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THE COMPARATIVE STUDY BETWEEN THE STUDENTS ACHIEVEMENT IN LISTENING SKILL BY USING VIDEO AND AUDIO MEDIA AT THE SECOND GRADE STUDENTS OF MTS FATHUL ULUMKERTASEMAYA INDRAMAYU

A THESIS

Submitted to the English Education Department of Faculty of Education
State Institute for Islamic Studies of *Syekh Nurjati Cirebon*
In Partial Fulfillment of the Requirements of Islamic Scholar Degree in English
Education Department



Written by:
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**THE ENGLISH EDUCATION DEPARTMENT
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NURJATI
CIREBON
2012**



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ABSTRACT

EMAN SUHERMAN: **“THE COMPARATIVE STUDY BETWEEN THE STUDENTS ACHIEVEMENT IN LISTENING SKILL BY USING VIDEO AND AUDIO MEDIA AT THE SECOND GRADE STUDENTS OF MTS FATHUL ULUM KERTASEMAYA INDRAMAYU”.**

In Learning English, it must be mastering language skills. But, the students felt difficult when they have to study listening manually, they are the oral of the teacher and students have to listen the material carefully. So, it uses two kinds of media. It hoped from that media help the students in mastering listening skill by using video and audio media and get the result of the comparative study between the using video and audio media.

According to Jeremy Hermer (2007:181) Listening by using Audio lingual give advantages there are audio material portable and readily available and Just like audio material, filmed extracts can be used as a main focus of a lesson sequence or as parts of other longer sequences. There are two types of listening; they are extensive listening and Intensive listening.

The Research which is used in the research is experimental research and the method which used in the research is quantitative method. This research designed with Nonequivalent control group design. The data collected by using observation, Interview and test. After the data has been collected, the writer analyzes these data by using “t” test formula.

From the result of the calculation of t observed (t_0) is 2.05, its consulted to the critical value of t table with significance 5 % and the degree of freedom (53), the t table is 2.02. Because the value of t observed (2.05) is higher than the value of t table (2.02), so the Null hypothesis (H_0) stated in chapter of this research is rejected. It means that the using of video media in listening skill is better than using an audio media at the second grade students of *MTs FathulUlumKertasemayaIndramayu*. The result of research stated that there is positive and significant in the comparative study between the students achievement in listening skill by using video and audio media at the second grade students of *MTs FathulUlumKertasemayaIndramayu*.



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PREFACE

Bismillahirrahmanirrahim

In the name of Allah SWT. who has been giving to all of human kinds some mercies and blessing. All praises and thanks are to Allah SWT. who has tough by pen. The writer has been finished theses by the help of God. Shalawat and salam always be given to prophet Muhammad SAW., his family and his followers up to the end of the world.

First to all, thanks very much to Allah SWT. that help the writer until he can finish this theses as a partial fulfillment of requirement for the graduate degree of education in English department. The writer realized that the study would impossibily be finishd without other peoples' help. In this occasion, therefore, he would like to express his special gratitude and appreciation to:

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8. My Parents who have given support to me.
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Finally, nothing is perfect. The writer hopes some critic for increasing the study and for developing the knowledge. May this theses be useful for increasing students' English achievement and for readers.

Cirebon, 08 November 2012

The Writer



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CHAPTER I

INTRODUCTION

A. Background of Research

In Learning English, it must be mastering language skills. According to Jill Hadfield and Charles Hadfield (2008:72) Listening, reading, speaking, and writing are referred to as the four skills. Listening and reading are receptive skill. Speaking and writing are productive skill.

Listening is perhaps the most challenging of the skills to master in a second language. Although spoken language can be well organized and similar to written language, most of the time it is different from written text. A spoken conversation between several people is chaotic and complex, and there is no time to stop and go over something again, as the students would if they were struggling to understand a written text. In English, speakers may miss out a subject or verb, or may break off their sentence in the middle.

