IMPROVING STUDENTS’ LISTENING COMPREHENSION ON NARRATIVE TEXT THROUGH YOUTUBE VIDEO

(A Collaborative Action Research at the Grade 10 Students of SMA Batik 1 Surakarta in 2010/2011)

Arranged by:
APRILIANA SRI RAHAYUNINGSIH
K2206013

Submitted to Teacher Training and Education Faculty of Sebelas Maret University as Partial fulfillment of requirement for the Undergraduate Degree of Education

ENGLISH DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
SEBELAS MARET UNIVERSITY
SURAKARTA
2010
ABSTRACT


This thesis is written to (1) describe whether or not and to what extent YouTube video can improve students’ listening comprehension; and (2) identify what happens when YouTube video is implemented in the listening classes.

The method used in this research was a collaborative action research with a senior high school English teacher (Teacher H). The research was conducted from August 16th until September 26th 2010 at the tenth grade of SMA Batik 1 Surakarta. The research was conducted in two cycles, in which in the first and second cycles there were 2 meetings. Every cycle consisted of four steps; planning, implementing, evaluation, and reflection. The research data were collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The data were analyzed through constant comparative method and descriptive statistics.

The research findings show that YouTube video could improve: (1) students’ listening comprehension of narrative text (2) classroom situation. Related to the improvement of (1), it includes: (a) the students could answer teacher’s questions based on what they listened correctly (b) the students could determine the general idea by themselves (c) the students could determine the specific information by themselves (d) the students could summary the material of listening (e) the students could determine the sequence of events on the narrative text that they listened.

Concerning on the improvement of (2), it comprises: (a) The students did not grumbling anymore when asked to do listening (b) The students also paid more attention to the lesson (c) they were more active in the listening class (d) they were easier to ask to come in front of the class to retell what had been listened (e) they also answered teacher’s question actively.

I find that this research could improve students’ listening comprehension and situation of the classroom. I expect to continue doing a collaborative action research in my own classroom. I also hope that what I had done provides other teachers inspiration to conduct a collaborative action research in their classroom. It is expected that the teachers will not consider the students as something to be increased in quantity or score only but also in quality.
THE APPROVAL OF THE CONSULTANTS

This thesis has been approved to be examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.

Consultant I

Dra. Dewi Rochsantiningsih, M.Ed, Ph.D
NIP. 19600918 198702 2 001

Consultant II

Drs. A. Handoko Pudjobroto
NIP. 19581026 198803 1 001

commit to user

iii
THE APPROVAL OF THE EXAMINERS

This thesis has been examined by the board of examiners of Teacher Training and Education Faculty, Sebelas Maret University, Surakarta, and has been accepted as a partial fulfillment of requirements for the Undergraduate Degree of English Education.

Day
Date

Board of Examiners: Signatures:

1. Chairman:
   Teguh Sarosa, S.S., M.Hum
   NIP. 19730205 200604 1 001
   (..............................)

2. Secretary:
   Dewi Sriwahyuni, S.Pd, M.Pd
   NIP. 19780818 200312 2 002
   (..............................)

3. Examiner I:
   Dra. Dewi Rochsaningsih, M.Ed, Ph.D
   NIP. 19600918 198702 2 001
   (..............................)

4. Examiner II:
   Drs. A. Handoko Pudjobroto
   NIP. 19581026 198803 1 001
   (..............................)

Teacher Training and Education Faculty
Sebelas Maret University
The Dean,

Prof. Dr. Furqon Hidayatullah, M.Pd
NIP. 19600727 198702 1 001
MOTTO

“You can achieve anything you want in life if you have courage to dream it, the intelligence to make a realistic plan, and the will to see that plan through to the end.”

-Sidney A. Friedman-
DEDICATION

This thesis is dedicated to:

1. My beloved Mom and my Dad in memory, thanks for your care and prayer for me ever where and every time.

2. My elder brother, sister and my little brother who give support in my life.

3. Someone who strengthen me in facing problems.
ACKNOWLEDGEMENT

Alhamdulillahirabbil’alamin. Praise and thank to God the Almighty for his blessing to me so that I can accomplish the writing of this thesis. In this occasion I would like to express my deepest gratitude and appreciation to the following:

1. Prof. Furqon Hidayatullah, M.Pd as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.

2. Drs. Suparno, M.Pd as the Head of Art and Language Education Department of Teacher Training and Education Faculty who has given permission to write this thesis.

3. Drs. Martono, M.A as the Head of the English Department who has given permission to write this thesis.

4. Dra. Dewi Rochsantiningsih, M. Ed, Ph.D as the first consultant and Dra. A. Handoko Pudjobroto as the second consultant who patiently gave me the guidance, advice, encouragement and time from beginning up to the completion of this thesis writing.

5. Literzet Sobri, M.Pd, the Headmaster of SMA Batik 1 Surakarta for facilitating the writer in doing the research.

6. Drs. Habib, M.Pd the English Teacher of class X2 for his collaboration in doing this research and also the students of X2 in SMA Batik 1 Surakarta for their participation.

7. Her beloved family for their caring, love, and sincerity.

Surakarta, November 2010

Apriliana S.R.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>THE APPROVAL OF THE CONSULTANTS</td>
<td>iii</td>
</tr>
<tr>
<td>THE APPROVAL OF THE BOARD EXAMINERS</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xi</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF ABBREVIATION</td>
<td>xiii</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Study                                  1
B. Problem Formulations                                     8
C. Objectives of the Study                                  8
D. Benefits of the Study                                    9

## CHAPTER II LITERATURE REVIEW

A. Listening Comprehension                                   10
   1. The Nature of Listening                                 10
   2. The Nature of Listening Comprehension                    11
   3. The Construct of Listening                               13
   4. The Purpose of Listening                                 14
   5. The Micro Skills of Listening                            16
   6. The Process of Listening                                 16
   7. The Problem in Listening                                 18
   8. The Testing Listening Comprehension and the Scoring Rubric 20
9. Teaching Listening at SMA ................................................. 25
10. Narrative Text ............................................................... 31

B. Teaching Media ................................................................. 33
   1. The Nature of Media ....................................................... 33
   2. The Characteristics of Media .......................................... 34
   3. The Function of Media ................................................... 34
   4. YouTube Video as Teaching Media .................................. 35
   5. The Nature of YouTube Video ....................................... 39

C. Teaching Listening Using YouTube Video .......................... 40
   1. Theories of Learning Underlying the Use of YouTube Video .. 40
   2. YouTube Management in Teaching Learning Activity .......... 42
   3. The Benefit of Teaching Listening Using YouTube Video ...... 42

D. Rationale ............................................................................ 43

CHAPTER III RESEARCH METHODOLOGY

A. Context of the Study .......................................................... 45
   1. Time and Place of Research ........................................... 45
   2. Subject of the Research ................................................. 46

B. Why Action Research ........................................................ 47
   1. Definitions of Action Research ....................................... 47
   2. Characteristics of Action Research ................................... 49
   3. Model of Action Research .............................................. 49
   4. Procedure of Action Research ......................................... 50

C. Technique of Collecting Data ............................................. 53
   1. Qualitative Data ............................................................ 53
   2. Quantitative Data .......................................................... 54

D. Technique of Analyzing Data ............................................. 55
   1. Qualitative Data ............................................................ 55
2. Quantitative Data ................................................................. 57

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings ............................................................... 58
   1. Situation Before Research ................................................. 59
   2. Implementation of the Research ......................................... 60
   3. Findings ............................................................................. 73

B. Discussion and Justification of the Findings ......................... 81

CHAPTER V CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion ........................................................................... 87
B. Implication ........................................................................... 88
C. Suggestions ........................................................................... 89

BIBLIOGRAPHY ....................................................................... 91

APPENDICES ........................................................................... 93
LIST OF APPENDICESS

1. Research Schedule ................................................................. 94
2. Pre Research Observation .......................................................... 95
3. Field Notes ................................................................................ 98
4. Lembar Pengamatan Jalannya Kegiatan ...................................... 106
5. Transcript of Interview .............................................................. 114
6. Lesson Plan .............................................................................. 127
7. The Diary of Action Research .................................................... 147
8. Recapitulation of Students scores .............................................. 153
9. Photograph .............................................................................. 154
10. List of Teaching Listening and Learning Activities Using YouTube video ..................................................... 155
11. List of Indicators of Problems as Being Improved by the Use of YouTube Video ......................................................... 157
12. Blue Print and Pre-Test Items .................................................... 158
13. Blue Print and Cycle 1 Test Items .............................................. 162
14. Blue Print and Post-Test Items .................................................. 167
15. Students’ Worksheet ................................................................. 172
16. Initial Reflection ....................................................................... 208
17. Legalization ............................................................................. 210
18. CD of YouTube Video used in Teaching Listening And Learning Activities
LIST OF TABLE

1. Table 2.1 Alderson Analytic Scale of Testing Writing......................... 21
2. Table 2.2 Adapted Scoring Rubric for Narrative Writing...................... 22
3. Table 2.3 The Scoring in Summarizing Narrative Text......................... 24
4. Table 3.1 Table of Collecting Data................................................. 53
5. Table 4.1 Situation Before Research............................................... 59
6. Table 4.2 The Summary of Process of the Research............................ 61
7. Table 4.3 Summary of Research Implementation of Cycle 1................... 62
8. Table 4.4 Summary of Research Implementation of Cycle 2.................. 69
9. Table 4.5 Summary of Research Findings........................................ 75
10. Table 4.6 The Improvement of the Students’ Achievement.................... 78
11. Table 4.6 The Sample of Students’ Achievement............................... 79
# LIST OF ABBREVIATION

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>KTSP</td>
<td>Kurikulum Tingkat Satuan Pendidikan</td>
</tr>
<tr>
<td>SMA</td>
<td>Sekolah Menengah Atas</td>
</tr>
<tr>
<td>RLP</td>
<td>Risma Luvia Putri</td>
</tr>
<tr>
<td>MA</td>
<td>Madrasah Aliyah</td>
</tr>
<tr>
<td>AP</td>
<td>Apriliana</td>
</tr>
<tr>
<td>ST</td>
<td>Summary Test</td>
</tr>
<tr>
<td>LO</td>
<td>Lukman Oktavianta</td>
</tr>
<tr>
<td>IW</td>
<td>Ira Wahyu</td>
</tr>
<tr>
<td>LT</td>
<td>Listening Test</td>
</tr>
<tr>
<td>M</td>
<td>Mean Score</td>
</tr>
<tr>
<td>H</td>
<td>Habib</td>
</tr>
<tr>
<td>S</td>
<td>Sinwan</td>
</tr>
<tr>
<td>R</td>
<td>Right Answer</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

This chapter describes about the background, problem statements, limitation, objectives, and the benefits of the Collaborative Action Research conducted in the grade 10 students of SMA Batik 1 Surakarta in 2010/2011.

A. Background of the Study

Curriculum used in Indonesia now is KTSP (Kurikulum Tingkat Satuan Pendidikan). KTSP is operational curriculum that arranged and conducted by each educational unit. KTSP consists of the educational goals of each educational units, structure and capacity of KTSP, educational calendar, and syllabus. Syllabus is a learning program in a certain lesson including competency standard, based competency, learning material, learning activities, indicator, scoring, time allotment and learning sources.

In Kurikulum Tingkat Satuan Pendidikan untuk SMA dan MA 2006, English teaching at SMA and MA has these following purposes:

Mengembangkan kompetensi berkomunikasi dalam bentuk lisan dan tulis untuk mencapai tingkat literasi informational. Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris untuk meningkatkan daya saing bangsa dalam masyarakat global. Mengembangkan pemahaman peserta didik tentang keterkaitan antara bahasa dengan budaya (KTSP, 2006).

Thus, based on the purposes above, the current focus in language teaching is on a communicative approach, both for oral and written language, which implies more learner involvement in the learning process.
There are three scopes of English teaching at SMA, one of them is “Kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi informational” (KTSP, 2006).

In this research, the writer concerns on teaching listening. So the discussion here is limited only on teaching listening at SMA. To make the discussion narrower, the writer limits on the students grade X.

There are some competency standard that should be reached by grade X students in listening comprehension, one of them is “Memahami makna dalam percakapan transaksional/interpersonal terutama percakapan yang berbentuk recount, narrative, procedure, descriptive dan news item dalam konteks kehidupan sehari-hari”(KTSP, 2006).

Such standard is elaborated in the two following basic competences:

1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) and interpersonal (bersosialisasi resmi dan tak resmi yang menggunakan bahasa lisan sederhana secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.


In learning second language, students are expected to master both oral and written skills. Oral skill consists of listening and speaking, while written skill consists of writing and reading. Listening usually settled at the beginning of English lesson. It purposes to build the students motivation to study that lesson.
However, it does not mean that the other skills, like speaking, reading, and writing, is not as important as listening.

