M. Hum**
- 2. Amir Faqihuddin, S.Ag., M.Pd.I**

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDY
(STAIN) PALOPO
2014**

THESIS APPROVAL

This thesis entitled **“The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang”** which is written by **HATIFA, Reg. Number. 09.16.3.0127**, English S1 study program of Tarbiyah Department of State College for Islamic Studies Palopo, and has been examined and defended in MUNAQASYAH session which is carried out on **Friday, February 28th 2014 M**, coincide with **Rabiul Akhir 27th 1435 H**, and it is authorized and acceptable as partial fulfillment of requirement for S.Pd. degree in English language education.

Palopo, 28th February, 2014 M.
27 Rabiul akhir 1435 H.

COMMITTEE OF EXAMINATION

- | | | |
|------------------------------------|---------------|---------|
| 1. Prof. Dr.H.Nihaya M, M.Hum. | Chairman | (.....) |
| 2. Sukirman Nurdjan S.S., M.Pd. | Secretary | (.....) |
| 3. Dr. Rustan S. M.Hum | Examiner I | (.....) |
| 4. Jufriadi, S,S., M.Pd. | Examiner II | (.....) |
| 5. Amalia Yahya, S.E., M.Hum. | Consultant I | (.....) |
| 6. Amir Faqihuddin, S.Ag., M.Pd.I. | Consultant II | (.....) |

Approved By,

The Chief of STAIN Palopo

The Chief of Tarbiyah Department

Prof. Dr. H. Nihaya M, M.Hum.
NIP. 19511231 198003 1 017

Drs. Hasri, M.A.
NIP. 19521231 198003 1 036

CONSULTANT APPROVAL

Thesis Entitled: The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang

Written By : Name : Hatifa
Reg. Num : 09.16.3.0127
Department : Tarbiyah
Study Program : Tadris Bahasa Inggris

Has been corrected and approved to be examined.

Palopo, January 9th 2014

Consultant I

Consultant II

Amalia Yahya, S.E., M.Hum
19771013 200501 1 006

Amir Faqihuddin, S.Ag., M.Pd.I
19710407 200604 1 005

PRONOUNCEMENT

I have been at signature below:

Name : HATIFA
Reg .Number : 09.16.3.0127
Department : Tarbiyah
Study Program : Tadris Bahasa Inggris

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The Researcher

IAIN PALOPO

Hatifa
Reg. Num: 09. 16. 3.0127

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Palopo, January 9th 2014

the Researcher

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ABSTRACT

Hatifa, 2014. *The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang*. Thesis, English Study Program of Tarbiyah Department in the State College for Islamic Studies (STAIN) Palopo. This thesis supervised by Amalia Yahya, S.E., M.Hum, as the first supervisor and Amir Faqihuddin, S.Ag., M.Pd.I, as the second supervisor.

Key words : Effectiveness, Listening Ability, Video Song

This thesis is experimental research which focused on describing the effectiveness of English video song in improving listening ability in the eleventh year students of SMK Negeri 2 Walenrang.

This research applied pre-experimental research with one group of pre-test and post-test design. This research was undertaken at the eleventh year students of SMK Negeri 2 Walenrang in 2013/2014 Academic year. The number of population were 29 students and the researcher took 20 students as a samples and using the Purposive Sampling technique. The researcher used English Video Song to improve listening ability of the eleventh year students of SMK Negeri 2 Walenrang.

The design is one group pre-test and post-test design. Data analyzing is quantitative analysis. The research use “t” test formula by using t table with acceptability level criteria in 5% ($\alpha = 0.05$)

The result of analysis indicates that the use English Video Song is effective way to improve students’ listening ability, especially at the eleventh (XI Telkom) class in SMK Negeri 2 Walenrang. So, the null hypothesis was rejected and the alternative hypothesis was accepted.

CHAPTER I

INTRODUCTION

A. Background

Language is the first step to know something. Language is an instrument to communicate ideas, feeling to other person. As a communication tool, language is used to express ideas, reasons, and feelings. The use of language correctly and well is the aim of English language teaching.

Listening is the activity of paying attention to and trying to get meaning from something we hear. To listen successfully to spoken language, we need to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the word themselves. A speaker saying “you are late” for example maybe wishing to convey anyone of a range of meanings: simply stating the fact that you have arrived late, complaining because she has had to wait, or expressing surprise because she did not expect you to arrived late. What the speaker means lies only partly in the words spoken, and you, as the listener, must recognize and interpret the other factors which are used to convey the message to you.¹

Listening is one of the most important skills you can have. How well you listen has a major impact on your job effectiveness, and on the quality of your

¹Mary Underwood, *Teaching Listening*, (1st Print.; New York: Longman, 1989), p.1.

relationships with others. We listen to obtain information, we listen to understand, we listen for enjoyment, and we listen to learn.

In my experience choose the title above because generally in listening teaching process in the school the teacher use only recorder tape and the students listen to the sound only in improving listening ability. Beside of that, the teachers are difficult to find the suitable method or technique to stimulate students in learning listening.

If a teacher always uses the same teaching methodology, they may become predictable and, perhaps, less interesting for their students. The students have poor mastery of English listening skill because they have lack of motivation. The motivation is much needed in learning listening, because sometimes students have to hear the fast sounds or words more than one to be understood. Without high motivation, they will be bored and can stop learning, and the goal of education cannot be reached. In this case the researcher wants to give improving listening ability by using of media with aim to improving students motivation and interest in learn listening. And the researcher will be use media DVD player by listening music and television by watching the video.

The researcher decided English Video Song as media learning because studies have shown that music can improve concentration, improve memory, bring a sense of community to a group, motivate learning, relax people who is

overwhelmed or stressed, make learning fun, help people absorb material, so that the students can enjoy in learn listening.

Based on the assumption above, the researcher interest to conducting the research under the title “The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang”.

B. Problem Statement

Based on background above, the writer formulates problem statement of this research as follows:

“Can the use of English Video Song improve students’ listening ability at the Eleventh Year of SMK Negeri 2 Walenrang?”

C. Objective of the Research

The objective of the research is to find out whether the use of English video song can improve students’ listening ability at the eleventh year of SMK Negeri 2 Walenrang or not.

D. Significance of the Research

The result of this study is expected to be any use theoretically and practically:

1. Theoretically, the result of this research is expected to make a contribution to the development in teaching language, particular focusing in the effectiveness of visual iad to improving students listening ability. And

also it is hope to use for the next researcher who wants to investigate this problem deeper.

2. Practically, the result of this research is expected to be any use or the English teachers in generally and English teacher of SMK Negeri 2 Walenrang in particular. It is to develop the listening ability of the students in teaching-learning process.

E. Scope of the Research

The scope of the research is restricted to the listening for specific information focus on vocabulary. This refers to the occasions when we do not need to understand everything, but only a very specific part. Specific in video song and so we listen selectively for this specific information at the eleventh year student's of SMK Negeri 2 Walenrang.

F. Operational Definition

To get general understanding about the aim of the title of this proposal, the researcher gives definition of terms as follows:

1. Effectiveness is the capability of success in achieving a given goal.
2. Listening comprehension is a skill that is done by listening information from the media and know the meaning of the information that have been listenet. Sometimes, if we dont have skill in listening comprehension, we can get misunderstanding meaning by the information that we have listened.