This thesis will observe about comparing the mastering in listening skill by using video and audio media. There are significant differences from the thesis previous research that have been conducted by safarudin, RannieOctaviany, MiftahurJanah and SitiAisyah.

Safarudin (2012) studied The Influence of Listening English Song on Students' Listening Skill at The Eleven year (XI a) IPS of MA AL It- tihad. The research was observed about the effectiveness of song as a media in listening comprehension to the high level in MA AL It- tihad. It's used a quantitative method. The result was the song can help the students in study listening skill. RannieOctaviany (2010) studied Teaching Listening Comprehension Using Audio-Lingual Method to The Fifth Grade Students of SDN Jambe 1 KertasemayaIndramayu. It's using an experimental method and focus in present continues tense sentences. The result was the Audio-Lingual Method can help the students in study listening.

MiftahurJanah (2012) studied The Comparative Study between The Students' Listening Skill by Using Audio Lingual and Video Aids at Second Year of MAN 3 CIREBON. The research used a qualitative method. It's concentrated on all of listening skill material texts. The population that observed are on an Islamic High School level. The result was audio lingual and video were



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get a significant comparison between them and it can help the students at second Year of *MAN 3 Cirebon* to study listening well.

SitiAisyah (2011) studied The Correlation between The Application Picture of Games in Learning Vocabulary and The Student Listening Ability at The Second Grade of *SMPN 1 Losari*. This research was to found data about the students' response in learning English vocabulary by the application of picture, and the students listening ability. It's use a quantitative approach. The result was satisfied. The students' are easily understanding material when used that media in study vocabulary and listening skill.

The writer will give a comparison from two media that used in study listening skill. They are video and audio lingual aid in listening skill. It has a near similar theme with Nurjana's research. But, that make different with my research is the Nurjana's research concentrate on the high school level. While my research focuses on the Islamic Junior High School (*MTs*). It indicates that Nurjana's research has a higher level object and my object is low level. It means that Islamic Senior High School (*MAN*) has more input capacity either in knowledge or experience, or in English lesson that they have many vocabulary input than Islamic Junior High School. Beside that my research use a simple text and absolutely in Nurjana's research use some kinds of narrative texts. That reason sure can be differences between my thesis and Nurjana's thesis.

Nowadays the using of technology in learning process is very kinds, such as using computer, audio lingual effect, video or visual effect, language laboratory, OHP, etc. All of them are can help the students in learning language easily. But from the media that uses, it probably cannot help the students overall. Thetechnique and method that apply by the teacher is the key of the successfully in study language. Especially in listening process, it's usually using an audio lingual as a media. The use of tape recorder is one way to transform the material in listening lessons. But, As far as the developing of technology the use of video effect it considered can use in listening study too.

In using tape recorder or using cassette, more of the students get a trouble when they can't hear well the conversation in it. The students' just hears sound from the tape or cassette and they must imagine what the cassette says, it likes hearing a whispered sound. Without known what the person in conversation says or what are the expression of the people in conversation. A sound of a native speaker in cassette usually different with the teachers' speech, either in using intonation or dialectic. So, the native speaker isn't easy to hear if the student unusual to listen it.



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The using of video in listening skill study might be a new way to the student to avoid the student full imagination when they hear a video. Because it supported by audio visual effect. It hopes can help the students to achieve their imagination to understanding what they see, they hear and they assumption.

The writers will give a comparison from that media in listening skill, and how far the students can achieve from them. The writer focuses the Comparing the effectiveness of mastering in listening skill by using video and audio visual at the second grades students of *MTsFathulUlumKertasemayaIndramayu*. While the material will focused on the simple short texts (description, report).