Teaching listening is not a simple thing. Teachers must consider all aspects that influence it, the learner, material, learning method, and learning media. Teaching listening has many advantages, one of them is that listening can build the students’ active receptive skill. However, actually teachers must aware that in fact there are many problems faced by the students when they are learning listening. It is the teachers’ responsibility to make the students solve their problems.

The researcher did preliminary class observation to find the problem in class X 2 of SMA Batik 1 Surakarta. Based on the observation, the researcher got the data of the students’ problem. The students had a problem in listening because they learnt listening without using a good approach and treatment. Below, the researcher describes the teaching learning situation in class X 2. This class is same as the other classes, has five hours English lesson in a week. Teacher H and S are the English teachers there and they teach collaboratively. In teaching learning process they use textbook entitled *English Alive* and exercise book entitled *Inovasi*.

Based on the pre-research conducted in the tenth grade students of SMA Batik 1 Surakarta, the researcher found that the students in learning English have low listening comprehension. The tenth grade students of SMA Batik 1 Surakarta should have at least 70.00 as their minimum score for listening, speaking, reading and writing skill. It is very different from the fact taken from the result of pre-test
conducted by the researcher on August 16th 2010. Based on the data, the tenth grade students of SMA Batik 1 Surakarta get only 52.89 for the mean score for listening. It can be concluded that they face a big problem in listening.

There are some indicators showing that the students are lack of listening comprehension. From the competence of listening comprehension, the indicators are: (1) the students often make mistake in answering teacher’s questions. The students have difficulties in answering teacher’s questions based on what they have listened. They find difficulties in transferring thoughts onto an oral answer; (2) the students make mistake in determining the general idea of a text; (3) the students make mistake in determining the specific information of a text. The students still confuse finding what is the speaker mainly talk about. One of the students said, “Mbak, aku masih bingung itu tadi tentang apa to?” While another student said, “Miss, characternya siapa aja ya, aku kurang mudeng.” From the statements above it can be said that they have problem in determining general idea of the text they had listened; (4) the students cannot summarize the listening material they had listened. After listening, to know the students’ comprehension about their listening, the teacher asks them to make the summary of the text. However, most of the students write just a little with poor quality of writing; and (5) the students make mistake in determining the sequence of events of a text. The students often confuse determining the sequence of events of the text.

From the listening class, the indicators are: (1) the students grumble when they are asked to listen. They do it as the rejection of being asked to do listening. The unattractive media used by the teacher may cause they have low
motivation in listening; (2) the students make noise so they do not listen to the lesson. During listening class, the students tend to make noisy and do not listen to the lesson. They are busy discussing something not related to the lesson. They prefer to do another thing likes playing notebook or doing homework than listen to the lesson; (3) the students are not active during listening class. The students seldom ask questions to the teacher and they cannot answer when teacher asks questions; (4) the students refuse to retell what have been listened in front of the class. They seem do not want their works being known by other people; (5) the students tend to be silent and do not answer the questions when the teacher asks about what they listened.

There are many various techniques that can be used by the teachers to help the students in comprehending listening. The teaching learning process can be facilitated by some teaching media. Media helps the teachers as a means of communication to convey the message more concretely and also motivate the students’ interest in learning English. One of the media that can be used in teaching English listening is video. The use of video in classroom can guide the students’ activities in an interesting way. Video provides information to eyes and ears, so students can see communication in action (Edge, Julian.1993:58). Video can present language in a lively way. In can be said that video can increase the interest and motivation of the students.

Considering such situation, through this research, the writer would like to optimize the use of technology especially YouTube video to enhance the students’ listening comprehension.
According to Sherman (2003: p.1), “Video is a wonderful resource for opening up the English-language world and can be used with great pleasure and profit – and very little sweat”. Then, YouTube is a website that supplies free videos. By YouTube, people can find videos based on their desires and watch them in their computers likes watching common videos (Mico Pardosi, 2009: p.1). While, Manovich (2001) states that “YouTube represents new media in its truest sense by amassing an enormous collection of digital video clips, posted solely by members, and making them readily available to millions of users’ online; garnering wild popularity to the point that it has achieved brand name status”.

It is not difficult to download a YouTube video. YouTube known as online video site that very popular now, almost every minute will emerge new video uploaded by the users. In the same time, there will be many people watch video from YouTube with all variant content of it. In internet, there are many online programs that can be used to download YouTube video, namely keepVid.com, Downloader9, vixy.net, videodl.org, and GetGo Download Manager.

Ur (1984: 66) argues that if learners are listening to something entertaining, then they are likely to attend and get full benefit from the listening experience. Moreover, the occasional introduction of pleasurable components into English lesson can improve student’s motivation and general morale and show the language in a new light.

Ur also adds that it is helpful in contextualizing and bringing to life the listening situation as well as in aiding comprehension of the language. Visuals
have an important function as aids to learning, simply because they attract student’s attention and help and encourage the students to focus on the subject in hand. She said that it is relatively difficult to concentrate on spoken material that is heard ‘blind’, for easier if there is something relevant to look at. Striking and stimulating visual aids are likely to heighten student’s motivation and concentration.

Giardina (1991) says that the technology used has great potential for making massive improvements in teaching and learning process. One of the important factors for twenty first century learning is that it must be interesting to the students. The learning materials and media must be motivating, encouraging the students to learn more. Thus, the students will not only learn the mastery level but also enjoy learning. The last is make the students constantly involved in the learning process, playing an active role every moment.

Related to this research, YouTube video can improve students’ listening comprehension because by YouTube teachers can provides many kinds of learning videos that make the students interested to join listening class. Besides that, through YouTube the students can know the changing of the word that might not be seen in our surroundings.

Then, taking into consideration of the limitation of the research time, the kinds of genre taught at SMA at most time and grade, the kind of genre mostly used by the students in real life, the difficulties faced by the students in listening, and the tendency of teenagers that access online videos to get something they

commit to user
want, here the researcher only limits the research on listening narrative YouTube video.

B. Problem Formulation

The research problems here can be formulated as follow:

1. Does and to what extent YouTube video improve listening comprehension of grade 10 students of SMA Batik 1 Surakarta in 2010/2011?
2. What happens when YouTube video is implemented in the listening classes?

C. Objective of the Study

The objectives of this research are:

1. To describe whether or not and to what extent YouTube video can improve listening comprehension of the grade 10 students of SMA Batik 1 Surakarta in 2010/2011.
2. To identify what happens when YouTube video is implemented in the listening classes.

D. Benefits of the Study

From the research result, it is expected that there will be benefits given to the teachers, the students and school.

1. For the teacher

This study can be used to understand about the students’ listening comprehension and the way of teaching and learning listening innovatively so that the learning quality will improve.

commit to user
2. For students

This study will be helpful for them in understanding the importance of listening comprehension to gain more information. Besides, applying YouTube video can increase students’ motivation joining listening class. Furthermore, they also become more active in paying attention to the lesson.

3. For institutions

The result of the study can be a parameter in the efforts of learning innovation development for the other teachers and also can motivate them to develop another innovation in different strategy. It also will be helpful in arranging the curriculum of the study that will include listening comprehension and YouTube Video as teaching media in English lesson.

4. For the other researchers

The result of the study can be used as a starting point for further research conducted in the future in order to create a better teaching learning process.
CHAPTER II

LITERATURE REVIEW

This chapter describes the related literature review on listening, the teaching listening, review on narrative text, YouTube video, teaching listening using YouTube video, the researcher’s rationale and the last is the researcher’s hypothesis.

A. Listening Comprehension

1. The Nature of Listening

Many experts have defined the meaning of listening. Rost (1994: p.1) states that “Yet listening is a vital mental capacity – one of the principal means by which we understand and take a part in the world around us”. Then Smith, Packham and McEvedy (1986: p.2) define “Listening as an active process consisting of number of macro and micro skill, many of which have to be carried out simultaneously”. Meanwhile Brown and Yule (1997) states that listening is the activity of paying attention to and trying to get the meaning from something we hear. This statement is supported also by Rost (1994: p.2) that “Listening is a process that triggered by our attention. In psychological term, attention is an excitation of nerve pathways in the brain to organize in coming stimuli in an efficient way. The purpose of attention is to help up organize and use what we see and hear”. On the other hand, Rost (1991: p.3) says that “Listening is an active process”. In order to become better listeners, the learners must think actively when they are listening. By developing an ‘active attitude’ about understanding
and ‘active strategies’ for making sense of what they hear, the learners can and will improve. Rost also says that “Listening plays an active part in language learning”. Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for development of other language skills. If teacher is aware of the links between listening and other skills and by consistently pointing out these links to the learners, the teacher can assist the learners in their overall language development. The last Rost states that “The teacher as an active ‘researcher’ of listening development”. Teacher should be active not just in planning and preparing activities for the learners; however in giving useful feedback to them and exploring with them how their listening skills are changing and improving.

Based on the explanations above, it can be concluded that listening is an active process in communication between speaker and listener which the listener handle the role in catching the messages, analyzing, evaluating, and giving feedback to what the speakers says.

2. The Nature of Listening Comprehension

Many linguists and experts also have defined the meaning of listening comprehension. Firstly, comprehension is defined as the mind act or power of understanding (Hornby, 1987: 174). In line with Hornby, Brown and Yule (1997: p.69) state that “Comprehension is not simply the reduction of uncertainty, as has sometimes been claimed; it is also the integration into experience”. Comprehension is a type of understanding such that the individual knows what is
being communicated. So, Comprehension is the ability to grasp something mentally and the capacity to understand ideas and facts.

Moreover, Nunan (2003) says that listening was seen as a major source of comprehensible input. Language learning textbooks began including listening activities that were not simply presentation of language to be produced. They were listening activities for input, the beginning of the kinds of listening tasks common in books today. Meanwhile, Buck (2007) says that listening comprehension as a process, a very complex process, and if teachers want to measure it, they must first understand how that process work. If teachers consider how the language comprehension system works, it is obvious that a number of different types of knowledge are involved: both linguistic knowledge and non-linguistic knowledge. Linguistic knowledge is of different types, but among the most important are phonological, lexis, syntax, semantics, and discourse structure. The non-linguistic knowledge used in comprehension is knowledge about the topic, about the context, and general knowledge about the world and how it works. In particularly, listening comprehension lesson are vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse.

After noticing the theories above, it can be concluded that listening comprehension is the mind activity to understand spoken materials containing information to get the meaning the speaker want to convey using his background knowledge through the interaction between the listener and the speaker.
3. The Construct of Listening

Based on the explanation above, listening comprehension is the mind activity to understand spoken materials containing information to get the meaning the speaker want to convey using his background knowledge through the interaction between the listener and the speaker. In listening, there are some aspects that should be concerned by a listener to comprehend the listening material well. They are comprehension about the content, general idea, specific information, sequence of events, and the summary of listening material.

a. Comprehension about the content

In listening, listener in this case the students should understand about the content of listening material. It can be shown from the ability of the students in answering teacher’s questions based on the listening material correctly.

b. General idea

Related to what being discuss in the listening material, students should able to determining what the speaker mainly talk about. It will help the students in comprehending the content of listening material.

c. Specific information

Besides general idea, students should able determining the specific information of listening material. The specific information here consists of characters, characteristics of the character, situation, and setting of the text they listened.

commit to user
d. Sequence of events

After listening, students should able to mention the sequence of events of the listening material. It is related to the content of listening material.

e. Summary

To know the students’ comprehension of listening material, teacher can ask the students to summary the listening material. Moreover, there are some criteria that should be considered in summarizing the content of listening material. Those are: (1) content, the content should include the clarity and the relevance of listening material; (2) organization, students should organized the generic structure of the text well; (3) grammar, this grammar accuracy is mostly related to the tense used in a particular genre text; (4) vocabulary, it deals with the way of the students in using the adequate word to succeed the text meaning presentation; (5) Punctuation and spelling, the more accurate the punctuation and spelling the better text will be.

4. The Purpose of Listening

Someone always have a purpose for listening. They may listen to the radio in the morning to decide whether to wear a coat or take an umbrella. They may listen to a song for pleasure. We listen in different ways based on our purpose. Having a purpose helps us listen more effectively.

Underwood (1997) argues that there are four main objectives in listening, they are exposing students to a range of listening experiences, making listening purposeful for the students, helping students understand what listening entails and
how they might approach it and building up student’s confidence in their own listening ability.

Furthermore Rivers (1981) and Weaver (1972) in Celce-Murcia (2001) say as follows, “In reality, listening is used far more than any other single language skill in normal daily life. On average, we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write”.