3. English video song is the combination of some sentences is said by the tone, accompanied by the music, sung by one person or more is saved in a saving space like CD, DVD act, who has sound and moving picture that can be seen by the spectators through audio visual media.



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CHAPTER II

REVIEW OF RELATED LITERATURE

1. Previous Studies

In writing this thesis the researcher found some researches related which make the writer eager to hold the research, those are:

a. The thesis by Nurmi Bte. Supri (Teaching Listening Skill Through English Song to the Eleventh Year Students of SMA Negeri 1 Belopa) concluded that, there was the significance by using song in teaching listening skill. She found that the effectiveness of song in improving students English listening skill are in good category and include in high level.¹

b. Trần Thị Oanh (2011) in her thesis is written under the title “The use of songs to improve listening skills for students at ITC Foreign Language Centre in Hai Duong” showed that the positive attitude to the use of English song in class. The students themselves agreed that they felt like listening much more than before. It means that through English song can improve students’ listening ability at ITC Foreign Language Centre in Hai Duong.²

¹ Nurmi Bte. Supri, “*Teaching Listening Skill Through English Song to the Eleventh Year Students of SMA Negeri 1 Belopa*”, (Unpublished Thesis, 2008), p. 57.

²Trần Thị Oanh , “*The Use Of Songs To Improve Listening Skills For Students At ITC Foreign Language Centre In Hai Duong*”, 2011. Online
<http://dl.vnu.edu.vn/bitstream/11126/444/1/04051000587.pdf>. Accesed on August, 2013.

Based on their research in improving the listening ability of the students', the writer interested to research in improving the listening ability of the students', and the writer interested to research about the using of English Video song to improve the listening ability.

2. Theory of Listening Comprehension

Teaching of listening skill will follow the methodological model in some ways for teaching or reading skill. But training student in listening skill have a problem for both teacher and students which does not find in reading material. Listening comprehension as a skill certainly shares many similarities with reading, but the different are most importantly, the text itself different.³

Listening comprehension is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages, and relate what they hear to existing knowledge.

Some people are confused about the meaning of listening comprehension. They that comprehension message in listening the ought to be achieving 100 percent comprehension and they are failing to catch or organize a word or expression when they are listening. They have some perception because they do not know how to understand the message. They do not know how to comprehend the message because they do not know what exactly comprehension.

³ Jeremy Harmer, *The Practice of English Language Teaching*, (New Ed. USA: Longman 1991), p.211.

a. Definition of Listening Comprehension

Hearing is a physical ability while listening is a skill. Listening skills allow one to make sense of and understand what another person is saying. In other words, listening skills allow you to understand what someone is "talking about".

Listening is one of the most important skills we can have. How well we listen has a major impact on your job effectiveness, and on the quality of our relationships with others. Because, we listen to obtain information, we listen to understand, we listen for enjoyment, and we listen to learn.

In some definitions of listening ability proposed by some experts as follows:

- 1) Listening is a complex operation integrating the destined component perception and linguistic knowledge in ways which are at present poorly understood.
- 2) Listening is listening with understanding it emphasize language skill beyond basic auditory discrimination and oral grammar.
- 3) Listening comprehension is comprehension process in which we grasps ideas as their important, and connect then to other ideas listening is a skill that tends to get neglected all together. One of the reasons for this neglect is the feeling among language teacher that this skill is automatically acquired by the learner as he learns to speak the language.

Those definition of listening comprehension is listening with understanding which try to get information by hearing what the speaker said.⁴

Listening is the ability accurately receive messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood-communication breakdown and the sender of the messages can easily become frustrated or irritated.

b. The Process of Listening Comprehension

The process of listening comprehension is sketchy, so indeed is our knowledge of the total learning process. We cannot be sure that about of all factor involved but we can make reasonable guesses about some of them. The process of listening comprehension as follows:

1) Perception – cracking the code

First, we have to be able to recognize and discriminate between contrasting sound or letter and word shapes. This aspect of the perception of speech is dealt with in process for reading.

2) Decoding – making sense of the message

Each short stretch of meaningful material which is read or heard has to be follows:

⁴ Nurpita, “*The Ability of the Fourth Semester’s Student of English Department of STAIN Palopo in Listening Comprehension*”, (Thesis English Department STAIN Palopo, 2006), p. 8-9.

- a) Recognize as meaning and understand on reception.
- b) Held in the short-term memory (STM) long enough for it to be.
- c) Related to what has gone before and or what follows we can show the

whole process in the form of a model.

3) Prediction and selection – redundancy to the rescue

Although the process just outlined sounds and is complex, our task is made easier by our ability to predict what is likely to come next and our ability to select which stretches of material we will pay maximum attention to and which we need not bother too much about.

Prediction and selection are both possible partly as a result of what is known as redundancy. When we talk to someone, there are many things which may cause the hearer to lose part of the message.

4) Comprehension of Foreign Language (FL) material

With material in a FL general process of comprehension is presumably, similar but the following factors make it more difficult:

- a) All the stages in the process are likely to take longer, it takes us longer to recognize familiar elements as familiar, and longer to see the relationship between the successive short stretches of material.
- b) At each stage we are much more likely to make a mistake.

c) We are very much more likely to come across stretches of language which we do not understand at all.

d) As we are much less familiar with the FL it is more difficult for us to anticipate and predict and we cannot select with the same degree of confidence.

e) Our STM for FL material is likely to be much less efficient.⁵

c. Type of Classroom Listening Performance

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. These types of performance are:

1. Reactive

Sometimes you simply want a learner to listen to the surface structure of an utterance for the sole purpose of repeating it back to you. While this kind of listening performance requires little meaningful processing. It nevertheless may be a legitimate, even though a minor, aspect of an interactive, communicative classroom.

2. Intensive

Techniques whose only purpose is to focus on components (phonemes words, intonation, discourse markers, etc) of discourse may be considered to be intensive as

⁵ Gerry Abbot, et.al, *The Teaching of English as an International Language*, (London: Great Britain, 1981), p. 59-63.

opposed to extensive in their requirement that student single out certain elements of spoken language.

3. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The student's task in such listening is to process the teacher talk immediately and to fashion an appropriate reply.

4. Selective

Such activity requires field independence on the part of the learner. Selective listening differs from intensive listening in that the discourse is in relatively long lengths. Examples of such discourse include:

- a) Speeches
- b) Media broadcasts
- c) Stories and anecdotes
- d) Conversations in which learners are eavesdroppers.

Techniques promoting selective listening skills could ask students to listen for:

- 1) People's names
- 2) Dates

- 3) Certain facts or events
- 4) Location, situation, context, etc
- 5) Main ideas and or conclusion.
- 5. Learners Extensive

This sort performance, unlike the intensive processing describe above, aims to develop a top-down, global understanding of spoken language. Extensive performance could range from listening to lengthy lectures to listening to a conversation and deriving a comprehension message or purpose extensive listening may require the student to invoke other interactive skills for full comprehension.

6. Interactive

Finally, there is listening performance that can include all five of above types as learners actively participate in discussions, debates, conversations, role plays, and other pair and group work. Their listening performance must be intricately integrated with speaking skills in the authentic give and take of communicative interchange.⁶

d. Listening Strategies

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how to listener processes the input.