The writer takes a research at *MTsFathulUlumKertasemayaIndramayu*. This is a favorite School in *Kertasemaya*. This school is near enough from the writer house. This is a suitable place to do a research. After did a small observation and interview with the English teacher at the VIII grade from that school, according to him the students are still far to understanding in listening skill, because there is not language laboratory to support in teaching and learning English process. So, listening material usually delivered orally by the teacher. It makes the students difficult when they have to understanding manually. The students are very bored with the style of teaching and learning just using orally. It proved by the students result point is still low. It means that they still far for understanding material in listening perfectly.

The writer found a misunderstanding of the students in the studying English Process, especially in listening skill. Most of the students don't understand well yet about some words when they hearing the cassette. This difficulties make them must know all of words in the cassette. And for the standard competence in the listening skill, the student must reach 70 point. This is like in *KKM (Kriteriaketuntasan Minimum)*. Anderson and Lynch as quoted by DavidNunan (2008:24) state some listening difficulties are The type of referring expression used (For example, use of pronouns rather than complete noun phrase referents made texts more difficult). This case that inspiring the writer to apply and make a research by comparing two medias in study listening process with a hope it can help to motivate students to study listening well. The media that compared are video and audio lingual.

Listening by using Audio lingual give advantages there are audio material portable and readily available. Tapes and CDs are extremely cheap and machines to play them are relatively inexpensive. Now that so much audio material offered in digital form, teacher can play recorded tracks in class directly from computer.



According to Jeremy Hermer (2007:187)

“It’s still extremely common for teacher and students to listen to record audio material on cassette recorders. Tape recorders are versatile, cheap and convenient and, when they have efficient rewind and fast forward button and tape counters, they are extremely easy to use.”

Just like audio material, filmed extracts can be used as a main focus of a lesson sequence or as parts of other longer sequences. Sometimes we might get students to watch a whole programmed but at other times they will only watch a short two or three minute sequences.

We need to be sure that we provide them with good viewing and listening task so that they give their full attention to what they are hearing and seeing.

B. The Identification of The Problem

The Problem in this research is classified into the following sections:

1. The Field of The Research

The Field of The Research of this thesis is listening

2. The Kinds of The Problem

1. The students difficulties in listening skill
2. The students unusual to listening in English
3. The limitation of the student’s vocabulary.

3. The Main Problem

The Main problem of this thesis is the students’ achievement in listening skill is still low.

C. The Limitation of The Problem



To limit the problem, the writer has divided it into:

1. The students' mastering in listening skill by using video.
2. The students' mastering in listening skill by using audio lingual.
3. Comparing the effectiveness of mastering in listening skill by using video and audio lingual.

D. The Question of Research

Based on the limitation of the problem, the writer has three question of the research as follow:

1. How is the students' mastering in listening skill by using video?
2. How is the students' mastering in listening skill by using audio lingual?
3. Is there any positive significant comparison between the student mastering in listening skill by using video and audio lingual?

E. The Aims of the Research

The aims of the research will be obtained are as follows:

1. To get the data about the students achievement in listening skill by using video at the second grade students of *MTsFathulUlumKertasemayaIndramayu*.
2. To get the data about the students achievement in listening skill by using audio lingual at the second grade students of *MTsFathulUlumKertasemayaIndramayu*.



3. To get the data about comparison between the students achievement in listening skill by using video and audio media at the second grade students of *MTsFathulUlumKertasemayaIndramayu*

F. The Use of The Research

The research product hoped to be able to increase developing of language learning, especially in increasing the student mastering in listening skill by using video and audio lingual. By that media hoped the student get a new experience, especially in listening skill. Beside that, this research hoped is able to find out the strength and the weakness from each of the media in use.

G. Frame of Thinking

In general language especially English language, listening is one of the most important skills. Listening isn't just hearing in communication. But listening is the key of communication. Wilma Miller (2000:61) states that Listening isn't hearing or listening not only hearing, but also absorption of the meaning of the words and sentences by the brain. Listening leads to understanding of facts and ideas.