Then according to Harmer (1998), one of the main reasons for getting students to listen to spoken English is to let them hear different varieties and accents – rather than just the voice of their teacher with its own idiosyncrasies.

Besides, Rost (1994: p. 141) says that listening plays an important role in second language instruction for several reason:

(a) Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin; (b) Spoken language provides a means of interaction for learner. Since learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learners’ failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning; (c) Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers; (d) Listening exercises provide teachers with a means for drawing learners’ attention to new forms (vocabulary, grammar, interaction patterns) in the language.

Rivers (1981: p.161) says that “Listening is creative skill. In order to comprehend to sounds falling in our ears, we take the raw material of words, arrangement of words, and the rise and fall of the voice, and from this material we create significance”. Moreover, Friend and cook (1996: p.137) state that listening
is primary means of gaining information and also a means of conveying the messages of others.

From the discussion above, it can be concluded that if students know why they are listening, they are more focused. Teachers can help students understand what they are hearing if teachers activate their prior knowledge, teach them (or remind them of) the words that are useful for the listening task, and tell them the purpose of their listening.

5. The Micro Skills of Listening

Richards (1983) in Omaggio (1986: p. 126) proposes that the following are the micro-skills involved in understanding what someone says to us. The listener has to:

(a) Retain chunks of language in short-term memory; (b) Discriminate among the distinctive sounds in the new language; (c) Recognize stress and rhythm patterns, intonation contours; (d) Recognize reduced forms of words; (e) Distinguish word boundaries; (f) Recognize typical word-order patterns; (g) Recognize vocabulary; (h) Detect key words, such as those identifying topics and ideas; (i) Guess meaning from context; (j) Recognize grammatical word classes; (k) Recognize basic syntactic patterns; (m) Recognize cohesive devices; (n) Detect sentence constituents, such as subject, verb, object, prepositions, and the like.

6. The Process of Listening

Listening is more than just hearing, although children and adults often use the two terms, hearing and listening, synonymously. Hearing is only one important component of listening. Hearing is a passive, generally involuntary process in which the brain receives and interprets sounds from the external environment. In contrast, listening is an active, voluntary process in which the listener deliberately pays attention to, interprets the meaning of, and responds to a
massage. Lundsteen (Petty and Jensen, 1981: p.181) is giving more specific about listening process. He divided four steps:

a. Hearing: for the first time people hear a series of sounds, the actual words and sentences.

b. Understanding: people will understand the meaning of the words and sentences which they have heard.

c. Evaluating: after understanding the meaning, people evaluate them and accept or reject the total communication.

d. Responding: people respond what they have heard with further thought, bodily movement of facial expression.

In listening, there are some necessary components, as stated by Rost (1991: p.3). They can be listed the following:

a. Discriminating between sounds

b. Recognizing words

c. Identifying grammatical grouping of words

d. Identifying ‘pragmatic unit’ – expressions and sets of utterances which function as whole units to create meaning

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

f. Using background knowledge (what we already know about the content and the form) and context (what has already been said) to predict and then to confirm meaning

commit to user
7. The Problem in Listening

Some experts have classified the listening problems to improving their students’ listening ability.

Lundsteen (1979) in Rost (1994) has documented four common listening disorders among students:

a. Acuity of Hearing

It can be indicated when the students having physical problems which prevent them from fully participating or owing to environment problems.

b. Discrimination and Auditory Perception

The problems conducted with auditory memory and sequential memory.

c. Attention and Concentration

Many students have difficulties following owing to apparent deficits in attention and concentration.

d. Comprehension

Several learners have difficulties with different aspects of listening comprehension. The trouble can be problem in factual or literal comprehension, interpretation, critical listening and evaluation listening.
Learning English as a foreign language in listening, according to Rost (1994) will raise four main problems. He said that it may not require more time to develop but second language learning is confounded by a number of difficulties. The four main problems are:

a. **Motive**

When students have learned the basic objects and concepts in the world and have associated with them with words, we have lost one of the principal motives to learn language – self expression. Their motives whether in children or adults are closely linked to cognitive and social motives to use the language.

b. **Transfer**

In listening, when some concept in the second language is fuzzy or unfamiliar, students tend to use transfer strategies, such as translation, to understand the new language. These strategies may help us to understand temporally, however can weaken the acquisition of second language concept.

c. **Input**

Second language learners, particularly adults, seldom experience the caretaker access to reach, understandable input.

d. **Neurological development**

Biologically, after the age of twelve or so, certain processes are completed in the brain’s development and this often prevents learners from processing new linguistic sounds fully. Therefore, adults may have great
grammatical and lexical knowledge that able to be used in reading and writing but not in speech processing.

Moreover, Ur (1997) states that there are some difficulties found in foreign language listening likes hearing the sounds, understanding intonation and stress, coping with redundancy and “noise”, predicting, understanding colloquial vocabulary, fatigue, understanding different accents and using visual and aural environmental cues.

8. **The Testing of Students Listening Comprehension and the Scoring of Students Listening**

According to Rost (1996: 175), from a practical perspective, testing is a critical area in language education as result of testing often influence the future of learners, the professional evaluation of instructors, and the direction of curriculum design. While Heaton (1999: 9) states that the most important reason is to find out how well the students have mastered the language areas and skills which have just been taught. From the statements above, it can be said that testing is an instrument used by teacher to know the students’ development on the language areas and skill which have just been taught.

Heaton also states two items of testing; they are objective and subjective testing. The examples of objective questions are multiple choice items, true/false items, ordering or re-arrangement, fill in the blank items, and matching. While subjective questions are compositions, reports, letters, answers to comprehension questions using students’ own words, conversations, discussions, and talks.
Subjective questions offer better ways of testing language skills and certain areas of language than objective questions. Since subjective questions allow for much greater freedom and flexibility in the answers they require, they can only be marked by a component marker or teacher. Often there is no answer which is 100 per cent right or 100 per cent wrong. Markers have to use their own judgments when they award marks. However, objective questions can be marked very quickly and completely reliably. Because objective questions has only one correct answer or limited number of correct answers, this kind of test can be marked by a machine or by an inexperienced person.

In this research, the researcher used the collaboration of the two kinds of testing items. The forms of the objective questions are fill in the blank and multiple choice items while the form of the subjective question is making the summary of the listening material.

There are many experts proposed the scale of writing, one of them is Alderson. Alderson, et.al (1995: 107) propose the analytical scale as shown in Table 2.1.

Table 2.1 Alderson analytic scale of testing writing

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score and Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
<td>5 Flowing style-very easy to understand-both complex and simple sentences-very effective.</td>
</tr>
<tr>
<td></td>
<td>4 Quite flowing style-mostly easy to understand-a few complex sentences-effective.</td>
</tr>
<tr>
<td></td>
<td>3 Style reasonably smooth-not too hard to understand-mostly (but not all) simple sentences-fairly effective.</td>
</tr>
<tr>
<td></td>
<td>2 Jerky style-an effort needed to understand and enjoy-complex sentences confusing-mostly simple sentences or compound sentences.</td>
</tr>
<tr>
<td></td>
<td>1 Very jerky-hard to understand-cannot enjoy reading-almost all simple sentences-complex sentences confusing-excessive use of ‘and’</td>
</tr>
<tr>
<td>Grammar</td>
<td>5 Mastery of grammar taught-only 1 or 2 minor mistakes</td>
</tr>
<tr>
<td></td>
<td>4 A few minor mistakes only (prepositions, articles, etc.)</td>
</tr>
<tr>
<td></td>
<td>3 Only 1 or 2 major mistakes but a few minor ones</td>
</tr>
</tbody>
</table>
2 Major mistakes which lead to difficulty in understanding-lack of mastery of sentence construction.
1 Numerous serious mistakes-no mastery of sentence construction-almost unintelligible

Vocabulary
5 Use of wide range of vocabulary taught previously.
4 Good use of new words acquired-use of appropriate synonyms, circumlocution, etc.
3 Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted-has to resort use of synonyms, circumlocution, etc. on a few occasions.
2 Restricted vocabulary-use of synonyms (but not always appropriate) - imprecise and vague-affects meaning.
1 Very restricted vocabulary - inappropriate use of synonyms- seriously hinders communication.

Spelling
8 No errors
4 1 or 2 minor errors only (e.g. ie or ei)
3 Several errors - do not interfere significantly with communication- not too hard to understand.
2 Several errors – some interfere with communication- some words very hard to recognize.
1 Numerous errors – hard to recognize several words- communication made very difficult.

While Tross (2009) suggests a scoring rubric for narrative writing as shown in Table 2.2,

Table 2.2 Adapted Scoring Rubric for Narrative Writing

<table>
<thead>
<tr>
<th>CRITERIA FOR EVALUATION</th>
<th>SCORING GUIDELINES</th>
</tr>
</thead>
</table>
| 1. The student writes multiple paragraphs or one large paragraph with a total of at least 12 logically sequenced, complete, and coherent sentences focused on a single topic. | **Give 7 points if any of the following are present:**
* There are at 12 or more, or more logically sequenced, complete, and coherent sentences focused on a single topic in response to the designated prompt. Incomplete and run-on sentences are not counted. (give 6 pts. for 11 sentences)
**Give 5 points if any of the following are present:**
* There are at 10 or more, or more logically sequenced, complete, and coherent sentences focused on a single topic in response to the designated prompt. Incomplete and run-on sentences are not counted. (give 4 pts. for 9 sentences)
**Give 3 points if any of the following are present:**
* There are at 8 or more, or more logically sequenced, complete, and coherent sentences focused on a single topic in response to the designated prompt. Incomplete and run-on sentences are not counted.
**Give 2 points if either of the following are present:**
There are at 6 or more, or more logically sequenced, complete, and coherent sentences focused on a single topic in response to the designated prompt.
**Give 0 points if any of the following are present:**
*There are less than 6 sentences focused on a single topic
*The writing does not address the designated prompt. |
2. The student writes an opening paragraph or sentences that addressed the prompt.  
**Give 1 points if any of the following are present:**  
There are 2 or 1 opening sentences that addresses the prompt and orients the reader. Students could also use onomatopoeia in the opening when appropriate, or address characters and setting.  
**Give 0 points if any of the following are present:**  
An opening sentence does not exist or does not address the prompt or the audience.

3. The student uses a “closing” or “reorientation” paragraph or sentences which expresses some feeling, opinion, or observation, or reaction.  
**Give 1 points if the following is present:**  
There is a closing paragraph (2 sentences) or an effective/dynamic closing sentence that expresses some observation, opinion, reaction or feeling.  
**Give 0 points if the following is present:**  
There are no closing sentences which express some feeling, opinion, observation, or reaction.

4. The student uses varied and appropriate transition words and phrases denoting a passage of time or sequence of events.  
**Give 1 points if the following is present:**  
The student uses 2-3 or more varied and appropriate transition words and phrases to denote passage of time. The words or phrases used do not appear to be patterned or formula driven (first, next, finally).  
**Give 0 points if the following is present:**  
The student uses less than 1 or less transitions words or phrases in the entire writing sample.

5. The student uses details to provide more information related to a “topic” or main event.  
**Give 3 points if the following is present:**  
*The middle sentences of the written piece consists of a topic sentence (major events) and at least three additional sentences for each event, providing details or elaborations related to the topic sentence.  
**Give 2 points if the following is present:**  
*The middle sentences of the written piece consists of a topic sentence (major events) and at least two additional sentences for each event, providing details or elaborations related to the topic sentence.  
**Give 1 points if the following is present:**  
*Neither details nor elaborations related to the topic sentences are given.  
**Give 0 points if the following is present:**  
*Neither details nor elaborations related to the topic sentences are given.

6. The student uses descriptive words or phrases to help the reader more vividly understanding or conceptualization of the topic.  
**Give 2 points if the following is present:**  
*There are at least 3 examples of appropriate descriptive words or phrases, other than color and size words, used within the paragraph. The use of “with” and “that” is encouraged and also count (ex: "My teacher with rimmed glasses. " or "A merry-go-round that whooshes when it goes by"). Students should also use onomatopoeia when appropriate.  
**Give 1 point if the following is present:**  
*There are at least 2 examples of appropriate descriptive words or phrases, other than color and size words, used within the paragraph.  
**Give 0 points if the following is present:**  
*There are less than 2 examples of appropriate descriptive words or phrases, other than color and size words, used within the paragraph.
From the Table 2.1 and Table 2.2, the researcher made the modification of the scoring rubric that would be used in evaluating the students’ summary test in this research. The scoring rubric modified by the researcher can be seen in Table 2.3.