⁶ H. Douglas Brown, *Teaching by Principle*, (San Francisco State University: Prentice Hall Regents Englewood Cliffs, 1994), p. 242-244.

Top-down strategies are listener based, the listener taps into background knowledge of the topic, the situation or context, the type of context, and the language. This background knowledge activities a set of expectations that help the listener to interpret what is heard and anticipate what will come next. Top-down strategies include:

- 1) Listening to the main idea
- 2) Predicting
- 3) Drawing inferences
- 4) Summarizing

Bottom up strategies the text based; the listener relies on the language in the message that is the combination of sounds, words, and grammar the creates meaning. Bottom-up strategies include:

- 1) Listening for specific details
- 2) Recognizing cognates
- 3) Recognizing word-order pattern

Strategies listener also use met cognitive strategies it plan, monitor, and evaluate their listening.

- 1) They plan by deciding which listening strategies will serve the best in a particular situation.

2) They monitor the comprehension and the effectiveness of the selected strategies.

3) They evaluate by determining whether they have achieved they listening comprehension goal and whether the combination of listening strategies selected was effective one.⁷

e. Listening Skills

Listening is so important that many top employers give regular listening skill training for their employees. This is not surprising when you consider that good listening skill can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work.

Good listening skill also has benefits in our personal lives, including: a greater number of friends and social networks, improved self-esteem and confidence, higher grades in academic work and increased health and wellbeing. Studies have shown that, whereas speaking raises blood pressure, listening brings it down.

Listening is not the same as hearing. Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means

⁷Syarifuddin, *The Effectiveness Of Picture Cues To Improve Students Listening Skill At The Eleventh Year Students Of SMA Muhammadiyah Palopo*, 2008, (Thesis S1 STAIN Palopo), p. 24-25.

being aware of both verbal and non-verbal message. Your ability to listen affectively depends on the degree to which you perceive and understand these messages.

f. Improving Listening Skill

The teaching of listening skill is follow the methodological model in the same way as for the teaching of reading skill. But training students listening skill presents problem for both teacher and students which are not found with reading material.⁸ Listening teaching need another skill like as speaking, when speaker are not clear what they deliver so it can influence about information that will be their deliver.

The basic learner almost have the same skill because they have the same capability, but every learner develops their potential by different methods and skills. Many objections to the use of listening material are individual access to tape recorders where there is teacher supervision, for example in a language laboratory or in a learning centre. If we are going to help learners develop listening skills we need to consider what types of material they will ultimately want or need to listen to.⁹

a. Listening With Video

Video tapes have many of the problems we have already discussed for audio tapes, but of course the major advantage is that students can (sometime) see people speaking and can have a visual context for what is being said.¹⁰ As we know every media has lack and superiority and it depends how we use these media. The principles

⁸Jeremy, Harmer. *The Practice of English Language Teaching*, (New York: Logman, 1991), p.211.

⁹ *Ibid*, p. 65.

¹⁰ Jeremy, Harmer, *Op, Cit*, p. 214.

for using video very much the same as those for using listening, and there is an especial need for teachers to set motivating and challenging tasks.

b. Listening to confirm expectation

Just as we can ask student to read to confirm expectations so we can ask the students to listen for the same reason. The technique has the same advantages for listening as it has for reading.¹¹ But using other skill, it can an easy process to mastering skill, and all of the skills have significance correlation.

c. Providing Feed-Back

One should be attention in teaching is when deliver some material it must be clear so learners can understand and know the orientation of teacher explanation. Students need to be given some ideas of how well they have understood something they have listen to.¹² Of course, their own personal assessment but, as we have seen, this may be unreliable.

d. Listening to extract spesific information

The skill of listening to extract information is as important as it is for reading, the speech phenomena we mentioned and other difficulties associated with tape recorder use it can be extremely difficulty.¹³ The task is simple but the listening extract itself is fairly complex with some difficult contraction and some extract vocabulary.

¹¹ *Ibid*, p. 25.

¹² Gerry, Abbot, *Op, cit*, p. 65.

¹³ Jeremy, Harmer, *Op, cit*, p. 214.

As a design listening tasks, that complete recall of all the information on aural text is unrealistic expectation to which even native speakers are not usually held. Listening exercise that are mean to train should be success-oriented and build up students confidence in their listening ability.¹⁴

1. Construct the listening ability around a contextualized
2. Defining the activities instructional goal the type of response
3. Check the level of difficulty of the listening text
4. Use pre-listening activities to prepare students for what they are going to hear of view
5. Match listen activities to the instructional goal, the listening purpose and students proficiency level.

The activities chosen during pre-listening may serve as preparation for listening in several ways, sample for pre-listening activities:

1. Looking at picture, map, diagrams or graph
2. Reviewing vocabulary or grammatical structure
3. Reading something relevant
4. Predicting the content of the listening text
5. Going over the directions or intructions for activity
6. Doing guide practice

¹⁴Anna Maria Schwartz. *Module For Professional Preparation For Teaching Assistant In Foreign Language* (<http://www.Teaching Listening. Org/Listening,html>). Accessed on on September 2013.

While listening activities relate directly to the text and students to them during or immediately after the time they are listening, sample while listening activities:

1. Listening with visuals
 2. Filling in graph or charts
 3. Following a route on a map
 4. Checking of items in a list
 5. Listening for the gips
 6. Searching for specific clues to meaning
 7. Completing cloze (fill in) exercises
 8. Distinguishing between formal and informal register.¹⁵
- g. Factors that cause difficulties listening skill

If someone wants to improve his/her listening skill, a number of special characteristic of spoken language need to be taken into consideration. Second language learners need to pay special attention to such factor because they highly influence the processing of speech and can often block comprehension if they are attended to. As we have already said, listening can cause problems. Students often panic when they see the tape recorder because they know that they are faced with a challenging task. A skill at the based can be obtained quickly when the skill becomes our activity every time.¹⁶

¹⁵*Ibid*, p. 56.

¹⁶*Op, cit*, p. 231.

h. Integrating listening strategies

The greatest challenges with textbook tapes program are integrating the listening experiences into classroom interaction and keeping up student interest and motivation. The students can use this outline for both in-class and out-class listening/viewing activities. The steps can be undertaken by the students in order to integrate their listening strategy is cited as follows:

1. Plan for listening/viewing
 - a) Review vocabulary list if they have one
 - b) Review the worksheet if they have one
 - c) Review any information they have about the content of tape or video,
2. Preview the tape/video
 - a) (tape) use forward to play segment of the tape; (video) view video without sound
 - b) Identify the kind of program (news, documentary, interview, drama)
 - c) Make a list or predictions about the content
 - d) Decide how to divide the tape/video into section of intensive listening/viewing.
3. List/view intensively section by section, for each section
 - a) Jot down key word you understand
 - b) Answer the worksheet questions pertaining to the section

- c) If the students do not have worksheet write a short summary of the section

4. Monitor the students comprehension

- a) Does it fit with the prediction the students made?
- b) Does the students summary for each section made sense in relation to the other section.