The writer focuses on the problem that rises from the students' achievement in study listening skill. The students' difficulties in study listening will solved by using two medias. Each of media will compared which one of these media is better. The media that used is the audio and video effect listening media.

The media that use in listening skill is very familiar and usual to use by all of teacher. But, that media have the weakness and the strength. In certain case, the weakness of that media can't help the students. But with the strength of that media the writers believe can overcome the students' difficulties in study listening skill.

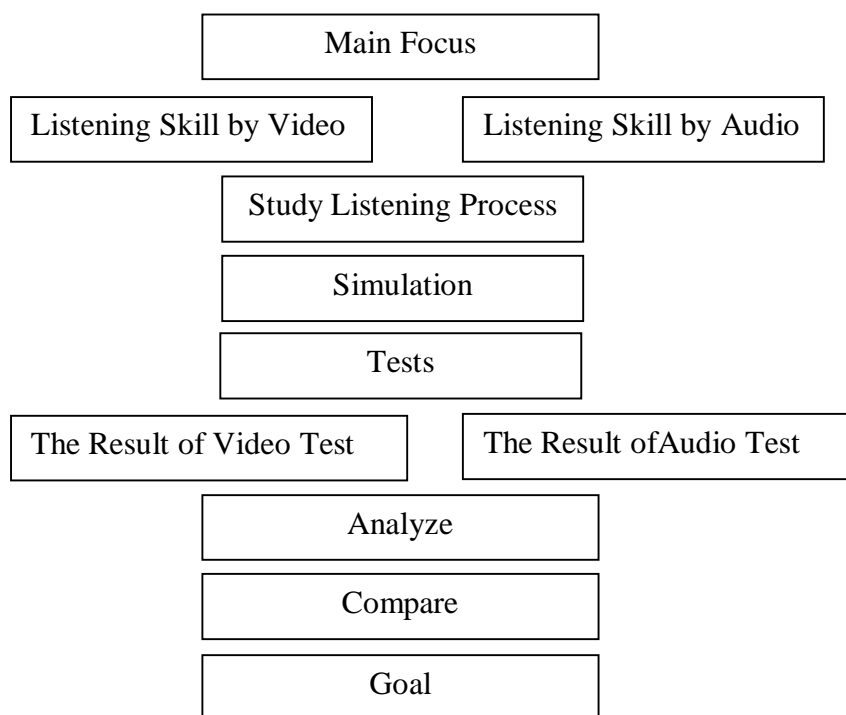
This research will do by some simulation of each media with Personal Computer and Projector. It hoped from this simulation the writer will know both of the students response. Especially focused on what the students feel terrible



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with listening in any case in the school. The research step will began from the main focus than looking for the main problem by interact in the classroom and give the students some question about all of difficulties and find the solving way. For more clearly, please take a look at the following figure.

Figure 2.1
The Frame of Thinking



According to figure above, the main focus of the research is the base of problem that will be discussed. It will be connected with some media as a simulator. The media that used in this research is video and audio. Because the main focus is in listening skill problems, the writer use two media above as the solution of the students' problem in study listening. The problem is students are still confusing with the listening study process. Especially when they were hearing some kinds of a text.

After the writer found some problems, the writer applied each of media in the classroom with the students directly. Then the writer gave some exercise,



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simulation, explanation, and technique to listen the material from both of that media. After that the writer gave some tests. This test is a parameter to measure how far the students understand the listening material. This test is an instrument to obtain some data about the student achievement in listening skill.

After knew the result of test from that media, than the writer analyzed the result of test with t test formula. From the result it can know what is that media can help the students or not. It can find what is the best media in listening skill. After knowing the result the writer compare two media with look at the result of calculation. After that the writer make a conclusion about the research finding and state the final destination or final finding in this research.

H. The Hypotheses

There is positive and significant comparison between the students achievement in listening skill by listening skill by using video and audio media at the second grade students of *MTs Fathul Ulum Kertasemaya Indramayu*.



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