Table 2.3 The Scoring Rubric in Summarizing Narrative Text

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relevance of Content</td>
<td>40</td>
<td>Good development of thesis, very easy to understand the content</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Limited development of thesis, mostly easy to understand the content</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Inadequate development of thesis, not too hard to understand the content</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Not development of thesis, hard to understand the content</td>
</tr>
<tr>
<td>2. Compositional Organization</td>
<td>20</td>
<td>Well-organized, the generic structure of narrative text stated completely</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Loosely organized, incomplete generic structure of narrative text</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Non-fluent, ideas confused or disconnected</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>No organization</td>
</tr>
<tr>
<td>3. Grammar</td>
<td>20</td>
<td>Mastery of grammar taught, only 1 or 2 minor mistakes</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>A few minor mistakes only (prepositions, articles, etc.)</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Major mistakes which lead to difficulty in understanding</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>No mastery of sentence construction</td>
</tr>
<tr>
<td>4. Vocabulary</td>
<td>20</td>
<td>Wide range of vocabulary taught previously</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Adequate range of vocabulary, occasional errors of word choice but not influence the meaning</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Limited range of vocabulary, frequent errors of word choice that influence the meaning</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Little knowledge of English vocabulary</td>
</tr>
<tr>
<td>5. Punctuation and Spelling</td>
<td>10</td>
<td>Few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Minor mistake of spelling, punctuation, capitalization, paragraphing but not influence the meaning</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Frequent errors of spelling, punctuation, capitalization, paragraphing, cause meaning confusing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Dominated by errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
</tbody>
</table>

In scoring the test items, the researcher used a formula as follow:

\[ M = \frac{(R \times 4) + ST}{2} \]

In which:  
\[ M = \text{Score} \quad R = \text{Right answer of listening test} \]
\[ ST = \text{Summary Test} \]
9. Teaching Listening at SMA

a. The Purpose of Teaching Listening

Listening, in Kurikulum Tingkat Satuan Pendidikan 2006 untuk SMA & MA, has equal emphasis to other language skills and is led to communicative competence as well as reflected in the scopes of English learning in SMA which include:

(1) Kemampuan berwacana, yakni kemampuan memahami dan/atau menghasilkan teks lisan dan/atau tulis yang direalisasikan dalam empat keterampilan berbahasa, yakni mendengarkan, berbicara, membaca dan menulis secara terpadu untuk mencapai tingkat literasi informational; (2) Kemampuan memahami dan menciptakan berbagai teks fungsional pendek dan monolog serta eset berbentuk procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking. Gradasi bahan ajar tampak dalam penggunaan kosa kata, tata bahasa, dan langkah-langkah retorika; (3) Kompetensi pendukung, yakni kompetensi linguistik (menggunakan tata bahasa dan kosa kata, tata bunyi, tata tulis), kompetensi sosiokultural (menggunakan ungkapan dan tindak bahasa secara berterima dalam berbagai konteks komunikasi), kompetensi strategi (mengatasi masalah yang timbul dalam proses komunikasi dengan berbagai cara agar komunikasi tetap berlangsung), dan kompetensi pembentuk wacana (menggunakan piranti pembentuk wacana).

While the expected learning outcomes outlined for the students of the tenth, elevenths, and twelfths grades on the listening skill are as follows:

1) Tenth grade

The students are able to (1) Respond to short functional texts in the forms of announcement, advertisement, and invitation; (2) Respond to the texts in the form of a descriptive, procedure, recount, narrative, report, and news item.
2) Eleventh grade

The students of all programs are able to (1) Respond to short functional texts in the forms of banner, poster, and pamphlet, (2) Comprehend of essay texts in the forms of narrative, report, analytical exposition, hortatory exposition and spoof.

3) Twelfth grade

The students of all programs are able to (1) Respond to texts in the form of a narrative, explanation, discussion, and review. (2) Respond spoken language in the form of short functional texts. For language program students, there are some additional expected learning outcomes. Those include: the students are able to (1) Respond to simple academic public speaking scripts in the forms of speech, presentation, and debate, (2) Respond to essay about contemporary song lyrics and poem, (3) Comprehend simple authentic and popular English story.

From the discussion above, it can be concluded that the purpose of teaching listening at SMA is that the students are able to respond and comprehend the speakers says both in forms of functional text, monologue, and dialogue for communicating with others.

b. The Approach on Teaching Listening

*Kurikulum Tingkat Satuan Pendidikan 2006* allows teachers apply any kinds of techniques, methods, and approaches to develop the students’ communicative competence. Genre-based approach, the recent curriculum
used in the school now, demands students to be able to communicate in certain kinds of genre.

Rudi Hartono (2005) states that “The term “genre” is used to refer particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.

Thus, genre can be defined as a specific text-type having social functions sets up between its users and certain textual properties.

c. The Position of Listening in Language Learning

In Genre-Based Approach, there are four skills that must be mastered by the students. Those skills are clustered into two cycles, they are oral cycle consists of listening and speaking and written cycle consists of reading and writing.

Although listening usually placed in the beginning of the lesson, it does not mean that listening is more important than others. Actually four of the skills have the same proportion in the lesson and they are related each other.

Emphasizing the important of listening in language teaching, Nunan (2003) introduces principles for teaching listening as follow:

1) Expose students to different ways of processing information: bottom-up vs. Top-down.

The distinction between bottom-up and top-down is based on the way learners attempt to understand what they read and hear. With bottom-
up processing, students start with the component parts: words, and grammar. Top-down processing is the opposite. Learners start from their background knowledge, either content schema (general information based on previous learning and experience) or contextual schema (awareness of the kinds of information used in a given situation) (Long, 1989) in Nunan (2003).

2) Expose students to different types of listening

There are three types of listening. The first is listening for specific information. This involves catching concrete information including names, time, and specific language forms. The second is global or gist listening. In the classroom, this often involves tasks such as identifying main idea, and nothing a sequence of events. Listening for specific information and listening for gist are two important types of listening; however, they do not exist in isolation. The last type of listening is inference. This is listening for meaning that is implied but not stated directly. Learners can infer the information. Inference is different from gist and specific information listening in that it often occurs at the same time as some other types of listening.

3) Teach a variety of task

According to Just and Carpenter’s capacity hypothesis (1992) in Nunan (2003), when people are listening in a second or foreign language, they have to process not only the meaning of what they are listening to but also the language itself. Furthermore, Lynch (1998) says that “If the task
itself makes the listening even more complex, the learners are simply unable to understand, remember, and do what they need to do”.

Thus, the students need exposure to a wide range of tasks in order for them to deal with different types of texts and respond in different ways. Incorporating different tasks also increases the students’ interest. If listening work in class follows too narrow a pattern, it is easy for the learners—and the teacher—to lose interest.

4) Consider text, difficulty, and authenticity.

Text determines how easy or difficult something is to understand. Spoken language is very different from written language. It is more redundant, full of false starts, rephrasing, and elaborations. Incomplete sentences, pauses, and overlaps are common. Learners need exposure to and practice with natural sounding language.

When learners talk about text difficulty, the first thing many mention is speed. Indeed, that can be a problem. However the solution is usually not to give them unnaturally slow, clear recording. Those can actually distort the way the language sounds. A more useful technique is to simply put pauses between phrases or sentences.

When people think about authenticity in listening materials, they are usually considering the input. Brown and Menasche (1993) in Nunan (2003) suggest looking at two aspects of authenticity: the task and the input. They suggest this breakdown:
a) Task authenticity
   - Simulated: modeled after a real-life; nonacademic task such as filling in form
   - Minimal/incidental: checks understanding, however in way that is not usually done outside of the classroom; numbering pictures to show a sequence of events or identifying the way something is said are examples

b) Input authenticity
   - Genuine: created only for the realm of real life, not for classroom, however used in language teaching
   - Altered: no meaning change, however the original is no longer as it was (glossing, visual resetting, pictures or colors adapted)
   - Adapted: created for real life (words and grammatical structures changed to simplify the text)
   - Simulated: written by the author as if the material is genuine; many genuine characteristics
   - Minimal/incidental: created for the classroom; no attempt to make the material genuine

5) Teach listening strategies

   However, in considering listening, it is useful to note the items Rost (2002, p. 155) in Nunan (2003) identifies as strategies that are used by successful listeners.

   *commit to user*
a) Predicting: effective listeners think about what they will hear. This fits into the ideas about prelistening mentioned earlier.

b) Inferring: it is useful for learners to “listen between the lines”

c) Monitoring: good listeners notice what they do and don’t understand.

d) Clarifying: efficient learners ask questions and give feedback to the speakers

e) Responding: learners react to what they hear.

f) Evaluating: they check on how well they have understood.

10. Narrative Text

This research is limited only on Listening to narrative text. So here the researcher will explain a little about narrative text.

a. The Nature of Narrative Text

According to Wikipedia narrative is a story that is created in a constructive format (as a work of writing, speech, poetry, prose, picture, song, motion pictures, video games, theatre or dance) that describes a sequence of fictional or non-fictional events. The word derives from the Latin verb narrare, “to recount”, and is related to the adjective gnarus, “knowing” or “skilled.

Narrative text is a text which says the past activities or event which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader. Narrative text can be divided from its purpose, generic structure and language feature. The purpose in narrative writing is to amuse or entertain the reader and even give the morality value of events.
The generic structure of narrative text are orientation; stating the topic of an activity or event which will be told, sequence of events; presenting the story about the past activities or events which has the chronological of conflicts and resolutions; resolution; stating the problem solving, and coda; concluding in order to give the moral values.

The language features uses of this text are chosen adjectives; to describe personal attitude, sequence markers; to identify the chronological events, past tense; to indicate the past activity or event, verbs of doing; to describe the activities, subjective pronoun, and conjunctions.

b. The Example of Narrative Text

Snow White

Orientation

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead.

Major Complication

One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn’t have enough money to take Snow White.

Resolution

Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods.
Complication

She was very tired and hungry.

Resolution

Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Complication

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up.

She saw the dwarfs. The dwarfs said, what is your name? Snow White said, ‘My name is Snow White’.

Major Resolution

Doc said, ‘If you wish, you may live here with us’. Snow White said, ‘Oh could (I)? Thank you’. Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

B. Teaching Media

1. The Nature of Media

“Media” is a Latin word that is the plural form of “medium” which means mediator or agent. Media is a mediator in sending or transferring a message from the sender to the receiver. Gagne (1970) states that media is all of the components around the student which can stimulate to learn something. While Brigss (1970) thinks that media is all the physical tools that are able to perform the message and also stimulate the students in learning activity.
Thus, from the definitions above, it can be concluded that media is everything that can be used to transfer the message from the sender to the receiver that can stimulate in the learning process.

2. The Characteristic of Media

a. Fixative Property

The function of Media is to record, save, keep, and reconstructs any action or objects. Here, the examples are photographic, book, video, tape, audio tape, diskette, computer, and film.

b. Manipulative Property

Manipulative related to “time lapse recording”, technique in break down the picture, film, and recording. So, teacher can spin the film flashback, jump (forward or previous).

c. Distributive Property

Distributive characteristics make information is possible to share in not only in a small group class or certain school but also in many schools, everywhere, and every time.

3. The Function of Media

Levie & Lentz (1982) explain four functions of teaching media:

a. Attention

Media are able to attract the students’ attention in learning something in the class or out of class. Usually, students are more interesting to learn something by real object than theory.
b. Affection

Affection related to students feeling. Using media can come up the emotion of students. For example, students are more diligent and discipline.

c. Cognitive

Cognitive related to the achievement in catching, memorizing, showing, sharing everything to the other. Media help the student to be easier in catching the target of learning process.

d. Compensatory

Media is used to help the students who less achievement in understanding the lesson verbally or orally.

4. YouTube Video as Teaching Media

Before telling more about YouTube Video, firstly the writer will tell about what video is. According to Sherman (2003: P. 1) “Video is a wonderful resource for opening up the English-language world and can be used with great pleasure of profit – and very little sweat”. Then, Maley (1997: P. 3) says that “Few things make a more immediate impact that the visual image and that impact are enhanced when the image is a moving one. Hence the popularity which film, TV, and Video enjoy both as a medium of entertainment outside the classroom and as a focus for learning activities within it”.

Meanwhile, video in the classroom offers exciting possibilities for language teaching and learning (Lonergan, 1988: P. 1). He also said that the term ‘video’ is often used to mean quite different things in language teaching.
The widespread use of video has had two main effects on language-teaching broadcasts. The first of these is to free teaching institutions and learners from the constraints of the broadcasting timetable. Video can be used to store programs for showing at any convenient time. The second change concerns how television programs are made. Appreciating the benefits that a video brings into classroom, more producers of language-teaching materials are designing video tape materials with the classroom exploitation in mind.

The outstanding feature of video is their ability to present complete communicative situations. The combination of sound and vision is dynamic, immediate, and accessible. This means that communication can be shown in a context, and the many factors in communication can be perceived easily by viewers – and language learners.