5. Evaluate the students comprehension progress.¹⁷

i. Types of listening

Here are six types of listening, starting with basic discrimination of sounds and ending in deep communication.

1. Discriminative listening

Discriminative listening is the most basic type of listening, where by the difference between difference sounds is identified. If you cannot hear differences, then you cannot make sense of the meaning that is expressed by such differences.

We learn to discriminate between sounds within our own language early, and later are unable to discriminate between the phonemes of other languages. This is one reason why a person from one country finds it difficult to speak another language perfectly, as they are unable distinguish the subtle sounds that are required in that language.

¹⁷ Syarifuddin, *Op, cit*, p. 25-26

Likewise, a person who cannot hear the subtleties of emotional variation in another person's voice will be less likely to be able to discern the emotions the other person is experiencing.

Listening is a visual as well as auditory act, as we communicate much through body language. We thus also need to be able to discriminate between muscle and skeletal movements that signify different meanings.

2. Comprehension listening

The next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying.

The same is true, of course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning.

In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel.

Comprehension listening is also known as *content listening*, *informative listening* and *full listening*.

3. Critical listening

Critical listening is listening in order to evaluate and judge, forming opinion about what is being said. Judgment includes assessing strengths and weaknesses, agreement and approval.

This form of listening requires significant real-time cognitive effort as the listener analyzes what is being said, relating it to existing knowledge and rules, whilst simultaneously listening to the ongoing words from the speaker.

4. Based listening

Based listening happens when the person hears only what they want to hear, typically misinterpreting what the other person says based on the stereotypes and other bases that they have. Such based listening is often very evaluative in nature.

5. Evaluative listening

In evaluative listening, or *critical listening*, we make judgments about what the other person is saying. We seek to assess the truth of what is being said. We also judge what they say against our values, assessing them as good or bad, worthy or unworthy.

Evaluative listening is particularly pertinent when the other person is trying to persuade us, perhaps to change our behavior and maybe even to change our beliefs. Within this, we also discriminate between subtleties of language and comprehend the inner meaning of what is said. Typically also we weigh up the pros and cons of

an argument, determining whether it makes sense logically as well as whether it is helpful to us.

Evaluative listening is also called critical, judgmental or interpretive listening.

6. Appreciative listening

In appreciative listening, we seek certain information which will appreciate, for example that which helps meet our needs and goals. We use appreciative listening when we are listening to good music, poetry or maybe even the stirring words of a great leader.

7. Sympathetic listening

In sympathetic listening we care about the other person and show this concern in the way we pay close attention and express our sorrow for their ills and happiness at their joys.

8. Empathetic listening

When we listen empathetically, we go beyond sympathy to seek a truer understand how others are feeling. This requires excellent discrimination and close attention to the nuances of emotional signals. When we are being truly empathetic, we actually feel what they are feeling.

In order to get others to expose these deep parts of themselves to us, we also need to demonstrate our empathy in our demeanor towards them, asking sensitively and in a way that encourages self-disclosure.

9. Therapeutic listening

In therapeutic listening, the listener has a purpose of not only empathizing with the speaker but also to use this deep connection in order to help the speaker understand, change or develop in some way.

This not only happens when you go to see a therapist but also in many social situations, where friends and family seek to both diagnose problems from listening and also to help the speaker cure themselves, perhaps by some cathartic process. This also happens in work situations, where managers, HR people, trainers and coaches seek to help employees learn and develop.

10. Dialogic listening

The word 'dialogue' stems from the Greek words 'dia', meaning 'through' and 'logos' meaning 'words'. Thus dialogic listening mean learning through conversation and an engaged interchange of ideas and information in which we actively seek to learn more about the person and how they think. Dialogic listening is sometimes known as 'relational listening'.

11. Relationship listening

Sometimes the most important factor in listening is in order to develop or sustain a relationship. This is why lovers talk for hours and attend closely to what each other has to say when the same words from someone else would seem to be rather boring.

Relationship listening is also important in areas such as negotiation and sales, where it is helpful if the other person likes you and trusts you.¹⁸

3. Audio Visual Aids in Language Learning Program

a. Media

The word media comes from the Latin plural of medium. The traditional view is that it should therefore be treated as a plural noun in all its senses in English and be used with a plural rather than a singular verb: the media have not followed the reports (rather than 'has'). In practice, in the sense 'television, radio, and the press collectively', it behaves as a collective noun (like staff or clergy, for example), which means that it is now acceptable in standard English for it to take either a singular or a plural verb.¹⁹

Association For Education And Communication Technology (AECT) defines media that is all the form of utilized to process of information channeling. While Education Association (NEA) defines that media is an art of things which can be manipulated, seen, listened, and can read with instrument which is use appropriately in teaching learning process, so it can influence the effectiveness of instructional program.

¹⁸http://changingminds.org/techniques/listening/types_listening.htm, Accessed on December 2012

¹⁹<http://oxforddictionaries.com/definition/english/media>. Accessed on August 2013.

Media is something which can give message and can stimulate the brain of the students, their feeling and their desire, so can make the learning process for them using media creatively, and objective that will be got.²⁰

The classifications of media are:

1. Visual, visual aids are things that can be seen. For example: film strip, transparencies, movie projection, blackboard, picture, poster, chart, and globe.
2. Audio, audio aids just can be listened. For example: recorder, gramophones, electronic, radio, etc.
3. Audio visual, audio visual aids can be seen and listened. For example: film and television.
4. Dramatize, for example: pageant, pantomime, socio-drama and demonstration.²¹

b. Audio visual aids

Audio visual material must be seen in their relationship to teaching as a whole and to the learning process as a whole, until the teacher understands the relationship between audio visual material and teaching learning process.

Audio visual material are produced, distributed and used as planned components of educational program. It helps the process of learning that is

²⁰H. Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (1st Edition; Jakarta: Ciputat Press, 2002), p. 11.

²¹ H. Asnawir and M. Basyiruddin Usman, *Op. Cit.*, p. 15.

motivation, classification and stimulation. Audio visual aids are multisensory materials which motivate and stimulate the individual. It makes dynamic learning experience more concrete realistic and clarity. It provides significant gains in thinking and reasoning.

Audio visual aids are sensitive tools used in teaching and as avenues for learning. These are planned educational materials that appeal to the senses of the people and quicken learning facilities for clear understanding.

Audio visual tools such as video recordings, audio recordings, photos, slides and overhead transparencies are an essential component of many education projects. They should always be considered as aids and not as an educational method that stands alone. Audio visual material should be introduced and concluded through some form of discussion. It needs to be carefully selected or prepared to ensure it is relevant, convincing and interesting.

c. Definition of Audio Visual Aids

Some definition about audio visual aids:

1. *According to Kinder S. James:* Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic.
2. *According to Burton:* audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.

3. *According to Carter.v.Good:* audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation.

4. *According to good's dictionary of education:* audio visual aids are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight.

5. *According to Edger Dale:* audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multy sensory materials.

6. *According to McKean and Roberts:* audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations.

7. *According to KP. Neeraja:* an audio visual aid is an instructional device in which the message can be heard as well as seen.²²

d. Purposes of audio visual aids:

- 1) To supplement and enrich teachers own teaching to make teaching-learning more concrete.
- 2) To serve an instructional role in itself.
- 3) To create interest among the group.