The speakers in dialogues can be seen and heard; other participants in the situation can be seen. The language learner can readily see the ages of the participants; their sex; perhaps their relationships one another; their dress, social status, and what they are doing; and perhaps their mood or feelings. Further, paralinguistic information, such as facial expressions or hand gestures, is available to accompany aural clues of intonation.

Similarly, the setting of the communication is clear: the language learner can see on the screen where the action is taking place. This information may help to clarify whether, or perhaps the situation is very formal, or perhaps informal.

At their best, video presentations will be intrinsically interesting to language learners. The learner will want to watch, even if comprehension is
limited. The material should be motivating; the learner should want to see more, to ask questions, to follow up ideas and suggestions. By generating interest and motivation, the video can create a climate for successful learning.

Video materials used in language teaching can come from a wide variety of sources. Lonergan (1988: P. 7) categories the sources of video films broadly as follows:

(1) Video recordings of language-teaching broadcasts and films; (2) Video recordings of domestic television broadcast, such as comedy programs and news programs; (3) Video recordings of specialist films and television programs, such as documentaries produced by industry, or educational programs; (4) Video language-teaching materials made for the classroom rather than for public transmission as broadcasts; (5) Self-made video films, involving the teachers and learners.

Furthermore, Sherman (2003) says that there is a wide variety of types of video recording and many ways to use them. For example, we have drama video (films, soaps, sitcoms), documentaries, TV news and weather, discussions, interviews, TV commercials, sports programs, talk shows, game shows, educational films.

And we can use them:

a. As we complete recording or short extracts

b. For their own sake – just exposing students to the recordings and letting them enjoy them

c. For the sake of the encounter with the culture

d. For listening comprehension

e. To provide models of the spoken language

f. As input/stimulus for some other activity
g. As a moving picture book

Since there are many kinds of the video forms, in this research the author will use non-fiction clips as the medium of teaching listening comprehension. Non-fiction clip here means any short sequence which is not scripted drama: it could be a sequence from a documentary, interview or talk show, part of a news item or ad, a program trailer.

However some kinds of sequence, typical of non-fiction programs, have their own special values and uses:

a. Images
   - Pictures of real people, places and things
   - Thematic sequences
   - Images of movement and feeling
   - Enigmatic images

b. Words and pictures
   - Quotations and illustrations

c. Words
   - Live unscripted interactions
   - Opinions and attitudes
   - Narratives and other ‘long turns’ within conversations

There are many sources where people can find videos, but in this research, the author chooses YouTube video as the online program that provides many kinds of video record.
5. The Nature of YouTube Video

Kukuh Prakoso (2009: p.vii) in his book entitled “Lebih Kreatif dengan YouTube” says as follows:


Therefore, Dominikus Juju (2009: p.v) defines “YouTube sebagai situs berbagi video yang sangat popular saat ini, hampir setiap menit akan muncul video baru yang di-upload oleh penggunanya.” This statement is strengthened by Miko Pardosi (2009: p.1) that “YouTube adalah sebuah Website penyedia Video gratis. Dengan YouTube, anda dapat mencari video sesuai dengan keinginan andadan menontonnya di layar computer anda seperti menonton video biasa.”

YouTube can be activated easily using Internet Explorer by typing www.youtube.com and pushing Enter. A moment later, the first page of YouTube will appear. YouTube’s screen can be divided into four parts according to the purpose. The first part, the top of screen, contains title, main menu, and basic programs. The title is **YouTube Broadcast Yourself.**

The basic programs in the top right corner, consists of five choices, they are: Sign Up, Quick list, Help, Log In, and Site. The main menu is under title, in the gray crossbar. There are four choices, they are: Home, Video, Channels, and Community. Every choice has its’ duty. Home is the principal screen.
The second part is in lower ends of screen. This part is the closing. This part function to present general information about YouTube, likes other application, additional services and authority.

The third and fourth parts are in the middle of the screen. The third is in the left side while the fourth is in the right one. The third part functions to present video and comments also other reactions. However the fourth part is used to perform information related to the active video, for instance: source and other related choices.

Andika Handayanto (2009: p.3) says that YouTube can be used to find a certain video and present it in the screen. Video can be found based on the video’s name or title. Video processed by YouTube can be colourful and completed with audio. This condition will make the browser interesting to that video.

Dealing with teaching learning, YouTube video provide plenty videos that can attract the learner attention to join the class and pay attention to the interesting teaching learning processes.

C. Teaching Listening Using YouTube Video

1. Theories of Learning Underlying the Use of YouTube

In this research, the author will use YouTube video as the medium of the teaching learning processes.

Manovich (2001) defines new media to be “the shift of all culture to computer mediated forms of production, distribution, and communication.” Manovich outlines his five criteria for new media: numerical representation, modularity, automation, variability, and transcoding. YouTube proves to be
consistent with Manovich’s criteria for new media, most notably through its innovative implementation of Manovich’s principles of automation and variability, resulting in both an international video hub and a revolutionary communication network through which Internet users can be the creators of information as well as the consumers.

YouTube’s success hinges on its consolidation of much of the web’s video content to a single destination, and organizing it efficiently so it is easily accessible to the average user. What YouTube has managed to do so effectively is “find more efficient ways to classify and search media objects.” The YouTube homepage is a visual interface in which videos are organized into different content categories such as sports, comedy, and music. This level of organization is most helpful for users who are interested in browsing different categories of content and not looking for any video in particular. However, YouTube is not solely a video hub; it has evolved into a social network through which people communicate with one another in the form of video. This is made possible by the fact that YouTube is consistent with Manovich’s principle of variability, which states that new media can exist in “different, potentially infinite versions”. On YouTube, many different versions of the exact same video clip often exist, perhaps varying slightly in length of time or picture quality. The countless versions of media that exist are made possible by the fact that YouTube is updated virtually around the clock. This is consistent with the criteria for new media outlined by Manovich (2001), who notes that “periodic updates” are an integral aspect of new media. YouTube also proves to be consistent with Manovich’s idea
of transcoding because it consists of both a “cultural layer” and a “computer layer”. The cultural layer in this case is represented by the content and subject matter of the videos on YouTube. The computer layer, on the other hand, corresponds to data structure and computer language of the file that exists on the computer’s hard drive.

YouTube is in accordance with Manovich’s criteria of numerical representation and modulation based on the fact that it combines the realm of video with that of the Internet. The digital media found on YouTube can be “described using a mathematical function,” as Manovich outlines in his description of numerical representation. YouTube meets nearly every criterion for new media laid out by Manovich, the result being a new form of video content that is more individualized, personalized, and customizable than ever before.

2. **YouTube Management in Teaching Learning Activity**

   Based on its purpose as teaching learning medium, YouTube video should be managed by the teaching learning community itself in order to animalizing the use of YouTube video in teaching learning process.

   In this research, considering the time limitation, the author as teaching learning materials supplier will prepare some YouTube videos that will be used to teach in the listening classroom.

3. **The Benefit of Teaching Listening Using YouTube Video**

   As explaining above, the use of YouTube video in teaching learning processes brings much benefit not only for the teacher but also for the learners. Since YouTube video provides many videos that can be accessed easily, the
teachers can supply interesting materials for the teaching learning activities. Hence, the teacher can attract the students’ attention to join the class activities.

Since YouTube video perform audio completed with visual, the use of YouTube video can help students to understand what the speakers say include all the situation indeed.

Besides, YouTube can be accessed easily, not only the teacher but the students can also access it so that they can improve their knowledge by exploring YouTube video.

D. Rationale

The most difficulty of students may be faced in learning English is listening comprehension. In fact, listening comprehension is the important factor in learning English since it becomes the input of information to know what the speakers mean is. It is the basic need to master the four language skills; they are listening, speaking, reading, and writing. Students should have good listening comprehension if they want to master English well.

Based on observation, it is found that the students were lack of listening comprehension that shown in some indicators, including: not able to answer teacher’s questions based on the previous listening, could not mention the general idea of what have been listened before, could not mention the specific information about what have been listened before, could not retell the summary of material of the listening, and could not identify key words in a text that they are listening. During listening class most of the students grumbled when they were asked to listen. They tended to be noisy so they did not listen to the lesson. They were not
active during the class. When they were asked to tell what have been listened in front of the class, they refuse it. Almost the students were just silent when they were asked about the lesson.

Meanwhile, the teacher did not implement a technique giving chance for the student to learn spoken language by sophisticated learning media. So, the students are difficult to understand what the speakers mean when they join listening class.

In English teaching and learning process, both the teacher and students should have active roles. Teacher should be creative in providing learning material while students have to be active learners in teaching learning process. Teachers have responsibility to guide and facilitate them in the learning process. Teachers should implement an appropriate technique, include by YouTube video to enhance the students’ listening comprehension.

YouTube video has a concept that students will enjoy interesting audio visual when joining listening class. Dealing with listening, this concept gives chance for student to be easier in practicing and memorizing new vocabularies found. Thus, the students will improve their motivation in joining listening sections caused of habit.

From the previous explanation, it is assumed that students’ listening comprehension can be improved through YouTube video. When students have a good motivation to be active in the process of teaching and learning listening, it is expected that they will be better in listening comprehension. Students have the fewer mistakes in vocabulary and comprehend the meaning said by the speakers.
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the context of the research, the reasons why the researcher chooses collaborative action research as the research methodology, and the research method used in the research.

A. Context of the Research

1. Time and Place of Research

This classroom action research was carried out from August to September in SMA Batik 1 Surakarta. This senior high school is located in Jl. Slamet Riyadi 445 Surakarta. The location of the school is in a strategic place and easy to be reached since it is near from highway. There is SMP Batik 1 Surakarta in the west side, Slamet Riyadi Street in north side, SMP Muhammadiyah 5 in east side, and campus of ‘Universitas Terbuka’ Surakarta in the south side.

SMA Batik 1 Surakarta has three grades of class. They are the tenth grade, the eleventh grade and the twelfth grade. The tenth grade consists of 8 classes of RSBI (Rintisan Sekolah Bertaraf Internasional). The eleventh grade consists of three classes of science classes and five classes of social classes. The twelfth grade consists of three science classes and five social classes. Therefore there are many classrooms in SMA Batik 1 Surakarta. Beside the classrooms, there are many other rooms in SMA Batik 1 Surakarta. They are teacher office, headmaster office, administration office, library, computer room, language room, laboratory, hall, cafeteria, and mosque.
SMA Batik 1 Surakarta uses KTSP (Kurikulum Tingkat Satuan Pendidikan) curriculum as the basic of teaching and learning processes. Instructional processes are done in six days from Monday up to Saturday. The students start to learn from 07.00 a.m. and they finish the lesson at 13.30 p.m. on Monday, Tuesday, Wednesday, Thursday and Saturday. While on Friday, they finish it at 11.00 a.m. Meanwhile, it was Ramadan when the researcher conducted the research. Thus, the schedule was not same as usual. The time allocation was 30 minutes per hour. In Ramadan, the students start to learn from 07.30 a.m. and they finish the lesson at 12.00 p.m. on Monday, Tuesday, Wednesday, Thursday and Saturday. While on Friday, they finish it at 10.30 a.m. SMA Batik 1 Surakarta has a good accreditation and achievement because it is regarded as the best school in Surakarta.

2. Subject of the Research

The subject of this research was the grade 10 students of SMA Batik 1 Surakarta. In this research, researcher chose the class X 2. The number of students is 35. It consists of 16 boys and 19 girls.

The students of X 2 come from different social backgrounds. Economically, they are classified into medium to high level. Most of their parents work in institution and business. Psychologically, the students of X 2 are far from under pressured condition. They are cheerful and free from threatening situation, even though there are some students who are shy to actively participate in teaching and learning process. Moreover, they are active students. During the
research, they were observed by H, the English Teacher, in their English lesson especially in listening class.

The class is so comfortable. There were tables and chairs as many as the students’ amount. The class is also completed with a wall screen, a LCD and two speakers to support the teaching learning processes.

B. Why Action Research

1. Definition of Action Research

In conducting the study, the writer used action research method. According to Wiersma (2000: P.11) Action research is a research usually conducted by the teachers, administrators, or other educational professionals for solving a specific problem or for providing information for decision making at the local level. Grundy and Kemmis (1981) in Grundy (1988) state that “There are three minimal requirements for action research. These requirements incorporate the goals of improvement and involvement which characterize any action research project”. Furthermore according to Kemmis and Taggart in Nunan (1992:18) argue that action research is a piece of descriptive research carried out by a teacher in his or her own classroom, without the involvement of others, which is aimed at increasing our understanding rather than changing the phenomenon under investigation. From those statements, it can be said that action research is included in descriptive research. Action research is done by teachers in their own classroom and the purpose of research is to improve the quality of teaching learning process.

While Burns (1993: 30) states that action research is the application of fact finding to practical problem solving in social situation with a view to
improving the quality of action within it, involving the collaboration and co-
operation of researchers, practitioners and laymen. Based on the statements above,
it can be drawn an inference that action research is carried out in school to
enhance the teaching learning process in order that the students’ achievements are
satisfactory. The fundamental objective of action research is to improve practice
rather than to produce knowledge. It is carried out to feed practical judgment in
concrete situations.

There are many advantages of conducting action research. They are as
follows:
1. The teacher will be more challenged to solve the problem.
2. It gives opportunity for the teacher to adapt the theory which they get in the
   practices.
3. The result of the study is more significant.
4. It brings the research (research finding) that is really needed in the classroom
5. It gives opportunity for the teacher to do the professional practices.
6. It gives scientific process in practices needed to solve daily problems.

The purpose of the research is to improve the students’ motivation and
achievement in learning English and can give the best solution from the problem
that appears during the teaching and learning process on the tenth grade of class X
2 of SMA Batik 1 Surakarta, especially in listening comprehension. This class
Action Research is carried out by the teacher herself as researcher.
2. Characteristics of Action Research

Burns (1999: 30) lists the characteristics of action research as follow:

1. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.

2. It is evaluating and reflective as it aims to bring change and improvement in practice.

3. It is participator as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.

4. Changes in practice are based on the collection of information or data which provides the impetus for changes.

3. Model of Action Research

The model of action research used in this research is the model developed by Kemmis and Mc Taggart in Burns (1999:32). According to the model the implementation of the classroom action research includes four steps in the following:

1. Identifying problems and planning the action.

2. Implementing the action

3. Observasing the action.

4. Reflecing the result of the observation.
The cycle of research steps can be visually seen as follows:

4. Procedures of Action Research

In this classroom action research, each procedure takes some steps that form one cycle. The procedures of action research in this research are as follows:

1. Identifying the problem

   The problems are identified first before planning the action. In this step, the researcher identifies the problems occurring in the class. The problems refer to the factors causing the students difficult to improve their listening comprehension. To identify the problem, the researcher observes the teaching learning process, interviews, gives the pre-test and open-ended questionnaires to the students.

2. Implementing the action research

   This research is conducted in two cycles. Each cycle uses YouTube video as teaching media in listening activity.
According to Kemmis and Mc Taggart, action research occurs through a dynamic and complementary process, which consists of four essentials ‘moments’: planning, action, observation and reflection (Burns, 1999:32). These moments are the fundamental steps in a spiraling process through which participants in an action research group undertake to:

a. Planning

It includes the following activities:

1) Preparing material, making lesson plan, and designing the steps in doing the action.
2) Preparing list of students' name and scoring.
3) Preparing teaching aids (YouTube video).
4) Preparing sheets of classroom observation (to know the situation of teaching-learning process when the method or technique or mode is applied).
5) Preparing a test.

b. Action

The included activities were:

1) Giving pretest
2) Teaching in the classroom
3) Giving occasion to the students to ask any difficulties or problems
4) Asking the students some questions
5) Guiding students to do the task
6) Giving post test
c. Observation

Observation is one of the instruments used in collecting data. The researcher observes the students' activities while teaching-learning process occurs. The results of the observation are recorded on observation sheets as useful data. The researcher is helped by the teacher to observe students' activities and give inputs and suggestions.

d. Reflection

The results of the observation are analyzed to remember what have happened and recorded. Meanwhile, the researcher evaluates the teaching learning process during the implementation phase. From this, self reflection can be done. And from the tests, the students’ improvement can be known.

3. Doing Evaluation

The researcher made an evaluation on the observation result to find out the positive result and weaknesses during the action. To ensure whether or not there is an improvement of the students’ listening comprehension, the researcher gave the students pre-test and post-test. Pre-test is held at the beginning of the first cycle to measure students’ listening comprehension before implementing the action and post-test is held at the end of every cycle to measure the improvement of students’ listening comprehension after the action. After giving the test, the researcher analyzed the result of the test by scoring it.

commit to user
C. The Techniques of Collecting Data

Below is the table of collecting data and then explained by the detail. In the Table 3.1, it is found the techniques of collecting the qualitative and quantitative data in each step of the research completed with the participants, the data gathered and how to analyze them.

Table 3.1 Table of Collecting Data

<table>
<thead>
<tr>
<th>Steps of the research</th>
<th>Participants</th>
<th>Techniques of collecting</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre research</td>
<td>Researchers</td>
<td>Test, Observation, Interview</td>
<td>Scores, Field notes</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Researchers</td>
<td>Observation, Diary, Document, photographs</td>
<td>students' answer sheet, diaries</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Result discussion</td>
<td>researcher</td>
<td>journal, teaching and learning process, students’ achievement in listening, students’ motivation</td>
<td></td>
</tr>
</tbody>
</table>

In more detail, the techniques of collecting data are presented in the following section.

1. Qualitative Data

The qualitative data of the research was collected by using some techniques of collective data collection including:

a. Interview

Interview was done twice, before and after research. The researcher interviewed the English teacher and three students to get information about the students’ listening comprehension.
b. Observation

The researcher observed the classroom situation before and during the research was conducted to know the subject of the research well. The researcher also observed the school condition generally. The observation was done by the researcher herself to know the situation of the teaching learning process when the method was applied.

c. Document analysis

In this research, the researcher gathered some documents that were analyzed to get the data. The documents includes: the students works, the teaching checklists, the filed notes, and the diary of the research, the interview transcripts and the questionnaires.

d. Photos

The implementation of the research was also recorded in photographs to provide more accurate data.

The qualitative data which were collected in this study consists of the information obtained during pre-research, the process and the results of action research implementation, and the results of the discussion between teacher and researcher.

2. Quantitative Data

The quantitative data of the research was collected by using listening tests. Tests were given to the students three times. The first is pre-test, the second is post-test 1 and the last is post-test 2. The listening tests were in the
form of fill in the blank and multiple choice items. So, the students were given worksheet, asked to watch the videos, and then did the tests items.

D. The Technique of Analyzing the Data

After collecting the data, the next step of the study is analyzing the data. The data are analyzed by qualitative and quantitative data analysis.

1. Qualitative Data

The data of pre-research observation report, research diaries, field notes, and the photographs of teaching learning process are analyzed by constant comparative method. Glaser and Straus in Hopkins (1985:107) determine four stages of analyzing classroom research data those are:

a. Comparing incidents applicable to each category

It begins by coding the data into as many as categories as possible. Some categories will be generated from the researcher, some from the language and data of the research situation. If more instances of the same category code are found, the researcher should refine the ideas about that category. At this point, it is best to stop coding and record a memo of these ideas.

b. Integrating categories and their properties

After comparing incidents applicable to each category, the constant comparative method comes to focus on emergent properties of the category. The diverse properties are then integrated. The resulting theory will begin to emerge by itself.
c. Delimiting the theory

Later modifications include taking out irrelevant properties of the categories, integrating details of properties into an outline of interrelated categories happen when the theory solidifies eventually, and the changes to the theory as the researcher compares more incidents are fewer.

More prominently, the researcher began to find ways to delimit the theory with a set of higher level concepts. The ways were to generalize the theory more as the researcher continued to make constant comparison against it. The number of categories would be reduced.

New categories are often made halfway through coding, and it usually is not needed to go back and code for them. The researcher only needs to code enough to saturate the properties of the category. Then, the researcher can evaluate the categories and emergent theory by moving on to new comparison groups.

d. Writing the theory

After being convinced that the researcher’s analytic framework is a systematic substantive theory; substantive theory is a theory that is developed for a specific area of inquiry (Glaser, Barney and Strauss, 1967); and it is couched in a form that others come from the same field could use, the researcher can publish the results confidence (Dye. et al, 2000).
2. Quantitative Data

In analyzing the test score of the listening test, a statistical technique is used to find the students’ mean score. The data from the test are analyzed in order to prove whether or not teaching listening using YouTube video can improve students’ listening comprehension.

In this research, the students’ mean score of the post test 1 is compared to the students’ mean score of the post test 2 to know whether there is an improvement of the students’ listening comprehension.

The formulas used to compute the mean scores are:

\[ \bar{x} = \frac{\sum x}{N} \]
\[ \bar{y} = \frac{\sum y}{N} \]

In which:

\( \bar{x} \) = means of post test 1 scores
\( \bar{y} \) = means of post test 2 scores

\( N \) = the number of sample

(Furchan, 1989: 157)
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the result of the collaborative action research conducted in the grade 10 students of SMA Batik 1 Surakarta in 2010/2011. It describes some findings and discussions about the implementation of YouTube video to improve students listening comprehension. In this research, the researcher proposes two research questions regarding: 1) Whether and to what extent YouTube video improves the students’ listening comprehension; 2) What happens when YouTube video is implemented in the listening class. The findings of the research are described and discussed in the following subheadings research findings and discussion of the findings.

A. Research Findings

The research was conducted with the collaboration of the English teacher H at SMA Batik 1 Surakarta. In this research, the researcher became a practitioner who implementing the action in teaching learning process in the classroom and Teacher H was the observer who observed the teaching learning process from the beginning until the end of the research.

The researcher also listed some learning activities using YouTube Video that were implemented in the research. It is summarized in Appendix 10.

The research was carried out in two cycles. It has some sequences of process from the beginning until the end of the research. The procedure of the

commit to user

58
research consisted of pre-research, research implementation, and research discussion. The whole research is presented in table then followed by the details.

1. Situation Before Research

In this part, the researcher discusses about the situation before the research was conducted which is summarised in Table 4.1.

<table>
<thead>
<tr>
<th>The Students’ Indicators</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A) Listening Competency</strong></td>
<td></td>
</tr>
<tr>
<td>1) Making mistake in answering teacher’s questions</td>
<td>The students have difficulties in answering teacher’s questions based on what they have listened. They find difficulties in transferring thoughts onto an oral answer.</td>
</tr>
<tr>
<td>2) Making mistake in determining the general idea of what have been listened before.</td>
<td></td>
</tr>
<tr>
<td>3) Making mistake in determining the specific information</td>
<td>The students find difficulties in determining the specific information consists of characters, setting, and situation of what have been listened before.</td>
</tr>
<tr>
<td>4) Cannot summary the material of the listening</td>
<td>The students have limited comprehension about the text that they are listened, thus they cannot tell the summary of the text.</td>
</tr>
<tr>
<td>5) Making mistake in determining sequence of events of listening material</td>
<td>The students make mistake in determining sequence of events of listening material.</td>
</tr>
<tr>
<td><strong>B) Situations in the Listening Class</strong></td>
<td></td>
</tr>
<tr>
<td>1) grumbling when they are asked to listen</td>
<td>The students sometimes grumble when they are asked to listen. They complain when they are asked to listen.</td>
</tr>
<tr>
<td>2) Making noisy so they do not listen to the lesson</td>
<td>The students tend to make noisy and do not listen to the lesson.</td>
</tr>
<tr>
<td>3) not active</td>
<td>The students cannot answer when teacher asks questions and they seldom ask questions to the teacher.</td>
</tr>
<tr>
<td>4) Refusing to retell what have been listened in front of the class</td>
<td>The students refuse to retell what have been listened in front of the class. They do not want their works being known by other people.</td>
</tr>
<tr>
<td>5) just silent when they are asked about the lesson</td>
<td>When the students are asked to answer the teacher’s question about the text that they are listened, they tend to be silent and do not answer the questions.</td>
</tr>
</tbody>
</table>

As shown in the Table 4.1, the students’ listening competency before research is described in several situations. The first situation is in answering teacher’s question. The students have difficulties in answering teacher’s questions.
based on what they have listened. They find difficulties in transferring thoughts onto an oral answer. Next is in determining the general idea of the text. The students make mistake in determining the general idea of what have been listened before. The students cannot catch what the speaker mainly tells about. Besides that, the students also make mistake in determining the specific information about the text that they are listened before. The students find difficulties in determining the specific information consists of characters, setting, and situation of the text that have been listened before. Moreover, the students cannot summary the material of the listening. Furthermore, the students make mistake in determining the sequence of events of the text they listened.

Moreover, the listening class before research is also described in several situations. The students sometimes grumble when they are asked to listen. Besides, the students cannot answer when teacher asks questions. The students also refuse to retell what have been listened before. They do not want their comprehension being known by the other friends. When the students are asked listen about the lesson, they make noise and do not listen the lesson. And the last is the students do not active in the class. The students cannot answer when teacher asks questions and they seldom ask questions to the teacher.