²² Audio visual in Teaching. Online <http://avaudiovisualaids.blogspot.com>, Accessed on 7th October 2013.

4) To make teaching as an effective process.

e. Advantages of audio visual aids:

1. Audio visual aids help in effective perceptual and conceptual learning.
2. Audio visual aids helpful in capturing and sustaining attention of students.
3. Audio visual aid arouses interest and motivates students to learn.
4. Audio visual aid is helpful in new learning.
5. Audio visual aid helps in saving energy and time of both the teachers and students.
6. Audio visual aid provides near realistic experience.
7. Audio visual aids can meet individual demands.
8. Audio visual aid is useful in for education of masses.

f. Classification of audio visual aids:

1) Audio aids

Audio materials are those which can be heard. Ex: - radio, tape recorder, walkman, Headphones.

2) Visual aids: these are helpful to visualize the things. Example: graphic aids, 3d-aids, display boards, and print material.

3) Audio visual aids: these aids can be heard and seen simultaneously. Example: projected aids, TV, films

4) Simple audio visual aid: it includes graphic aids, display boards, 3d-aids, print material...etc.

- 5) Sophisticated Audio visual aids: includes audio-visual aids.

H. The Theoritical Framework

Listening is one of the most important skills we can have. How well we listen has a major impact on your job effectiveness, and on the quality of our relationships with others. Because, we listen to obtain information, we listen to understand, we listen for enjoyment, and we listen to learn.

Listening is the ability accurately receive messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood-communication breakdown and the sender of the messages can easily become frustrated or irritated.

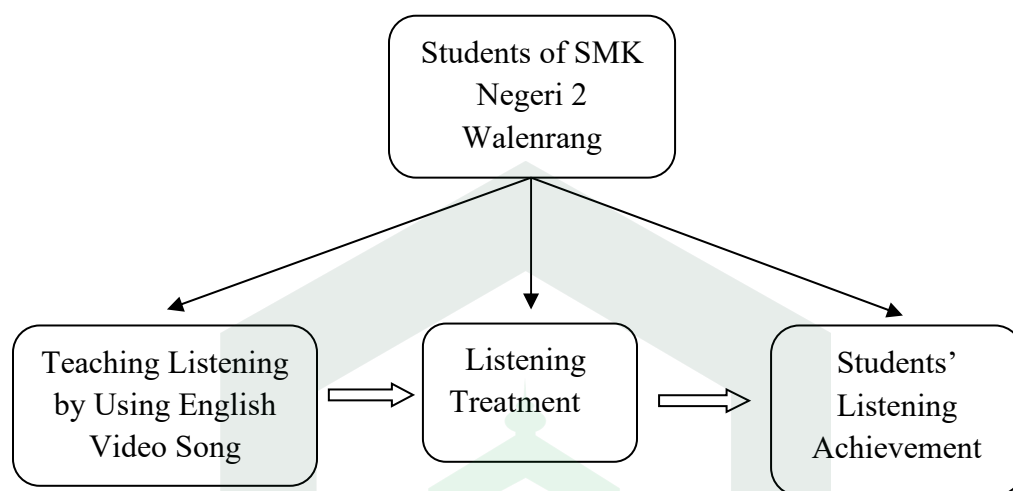
Media is the all something which the sense the function as medium or instrument of communication process or English teaching process.²³ NEA (National Education Association) stated that media is the matter of manipulated which sad seen, heard, read, and speech, then instrument of used with fine into the language teaching process so it can influence the effectiveness instructional program. AECT (Association for Education and Communication Technology) define media is all the form of utilized to process of information channeling.²⁴

Based on the statement above the focus of this research is improving listening ability at the second year student's through english video song and to know the

²³Rohani, Ahmad, *Media Instructional Education*, (Jakarta: PT. Rineka Cipta, 1997), p. 3.

²⁴ *Ibid.*, p. 2.

effectiveness face in listening ability. The conceptual framework in this research is shown in the diagram as follow:



I. Hypothesis

Based on the explanation at the chapter I that is introduction, so the hypothesis in this research is formulated as follows:

Null hypothesis (Ho): there is no significant improvement in listening achievement of the student's who learn through English video song.

Alternative hypothesis (Ha): there is a significant improvement in listening achievement of the student's through English video song.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

In this research method the writer will apply pre experimental research.¹ It used to know whether by using english video song in improving students listening ability at the eleventh year students of SMK Negeri 2 Walenrang.

B. Research Design

This research will involve one group student with pre-test, treatment and post-test design. The design of research can be described as follows:

$$E= O_1 X O_2$$

Notation:

E = Experimental

O₁ = Pre-test

O₂ = Post-test

X = Treatment²

¹ M. Subana And Sudrajat, *Dasar-Dasar Penelitian Ilmiah*, (Bandung:Pustaka Setia,2001), p.

² Suharsimi Arikunto, *Procedure Penelitian*, (Jakarta: Rineka Cipta, 2001), p. 84.

C. Variable

This research involves two variables, namely independent variable and dependent variable. Independent variable is the implementation of teaching listening ability through English video song. Dependent variable is the ability of students in the listening through English video song.

D. Population and Sample

a. Population

The population of the research will be taken from the eleventh year students of Telkom SMK Negeri 2 Walenrang. The population of this research consist of 29 students from one class, and the total number of population is 20 students.

b. Sample

The sampling technique used in the research is purposive sampling. The sample of this research are at the eleventh year students of SMK Negeri 2 Walenrang and the number of sample were 20 students.

E. Instrument of the Research

In this research, the researcher use pre-test and post-test.

a) Audio visual aids (laptop and vidoe English song as media of teaching). The researcher choose this media because appropriate with the tittle of this research.

b) Pre-test consists of focused just listening ability of the students. The aim of pre-test is to know the students ability listening before doing the treatments.

c) Post-test is consists of focused of listening ability too, for this test, the researcher gives some questions ased on what has been listen.

F. Procedure of Collecting Data

The procedure in collecting data the research follows the procedure as follows:

a) Pre-test

Pre-test is used to collect the first data before giving treatment. The researcher gave task and then the students ask to answer the questions based on what has been listen. It aims to know the students listening ability before doing the treatments.

b) Treatment

The treatment will be given for four meetings after the pre-test conducted. It will be done as follows:

1) In the first treatment the researcher will play the video of English song on the title "*skyscraper*" by Maddi Jane and then the students fill the blanks word from the song lyric. The students will listen the song in the three times.

2) In the second treatment the researcher will play the video of English song on the title "*impossible*" by Maddi Jane and then the students fill the blanks word from the song lyric. The students will listen the song in the three times.

3) In the third treatment the researcher will play the video song on the title “*live while we’re young*” by One Direction. And then the students fill the blanks word from the song lyric. The students will listen the song in the three times.

4) The last treatment the researcher will play the video song on the title “*grenade*” by Bruno Mars. And then the students fill the blanks word from the song lyric. The students will listen the song in the three times.

c) Post-test

Post-test is used to measure last result of the student treatment. The students will be given test after giving the treatment. It took around 20 minutes to finish the test.