2. Implementation of the Research

a. Procedure of the Research

The following part discuss about the procedure of the research that starts from pre-research and ends with overall reflections. The summary of the research procedure can be seen in Table 4.2.
Table 4.2 The Summary of Process of the Research

<table>
<thead>
<tr>
<th>Class</th>
<th>X2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem</td>
<td>The students’ low listening comprehension</td>
</tr>
<tr>
<td>Solution</td>
<td>YouTube Video</td>
</tr>
</tbody>
</table>

Pre-research | The researcher conducted pre-observation, pre-test and interview to find the problems in writing. |
| 1. Pre-observation | The researcher observed the teaching and learning process. |
| 2. Interview | The researcher interviewed the teacher and some students. |
| 3. Pre-test | The researcher gave pre-test to 35 students. |

| Implementation of Research | Teacher H and the researcher collaboratively implemented the research that carried out in two cycles: 1st cycle: 2 meetings; 2nd cycle: 2 meetings. |
| Cycle 1 | 2 meetings |
| 1) 1st meeting: fiction story, listening narrative text using YouTube Video guided by the teacher |
| 2) 2nd meeting: fiction story, listening narrative text using YouTube Video individually with teacher’s guidance |
| Cycle 2 | 2 meetings |
| 1) 1st meeting: fiction story, listening narrative text using YouTube Video individually without teacher’s guidance |
| 2) 2nd meeting: fiction story, evaluating with teacher’s guidance |

Overall Reflection | The students got improved their listening comprehension. It is indicated through the reduced intensity of the problem indicators in after research. The students’ listening comprehension got improved and so did the listening class. |

As shown in Table 4.2, the procedure of the research is described in the following section. The research was conducted in the class X 2 of SMA Batik 1 Surakarta. The researcher concerned to the problem that is about the students’ low listening comprehension. Then, the researcher chose YouTube Video as the resolution to solve the problem. In conducting the research, the researcher did the pre-research and the implementation of the research. In the pre-research, pre-observation, pre-test, and interview were done towards the students and the teacher to find the problems in listening. In the implementation of the research, the researcher divided it into two cycles. The first Cycle consisted of two meetings and the second Cycle consisted of two meetings.
meetings. In the end of every cycle, the researcher did reflection to know whether the students’ listening got improved or not.

In the following, the researcher describes the summary of research implementation. It is presented in Table 4.3 and Table 4.4.

Table 4.3 Summary of Research Implementation of Cycle 1

<table>
<thead>
<tr>
<th>Topic introduced</th>
<th>The Lion and the Jackal&lt;br&gt;Cinderella</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class used for AR</td>
<td>X 2</td>
</tr>
<tr>
<td>Problem identified</td>
<td>The low students’ listening comprehension</td>
</tr>
<tr>
<td>Proposed solution</td>
<td>YouTube Video</td>
</tr>
<tr>
<td>Implementation</td>
<td>In one cycle</td>
</tr>
</tbody>
</table>
| Pre-research     | The researcher conducted pre-observation, pre-test and interview to find the problems in listening.  
1. Pre-observation  
The researcher observed the teaching and learning process.  
*Purpose*: to identify the students’ problem in listening comprehension and the situation of listening class before research.  
*Result*: the students had low listening comprehension and the situation in listening class did not support the teaching and learning process.  
2. Interview  
The researcher interviewed the teacher and some students.  
*Purpose*: to describe  
- the students’ opinion about English generally and listening lesson especially  
- the students’ feeling towards the teacher’s technique in teaching listening  
- the teacher’s technique in teaching listening  
*Result*:  
- The students were not interested towards English lesson.  
- The students were not active and most of them did not pay attention to the teacher.  
- The teacher used transactional dialog, non visual recorded material.  
3. Pre-test  
The researcher gave pre-test to 35 students.  
*Purpose*: to know the students’ competence in listening  
*Result*: the students got 52.89 as their mean score. It was lower than the minimum standard, 70.00. |
| Cycle 1 Planning| 2 meetings  
The researcher prepared materials, photograph, lesson plans, students’ worksheets, post-test, and everything related to the action. |
| Actions        | Meeting 1: The Lion and The Jackal  
- The researcher reviewed about narrative text.  
- The researcher explained about YouTube Video.  
- The students learned to comprehend narrative text using YouTube Video with the researcher guidance.  
- The students were asked to watch and write down what they are listened in the video entitled “The Lion and The Jackal”. |
The researcher asked one student to retell the text that have been listened, loudly in the class.
The researcher gave some questions related to the video.

Meeting 2: Cinderella
- The researcher reviewed the previous lesson.
- The researcher asked the students to watch and write down what they are listened in the video.
- The researcher guided the students to comprehend the text that they are listened.
- The researcher asked the students to make the summary of the text individually.
- The students were asked to submit their works.

Observation
The observation results of cycle 1 are as follows:
- The students very interested to watch the video.
- Some students were noisy but active. They did not grumble to watch the video.
- The students’ difficulties in determining the general idea and specific information about the text still could be solved by the researcher. The students were excited with the video given by the researcher.
- When the students were asked to write down what they have listened, they complained because they felt that it was difficult.
- In the end of the lesson, the students had finished their works and had to submit them to the researcher.
- Some students still made noise.
- The students were asked to write down the details and make the summary of the narrative text. They were active when they were asked to find some information in the text.
- They discussed with their friends about the video that have been played.

Reflection
The reflections are as follows:
+ Students got less difficulty in catching detail information of the video.
+ They were not confused anymore when they were asked answer teacher’s question about the video.
+ In summarizing the video, they were good enough.
+ By implementing YouTube Video, the students were better in comprehending the oral text.
+ They were able to find the specific information and general idea of the narrative text.
+ Besides, the students were not ashamed to ask to the researcher about the difficulty they faced.
  - The students still made mistakes in writing down the keywords based on their listening.
  - They found difficulty in catching the words said by the speakers.
  - The researcher during the lesson had to walk around the class to answer students’ questions about the meaning of some words because only few of them who brought dictionary, some brought electronic dictionary, but most of them did not bring any tool to help them in finding the meaning of the vocabulary related to the text.

Revision
The next cycle focused on:
- Guiding the students how to determine details information about the video in order to make the students more understand about the video.
- Giving the students the equal chance to ask questions.
- Introducing more new words that are related to the video that they will listen.
Guiding the students how to comprehend the content of the listening material

For the detail, below the researcher presents the procedures of the research.

b. Pre-research (Identifying the Problem)

The researcher conducted the pre-observation in class X 2 of SMA Batik 1 Surakarta to know the condition of English teaching and learning before the action research was done. After conducting Pre-Observation, the researcher found that the students had low motivation in English lesson especially in listening although the teacher often gave them exercises in listening. The students tended to make noise when the teacher was explaining. Some of them did not do the assignment given by the teacher. Besides, the students could not answer teacher’s questions related to the lesson. They seemed bored with the teacher’s technique in delivering the material.

In the Pre-Observation, the researcher also found that the students had low listening comprehension. After listening, they could not comprehend the content of listening material. They could not answer teacher’s questions correctly. They also made mistakes in determining the details information consist of general idea and specific information about the text. They also made mistakes in determining the sequence of events of the text. Besides, they said it is difficult to summary the text because they did not understand what the speaker said. These facts are supported by the result of the Pre-Test conducted by the researcher on August 16th 2010. The mean score of the students’ listening is only 52.89, whereas the minimum score for English is 70.0.
Based on the Pre-Observation and Pre-Test, the researcher identified that students’ listening comprehension should be improved using a certain technique which is expected to be able to solve the problems. Therefore, the researcher chooses YouTube Video to improve students’ listening comprehension, so that the target of the research that was the improvement of students’ listening comprehension that covers some aspects of listening such as general idea, details information, and summary of the text can be successful.

c. Cycle 1

1) Planning

   After conducting the Pre-Test on August 16th, 2010, the researcher made a plan to teach listening in the class. The researcher took materials from book, LKS, and internet. The lesson plan was made for each meeting. The researcher planned two meetings in the first Cycle. In choosing the theme for the listening, the researcher considered some aspects such as: language level and students interest. In the first meeting, she chooses a video “The Lion and The Jackal”; in the second meeting the video chosen is “Cinderella”. Besides preparing lesson plans, she also copied some worksheets for the students and teaching aids to support the teaching learning process.
2) Action/Implementation

In this Cycle, the researcher implemented the method in the class. There are two meetings in the first Cycle. Lesson plans were prepared for each meeting.

a) The First Meeting

On Friday, 20th August 2010, the researcher began her research. She entered the class with her observer. The researcher as teacher had been introduced before to the students. The teaching and learning activities was started with some Pre-Activities. She explained about narrative text using YouTube Video for the modelling. The video used entitled “The Lion and The Jackal”. The researcher explained about the social function, generic structure and language features of the narrative text. Then the students were given YouTube Video entitled “The Lion and The Jackal”. Then the researcher together with the students determined the details information about the text. Finally, the researcher gave the students homework to make the summary of the video. Since the time was limited, the researcher said good bye to the students.

b) The Second Meeting

On Friday, 27th August 2010, the researcher entered the class with her observer to conduct the second meeting. On that day, the researcher together with the students watched the second Narrative Video entitled “Cinderella”. Before watching, the researcher asked the...
students to write down vocabularies that may relate to the video. While watching the video, the students with the researcher guidance determined the details information about the video that they watched, consist of the general idea, characters, situation, settings, and message of the video. The researcher played the video three times in order that to make the students have more understanding about the video. After watching the video, the researcher asked the students to summary the text. In the end of the lesson, the students had to submit their works.

3) Observation

a) The First Meeting

In the first meeting, the researcher did a modelling. The students were asked to pay attention to the researcher. At the beginning of the lesson, the researcher told that she would gave Narrative Video. They seemed enthusiastic to watch the video. As what was said by BSL, a tenth grade student, “Video apa Miss? Yang asik ya, Miss” They looked happy when the video was played, “Fabel ya Miss?” said ZA. Some students were noisy but active. They were noisy to comment the video that they watched. While watching the video, some students made a note. Some students asked some questions about the details information of the video. The students’ difficulties in determining details information about the video could be solved by the researcher.
b) The second Meeting

In the second meeting, the researcher gave the second Video entitled “Cinderella” to the students. They looked attracted, since that story is famous and interesting. “Wah, sepatu kaca nih Miss?” said MA. The researcher played the video three times. In comprehending the text, the students were guided by the researcher. She only gave some guided questions to help students determine details information about the text. Then the researcher asked the students to summary the story of the video. Some students complained because they thought that it was difficult and the time was not enough, as what had been said by RL, “Miss, ga usah panjang-panjang ya, waktunya ndak cukup” In the end of the lesson, the students had finished their summaries and had to submit them to the researcher.

4) Reflection

After analyzing the observation result in the Cycle One, the researcher did reflection in order to evaluate the teaching learning process that had been done. The researcher found the students’ progression in comprehending the listening. This fact was supported by some indicators that reduced their intensities. For example, students got less difficulty in determining the details information of the text consist of general idea, characters, situation, and setting of the text. They were also good enough in summarizing the text. By implementing YouTube Video, the students
were better in comprehending the oral text. The students were not ashamed to ask to the researcher about the difficulty they faced.

In Cycle One, the mean score increased. It could be seen by comparing the result of the Pre-Test and Cycle One Test. The increased mean score from 52.89 in the Pre-Test became 70.43 in the first Cycle Test supported the statement saying that there was improvement in students’ listening comprehension.

Actually, in this Cycle, the researcher still found some weaknesses of the teaching learning process. The researcher was not able to manage the class condition. Some students still made noise and did not pay attention to the lesson. Besides, one indicator that had not been solved was about students’ ability in comprehending the content of the video. Students could not comprehend the content of the video because they were lack of vocabulary. They said that it was difficult to memorize the vocabularies said by the speaker. Only few of them who brought dictionary, some brought electronic dictionary, but most of them did not bring any tool to help them in finding the vocabulary needed. As the result, the researcher during the lesson had to walk around the class to answer students’ questions about the meaning of some vocabularies.

Table 4.4 Summary of Research Implementation of Cycle 2

| Topic introduced                  | Snow White and the Seven Dwarfs  
| Class used for AR                | X 2                                 
| Problem identified               | The low students’ listening comprehension  
| Proposed solution                | YouTube Video                        
| Implementation                   | In one cycle  

commit to user
Cycle 2 Planning

The researcher prepared materials, photograph, lesson plans, students’ worksheets, post-test, and everything related to the action.

Actions

Meeting 1: Snow White and The Seven Dwarfs
- The researcher explain about the common mistakes made by the students in comprehend the listening.
- The researcher asked the students to watch and write down what they are listened in the video individually.
- The researcher asked the students to find some details about the video.
- The students were asked to make the summary of the video and submit in the end of the lesson.