G. Data Analysis Technique

The data collected through pre-test and the post-test. Data will be analyzed quantitatively by using statistical computation. The procedure in using quantitative analysis was formed as follow:

1. Scoring the students’ correct answer by the following formula:

$$score = \frac{students, correct answer}{total number} \times 100$$

2. Classifying the students’ scores by using percentage as cited below:

$$P = \frac{F}{N} \times 100$$

Where:

P : Percentage

F : The Cumulative Frequency of Subjects

N : Total Number of Subject

3. Calculating the mean score of the students:

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

where:

\bar{X} = mean score

$\sum x$ = Total score

N = total sample

4. To understand the level of the student' score the following classification

where used:

- | | | |
|----------------|-------------|------------------------------------|
| a. Excellent | = 9.5 – 10 | is classified as excellent |
| b. Very good | = 8.6 – 9.5 | is classified as very good |
| c. Good | = 7.6 – 8.5 | is classified as good |
| d. Fairly Good | = 6.6 – 7.5 | is classified as fairly good |
| e. Fairly | = 5.6 – 6.5 | is classified as fairly |
| f. Fairly Poor | = 3.6 – 4.5 | is classified as fairly poor |
| g. Poor | = 0 – 3.5 | is classified as poor ³ |

³Rachma Bulan, *the effectiveness of using picture in teaching vocabulary at SDN 91 walendrang*, (Unpublished Thesis) STAIN Palopo 2007. p.34

5. Calculating the standard deviation of students' pre-test and post-test the researcher apply the following formula:

$$SD = \sqrt{\frac{SS}{N}}$$

Where:

SD = Standard Deviation

SS = The sum Square

N = Total Sample.⁴

6. Finding out the difference between the pre-test and post-test of the students' ability in vocabulary by calculating the value of t-test for non independent sample :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 (\frac{(\sum D)^2}{N})}{N(N-1)}}$$

Where:

t = Test of significance

\bar{D} = Standard Deviation

$\sum D^2$ = The sum of D square

$(\sum D)^2$ = The square of sample $\sum D$

⁴ Amelia Arifin, *opcit.*, p. 45

N = The number of sample

1 = Constant number⁵



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⁵ Arikunto, *Prosedur Penelitian*, (Jakarta: PT. Rineka Cipta, 1992), p. 327.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts. The first part is finding of data analysis and the second is discussion.

A. Finding

In collecting data, the researcher used test namely pre-test and post-test. Pre-test was given before the treatment and post-test was given after treatment.

Table 4.1
The students' result of listening pre-test

Respondent	Conversation 1 (10)	Conversation 2 (10)	Total Correct Answer	Score
01	8	6	14	7,0
02	6	6	12	6,0
03	6	5	11	5.5
04	6	4	10	5.0
05	6	6	12	6,0
06	4	6	10	5,0
07	6	4	10	5,0
08	6	4	10	5,0
09	6	6	12	6,0
010	6	4	10	5,0
011	6	8	14	7,0
012	4	4	8	4,0
013	4	6	10	5,0
014	6	5	11	5,5

015	4	4	8	4,0
016	6	5	11	5,5
017	6	6	12	6,0
018	4	6	10	5,0
019	6	5	11	5,5
020	8	5	13	6,5
N=20			219	103.5

Based on table 4.1, the mean score of pre-test.

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

$$= \frac{219}{20}$$

$$= 10.95$$

After calculating the result of listening pre-test, we can classify the students' score at the following table:

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Table 4.2

The Rate Percentage of Students' Score of Pre-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.6 – 10	-	-
2.	Very Good	8.6 – 9.5	-	-
3.	Good	7.6 – 8.5	-	-
4.	Fairly Good	5.6 – 7.5	7	35%
5.	Fair	4.6 – 5.5	11	55%
6.	Poor	3.6 – 4.5	2	10%
7.	Very Poor	0 – 3.5	-	-
	Total		20	100%

The table above shows that from 20 students 7 students (35%) were in “Fairly Good” classification, 11 students (55%) were in “Fair” classification, and 2 students (10%) were “Poor”, and no one was in “Good, Very Good, and Excellent”. It means that the students were lower of listening ability before having treatment.

Table 4.3

The students' result of listening post-test

Respondent	Test 1 (10)	Test 2 (10)	Total Correct Answer	Score
01	8	10	18	9,0
02	8	10	18	9,0
03	6	8	14	7,0
04	8	10	18	9,0
05	6	10	16	8,0
06	8	10	18	9,0
07	8	10	18	9,0
08	8	10	18	9,0
09	8	10	18	9,0
010	8	10	18	9,0
011	6	8	14	7,0
012	8	10	18	9,0
013	8	8	16	8,0
014	8	8	16	8,0
015	8	10	18	9,0
016	6	10	16	8,0
017	8	10	18	9,0
018	8	10	18	9,0
019	8	8	16	8,0
020	8	10	18	9,0
N=20			342	171

Based on table 4.3, the mean score of post-test.

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

$$= \frac{342}{20}$$

$$= 17,1$$

After calculating the result of listening post-test, we can classify the students' score at the following table:

Table 4.4
The Rate Percentage of Students' Score of Post-Test

No.	Classification	Score	Frequency	Percentage
1.	Excellent	9.5 – 10	-	-
2.	Very Good	8.5 – 9.5	13	65%
3.	Good	7.6 – 8.5	5	25%
4.	Fairly Good	6.6 – 7.5	2	10%
5.	Fair	4.6 – 6.5	-	-
6.	Poor	3.6 – 4.5	-	-
7.	Very Poor	0 – 3.5	-	-
Total			20	100%

The table 4.4 shows that from 20 students 13 students (65%) was in “Very Good” classification, 5 students (25%) were in “Good” classification, and 2 students (10%) were in “Fairly Good”. No one was in “Fair and Poor” classification. It means that english video song can improve the students' listening ability.

Table 4.5

The Students' Result of Both Listening Pre-Test and Post-Test

Respondent	Pre-Test		Post-Test		Deviation	
	X ₁	X ₁ ²	X ₂	X ₂ ²	D= (X ₂ -X ₁)	D ² =(X ₂ -X ₁) ²
01	7,0	49	9,0	81	2	4
02	6,0	36	9,0	81	3	9
03	5.5	30.25	7.0	49	2	4
04	5.0	25	9,0	81	4	16
05	6,0	36	8.0	64	2	4
06	5,0	25	9,0	81	4	16
07	5,0	25	9,0	81	4	16
08	5,0	25	9,0	81	4	16
09	6,0	36	9,0	81	3	9
010	5,0	25	9,0	81	4	16
011	7,0	49	7.0	49	0	0
012	4,0	16	9,0	81	5	25
013	5,0	25	8,0	64	3	9
014	5,5	25	8,0	64	2.5	6.25
015	4,0	16	9,0	81	5	25
016	5,5	30,25	8,0	64	2.5	6.25
017	6,0	36	9,0	81	3	9
018	5,0	25	9,0	81	4	16
019	5,5	30.25	8,0	64	2.5	6.25
020	6,5	42.25	9,0	81	2.5	6.25
N = 20	$\Sigma(X_1)=$ 103.5	$\Sigma(X_1)^2=$ 368449	$\Sigma(X_2)=$ 171	$\Sigma(X_2)^2=21$ 63841	$\Sigma D= 62$	$\Sigma D^2= 219$

For knowing the standard deviation of pre-test and post-test the writer used the data from table 4.5 above:

1. Standard Deviation of Pre-Test

$$SD = \sqrt{\frac{SS}{N}}$$

$$\begin{aligned} SS &= \sum(X_1)^2 - \frac{\sum X^2}{N} \\ &= 368449 - \frac{(103.5)^2}{20} \\ &= 368449 - \frac{10712.25}{20} \end{aligned}$$

$$= 368449 - 535.61$$

$$= 367913.39$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{367913.39}{20}}$$

$$= \sqrt{18395.66}$$

$$= \sqrt{135.630}$$

$$= 11.64$$

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2. Standard Deviation of Post-Test

$$SD = \sqrt{\frac{SS}{N}}$$

$$SS = \sum (X^2) - \frac{\sum X^2}{N}$$

$$= 2163841 - \frac{(171)^2}{20}$$

$$= 2163841 - \frac{(29241)}{20}$$

$$= 2163841 - 1462.05$$

$$= 2162378.95$$

$$SD = \sqrt{\frac{SS}{N}}$$

$$= \sqrt{\frac{2162378.95}{20}}$$

$$= \sqrt{108118.948}$$

$$= \sqrt{328.814458}$$

$$= 18.133$$

3. Looking for Test of Significance

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 (\frac{\sum D)^2}{N}}{N(N-1)}}$$

$$D = \frac{\sum D}{N}$$

$$= \frac{62}{20}$$

$$= 3.1$$

$$\begin{aligned}
 &= \frac{3.1}{\frac{\sqrt{219 - \frac{(62)^2}{20}}}{20}} \\
 &= \frac{3.6}{\frac{\sqrt{219 - \frac{3844}{20}}}{20}} \\
 &= \frac{3.6}{\frac{\sqrt{219 - (3844)}{20}}{20}} \\
 &= 192.2 \\
 &= \frac{3.6}{\sqrt{219 - 192.2}} \\
 &= \sqrt{26.8} \\
 &= 5.17
 \end{aligned}$$

The result of students' vocabulary pre-test and post-test after calculating them presented at following table:

Table 4.6

**The Mean Score and Standard Deviation of Students'
Pre-Test and Post-Test**

No	Types of Test	Mean Score	Standard Deviation
1	Pre-Test	10.95	11.64
2	Post-Test	17.1	18.133

The data of table above shows that the mean score of the students' pre-test was 10.95 and the mean score of students' post-test was 17.1. Standard deviation of pre-test 11.64, and standard deviation score post-test was 18.133.

In order to find out the degree of freedom the writer used the following formula:

$$Df = N - 1$$

Df = degree of freedom

N = total sample

So, the result is:

$$\begin{aligned} Df &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

Based on the T-table, level of significance (P) = 0.5 with df = 19 the writer found $t_1 = 2.09$

From the result above, the writer found t_0 is bigger than t_1

$$5.17 > 2.09$$

T. table (N-1)

$$df \ 5\% = 2.09$$

$$df \ 1\% = 2.86$$

4. Interpretation toward the Result of Hypothesis Test

The interpretation toward test hypothesis correlated with the problem statement, namely: there is a significant improvment between the student's listening

ability before giving English Video song and after giving English video song at the eleventh year students of SMK Negeri 2 Walenrang. The writer gives interpretation as the steps hypothesis test, as follows:

a. H_a : there is a significant improvement listening achievement of the students who learn through English video song.

H_o : there is no significant improvement listening achievement of the students who learn through English video song.

b. Standard of Significant : 5%

c. Criteria of hypothesis acceptability

$t_o \geq t_t$: Rejected null hypothesis

$t_o < t_t$: Receive null hypothesis

As shown in that $t_o = 18.133 \geq t_t = 5.17$. So, is rejected, and based on critical area. Rejected H_o if $\alpha < \text{sig}$, because the writer has got the result $\alpha = 5\%$ (2.09) and 1% (2.86). So, H_o is rejected. Those are indicated in standard of signification 5% population mean score of listening standard level before and after following treatment is improved or effective.

B. Discussion

Based on the presentation of findings, the writer presented some interpretation of findings in order to explain in details as follows:

The result of test shows that mean score between the pre-test and the post-test were significantly improved. In the pre-test mean score is 10.95 which classified as low score and in the post-test mean score is greatly increase becomes 17.1. It

means that after giving treatment there is significant improvement in listening achievement of the students.

From the students' score classification in pre-test and post-test table, we can see that in the pre-test there were 7 (35%) students got "Fairly Good", 11 (55%) students got "Fair" classification, and 2 (10%) students got "Poor", and no one was in "Good, Very Good, and Excellent". It means that the students had low ability in listening before giving treatment.

And in the post-test there was a significant increasing of students' score. There were 13 (65%) students got "Very Good", 5 (25%) students got "Very Good", and 2 (10%) students got "Fairly Good". This implies that the students got improving in listening after giving treatment.

To know there were some improvement or not, the researcher give the interpretation toward to:

$$\begin{aligned} Df &= N - 1 \\ &= 20 - 1 \\ &= 19 \end{aligned}$$

The result of t table (tt) with significant 5% = 2.09 and tt with significant 1% = 2.86. it means that to (t value) is bigger than tt (t table). It is showed as follows:

$$2.09 \leq 5.17 \geq 2.86$$

It means that null hypothesis rejected, because there is the significant improvement listening achievement of the students, and the alternative hypothesis is accepted.

Based on the result of the data analysis above, it shows that there is significant improvement of the students listening achievement after giving English video song. It is found that the result of mean score in pre test is 10.95 and mean score in post test is 17.1, it shows that using English video song is effective in improving the students ability in listening.

From the analysis above the researcher found that in pre test there was students understand what the speaker said but they can not to write down the vocabulary. For example the students write down “waif” as “wife”, “wanderfull” as “wonderful”, “beter” as “better”, “greit” as “great” and “taim” as “time”. It means that the students low in discriminated sound and meaning.

On the other side the students difficult to discriminated which the word use “s” or “es”. For example in the answer sheet the students write down “fell” as “fells”, “regard” as “regards”. It means that the students less in comprehension in listening to discriminate which the vocabulary use “s” or “es” and which is not use “s” or “es”.

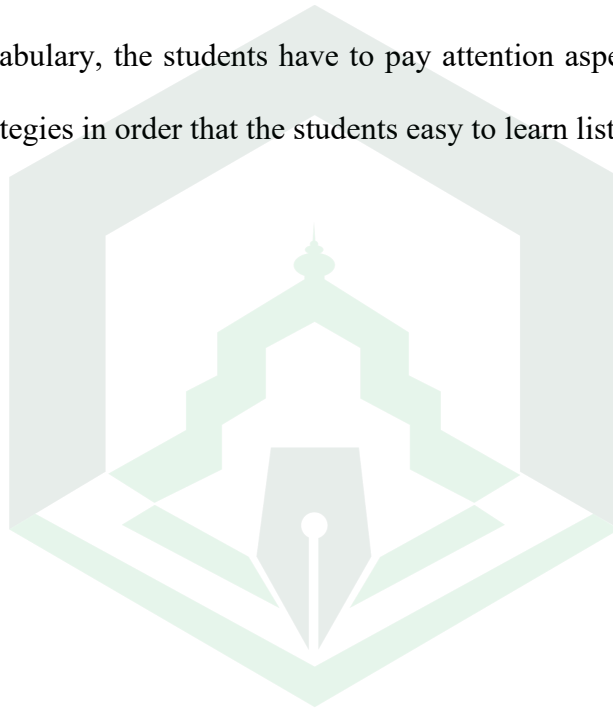
After giving treatment there is significant improvement in listening ability of the students in post test. Almost the students answer the question in correctly, only a little wrong spelling in answer the question. For example the students answer “Katxy” as “Kathy”, “Kate Gundersen” as “Kate Anderson”. It means that the students low in spelling word.

To improve listening ability the students have to learn about listening strategies as *bottom up stretegies*. Bottom up stretegies the text based; the listener

relies on the language in the message that is the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- 1) Listening for specific details
- 2) Recognizing cognates
- 3) Recognizing word-order pattern

So, to improve listening ability students especially in listening for specific details focused on vocabulary, the students have to pay attention aspects of listening such as listening strategies in order that the students easy to learn listening.



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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter is presented into two section the first section is conclusion and the second is suggestion.

A. Conclusion

Based on the result of the research, the researcher would like to describe the conclusion as follow:

Teaching listening by using English video song can improve listening ability at the eleventh year students of SMK Negeri 2 Walenrang. The result of the research indicates that the mean score of the students listening in pre-test were 10.95 and the mean score of the students listening in post-test were 17.1. It means that there were significant improvement between listening pre test and post test.

The use of English video song is effective way in teaching listening at SMK Negeri 2 Walenrang it can be seen on the result of the research where the significance $5\% = (2.09)$ and $1\% = (2.86)$. It means that null hypothesis rejected because there is significant improvement in listening achievement of the students through English video song, and the alternative hypothesis is accepted.

B. Suggestions

Based on the conclusion above, the researcher give some suggestion as follows:

1. The teacher could apply various techniques, media and method in teaching English to the students' especially using media for listening through English video song so that the students do not get bored.
2. The teacher could use English video song as one of strategy to improve students listening ability .
3. Use english video song in teaching listening as one alternative teaching media among other teaching media to stimulate the students interest and improve students listening ability.

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IAIN PALOPO



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALOPO
Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo
e-mail : stainplp@indosat.net.id

KARTU KONTROL PEMBIMBING SKRIPSI

PEMBIMBING I : Amalia Yahya, S.E., M.Hum
NIP : 19771013 200501 1 006
NAMA : Hatifa
NIM : 09.16.3.0127
JUDUL : "The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang".

Hari/Tanggal	Uraian	Tanda Tangan
		

Ketua jurusan Tarbiyah


Drs. Hasri, M.A
NIP: 19521231 198003 1 036



KEMENTERIAN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PALOPO
Jl. Agatis Telp. 0471-22076 Fax. 0471-325195 Kota Palopo
e-mail : stainplp@indosat.net.id

KARTU KONTROL PEMBIMBING SKRIPSI

PEMBIMBING II : Amir Faqihuddin, S.Ag., M.Pd.I
NIP : 19710407 200604 1 005
NAMA : Hatifa
NIM : 09.16.3.0127
JUDUL : "The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang".

Hari/Tanggal	Uraian	Tanda Tangan
		

Ketua jurusan Tarbiyah

Drs. Hasri, M.A
NIP: 19521231 198003 1 036

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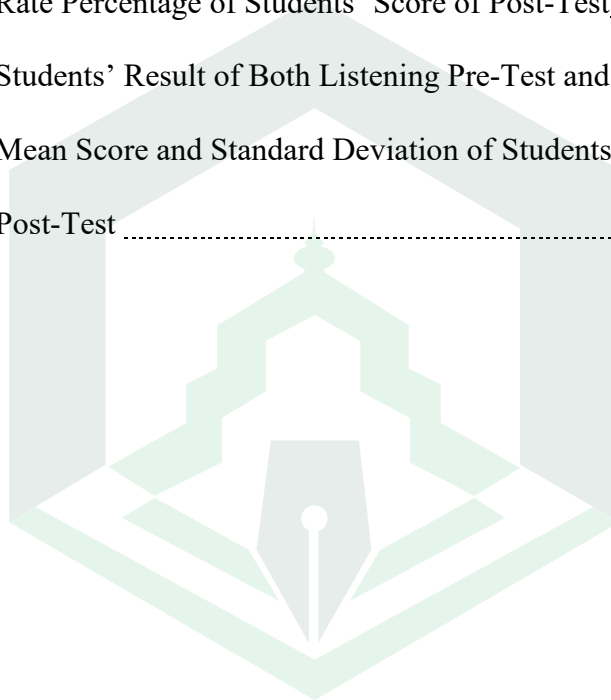
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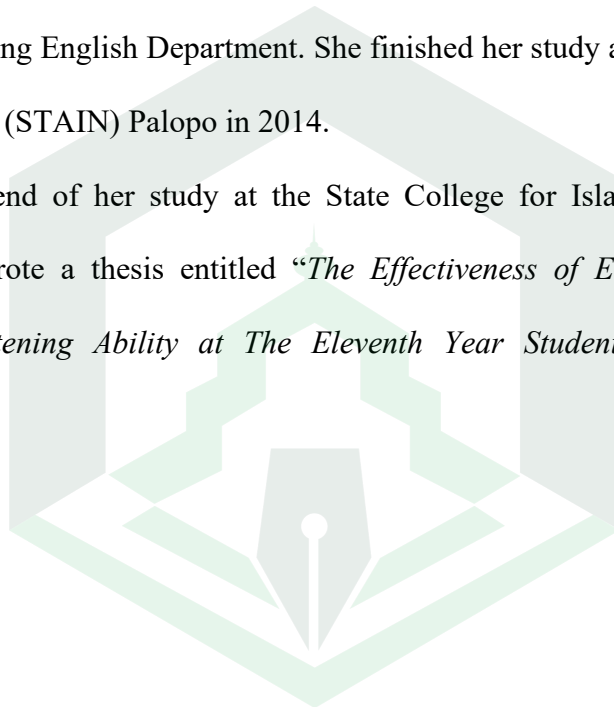
CURRICULUM VITAE



Hatifa was born as the last child from a happy and simple family on 17th December 1990 in Masamba. Her father's name is Badrun and her mother's name is Musliha. She is the last child from the one brother and two sisters.

She started her study at the Elementary School (SD) numbers 094 Laba in 1997 and graduated in 2003 and continued it in Junior High School (SMP) number 1 Masamba. In 2006 she graduated it and then continued her study in Senior High School (SMA) number 1 Masamba and she graduated in 2009. After that, she continued her study at the State College for Islamic Studies (STAIN) Palopo and taking English Department. She finished her study at the State College for Islamic Studies (STAIN) Palopo in 2014.

In the end of her study at the State College for Islamic Studies (STAIN) Palopo, she wrote a thesis entitled *“The Effectiveness of English Video Song in Improving Listening Ability at The Eleventh Year Students of SMK Negeri 2 Walenrang”*.



IAIN PALOPO