Meeting 2: Swan Lake
- The researcher asked the students to write down some vocabularies related to the video.
- The researcher asked the students to find the meaning and learn the pronunciation of the vocabularies.
- The researcher asked the students to watch and write down some detail information about the video.
- The researcher asked the students to write the summary of the video that they have watched.

Observation

The observations results of cycle 2 are as follows:
- The students looked active to find vocabularies and their meaning related to the video while they watched the video first time.
- Most of them refused to watch the video second time because they said that they were bored watching the video repeatedly.
- The researcher could do anything but let them to write down the details information and the summary of the video.
- As the result, they made mistake in making the summary of the video.
- The researcher asked whether or not the students got easier and clearer comprehending about the video, and they answered “yes, it helps me very much.” The researcher played the video one more time and the students made their summary of the video.

Reflection

The reflections are as follows:
1) The students’ motivation in learning English especially in listening.
- The students looked interested when they were asked to listen.
- They seemed more active in joining the lesson, although there were still some boys who made noise.
2) The students’ progress in determining details information about the video.
3) They made fewer mistakes in constructing the summary of the video that they have watched.

Findings as the whole

The research findings after implemented the research in two cycles are as follows:
- The improvement of the students’ listening comprehension
- The improvement of classroom situation after YouTube video applied
- The improvement of the students’ achievement
- The improvement of the students’ behaviour towards English lesson
d. Cycle 2

1) Revised Plan

Based on the first Cycle, the researcher realized that there were improvements in students’ listening comprehension, but there were some weaknesses in Cycle One. Therefore, the researcher had revised her plan that would be conducted in the second Cycle. The plans were: (a) Guiding the students how to determine details information about the video in order to make the students more understand about the video, (b) giving the students the equal chance to ask questions, (c) Introducing more new words that are related to the video that they will listen, (d) Guiding the students how to comprehend the content of the listening material. The plans were realized in two meetings; in the first meeting the researcher gave an interesting video entitled “Snow White and The Seven Dwarfs” and in the second meeting the researcher gave another video entitled “Swan Lake”.

2) Action/Implementation

a) The First Meeting

On Friday, 24th September 2010, the researcher entered the class with the observer. After greeting the students, the researcher reviewed on the previous material. On that day, the researcher gave new video entitled “Snow White and The seven Dwarfs”. The students were asked to tell their background knowledge about the story. Some students seemed actively telling their knowledge. In this meeting, the
researcher asked the students to find the details information and summary of the video individually. The researcher only walked around the class to check them. In the end of the lesson, all the students could finish their work.

b) The Second Meeting

On Monday, 27th September 2010, the researcher entered the class with her observer. On that day, the researcher gave new video entitled “Swan Lake”. Before watching the video, the researcher introduced new vocabularies related to the video that they would watch. The researcher asked them to find the meaning first so the students would be more understand when they watch the video. The researcher also asked the students to make note based on the video they watched. The note could be used when they made the summary of the video in the end of the lesson.

3) Observation

a) The first Meeting

In this meeting, the students looked active to find vocabularies and their meaning related to the video while they watched the video first time. “Miss dwarfs itu kurcaci ya miss?” said SN. Most of them refused to watch the video second time because they said that they were bored watching the video repeatedly. PI, one of the students, said “Miss, udah ga usah di puter lagi videonya miss, ndak malah bosan”. The researcher could do anything but let them to write the
details information and the summary of the video. As the result, they find difficulty summarizing the video.

b) The Second Meeting

Dealing with the mistakes made by the students in the previous meeting, the researcher introduced some new vocabularies related to the video and played the video more than one times. After watching the video, the students were asked to determine the details information and summary the video. While doing their works, the researcher asked them about what they did on that day. The researcher asked whether or not the students got easier and clearer understanding about lesson, and they answered “Iya miss, kalo listeningnya pake gambar gini jadi asyik dan lebih mudah.”

4) Reflection

In the second cycle, the researcher found improvements in some points. The first improvement is in students’ motivation especially in listening. The students looked interested when they were asked to listen. They seemed more active joining the lesson, although there were still some boys who made noise. The second point was the students’ progress in determining details information about the video. Most of the students could mention the details information about the video. They made fewer mistakes in constructing the summary of the video that they have watched. These improvements were supported by the mean score of the test in the

commit to user
second Cycle. In that test the students got 81.34. It was better than the mean score of the test in the first Cycle that was only 70.43

3. Findings

The findings of the research were gathered from several sources of data. They included pre-observation report, field notes, interviews, questionnaires, research diaries, photograph, lesson plans, and the score of pre-test and post-test. The findings answered the research questions stated in chapter 1. The research findings were as follows: the improvement of the students’ listening comprehension and the improvement of the classroom situation in the English class when the method was implemented. Besides, the researcher also found the other findings happened during and after the research implementation by using YouTube Video. The overall findings were summarized at the Table 4.5. They were compared between before and after the research.
## Table 4.5 Summary of Research Findings

<table>
<thead>
<tr>
<th>The Students’ Indicators</th>
<th>Before Action Research</th>
<th>After Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cycle 1</td>
<td>Cycle 2</td>
</tr>
<tr>
<td></td>
<td>Meeting 1</td>
<td>Meeting 2</td>
</tr>
<tr>
<td></td>
<td>Instruments of collecting data: students’ worksheets, research diary, field notes, teaching checklist, and photos</td>
<td>Instruments of collecting data: students’ worksheet, research diary, field notes, teaching checklist, and photos</td>
</tr>
<tr>
<td>A) Listening Competency</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Making mistake in answering teacher’s questions</td>
<td>In listening narrative text, the students had difficulties answering teacher’s question</td>
<td>The students’ mistake in answering teacher questions decreased</td>
</tr>
<tr>
<td>2) Making mistake in determining the general idea</td>
<td>The students did not know what was mainly talked about</td>
<td>The students could determine the general idea of the video with the researcher’s assistance</td>
</tr>
<tr>
<td>3) Making mistake in determining the specific information</td>
<td>The students could not mention the characters in the text</td>
<td>The students could determine the specific information of the video with the researcher’s assistance</td>
</tr>
<tr>
<td>4) Cannot summary the material of the listening</td>
<td>Most students made mistake in constructing the summary of the video</td>
<td>The students could summary the video with the researcher’s assistance</td>
</tr>
<tr>
<td>5) Making mistake in determining the sequence of events of listening material</td>
<td>The students could not mention the sequence of events of the video</td>
<td>The students could determine the sequence of events of the video with the researcher’s assistance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>Instruments of collecting data: students’ worksheet, research diary, field notes, teaching checklist, and photos</td>
</tr>
<tr>
<td>The Students’ Indicators</td>
<td>Before Action Research</td>
</tr>
<tr>
<td></td>
<td>Cycle 1</td>
</tr>
<tr>
<td></td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>Instruments of collecting data: students’ worksheets, research diary, field notes, teaching checklist, and photos</td>
</tr>
<tr>
<td>A) Listening Competency</td>
<td></td>
</tr>
<tr>
<td>1) Making mistake in answering teacher’s questions</td>
<td>In listening narrative text, the students had difficulties answering teacher’s question</td>
</tr>
<tr>
<td>2) Making mistake in determining the general idea</td>
<td>The students did not know what was mainly talked about</td>
</tr>
<tr>
<td>3) Making mistake in determining the specific information</td>
<td>The students could not mention the characters in the text</td>
</tr>
<tr>
<td>4) Cannot summary the material of the listening</td>
<td>Most students made mistake in constructing the summary of the video</td>
</tr>
<tr>
<td>5) Making mistake in determining the sequence of events of listening material</td>
<td>The students could not mention the sequence of events of the video</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>Instruments of collecting data: students’ worksheet, research diary, field notes, teaching checklist, and photos</td>
</tr>
<tr>
<td>The Students’ Indicators</td>
<td>Before Action Research</td>
</tr>
<tr>
<td></td>
<td>Cycle 1</td>
</tr>
<tr>
<td></td>
<td>Meeting 1</td>
</tr>
<tr>
<td></td>
<td>Instruments of collecting data: students’ worksheets, research diary, field notes, teaching checklist, and photos</td>
</tr>
<tr>
<td>A) Listening Competency</td>
<td></td>
</tr>
<tr>
<td>1) Making mistake in answering teacher’s questions</td>
<td>In listening narrative text, the students had difficulties answering teacher’s question</td>
</tr>
<tr>
<td>2) Making mistake in determining the general idea</td>
<td>The students did not know what was mainly talked about</td>
</tr>
<tr>
<td>3) Making mistake in determining the specific information</td>
<td>The students could not mention the characters in the text</td>
</tr>
<tr>
<td>4) Cannot summary the material of the listening</td>
<td>Most students made mistake in constructing the summary of the video</td>
</tr>
<tr>
<td>5) Making mistake in determining the sequence of events of listening material</td>
<td>The students could not mention the sequence of events of the video</td>
</tr>
<tr>
<td>Test Score Instrument of collecting data: test</td>
<td>52.89 Pre-test mean score under the passing grade, 11.43% students reached the passing grade</td>
</tr>
</tbody>
</table>

### B) Situations in the Listening Class

<table>
<thead>
<tr>
<th>1) Grumbling when they are asked to listen</th>
<th>The students refused to do listening. They were grumbling.</th>
<th>The students did not refuse to do listening. They did not grumbling anymore.</th>
<th>The students interested to do listening. They did not grumbling.</th>
<th>The students joined listening with enthusiastic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Making noise so they do not listen to the lesson</td>
<td>The students were noisy and did not pay attention to the lesson.</td>
<td>The students reduced their noise and paid attention to the lesson.</td>
<td>The students paid attention to the lesson. They were not noisy.</td>
<td>The students paid attention to the lesson.</td>
</tr>
<tr>
<td>3) Not active</td>
<td>Most of the students did not ask questions to the teacher.</td>
<td>The students asked questions to the teacher.</td>
<td>The students asked questions to the teacher.</td>
<td>The students asked questions to the teacher.</td>
</tr>
<tr>
<td>4) Refusing to retell what had been listened</td>
<td>The students refused to retell what had been listened.</td>
<td>Some students were hard to retell what had been listened.</td>
<td>Some students did not refuse to retell what had been listened.</td>
<td>The students were easy to ask to come in front of the class.</td>
</tr>
<tr>
<td>5) Just silent when they are asked about the lesson</td>
<td>Most of the students could not answer teacher’s questions.</td>
<td>The students did not answer teacher’s questions.</td>
<td>The students answered teacher’s questions.</td>
<td>The students answered teacher’s questions actively.</td>
</tr>
</tbody>
</table>
Based on the table 4.5 above, it can be seen that there are some findings found in the research, which include:

a. The improvement of the students’ listening comprehension

YouTube Video improved the students’ listening comprehension. The improvement showed that the students were able to answer teacher’s questions. Being taught using YouTube video several times, they have fewer mistakes in answering teacher’s question related to the lesson. They said it is easy to understand the speaker said from the visual of the video. Before research, the students had difficulties answering teacher’s question. They should be guided by the teacher. After being taught using YouTube video, they make fewer mistakes answering teacher’s questions.

In addition, the students making fewer mistake in determining the general idea of the video. In the end of the research, the students could determine the general idea of the video by their selves. The students also easier found the specifics information of the text. Moreover, they could determine the specific information of the video without researcher guidance. Besides, the students were able to determine the sequence of events of the listening material. The last, the students could summary the material of listening by their selves. It was related to the use of YouTube video in the method. The use of YouTube video is able to help the students in understanding the oral text. Using the YouTube video, the students were able to enrich their keywords related to the text. Besides that, YouTube video also helped the students in determining details information of the text.
The improvement of the students’ achievement in listening from cycle 1 to cycle 2 can be summarized at table 4.6 as follows:

Table 4.6 The Improvement of the Students’ Achievement

<table>
<thead>
<tr>
<th>Sub cycle</th>
<th>Observation</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kind of test</td>
<td>Pre-test</td>
<td>Test 1</td>
<td>Post Test 2</td>
</tr>
<tr>
<td>Mean of students’ score</td>
<td>52.89</td>
<td>70.43</td>
<td>81.34</td>
</tr>
<tr>
<td>Increasing of students’ mean score</td>
<td>17.54</td>
<td>10.91</td>
<td></td>
</tr>
</tbody>
</table>

Based on the tables above, it can be concluded that the students had a good achievement at the test in cycle 2. Their score increased from cycle 1 to 2.

In conducting the research, the researcher concerned more with three students who came from different level of intelligence. They were a student who is clever (student A), one who is in average (student B), and one who is in the lowest ability (student C). The researcher concerned with all the students actually, but she gave special attention to these three students. She gave different attention to them. The improvement of students sample is summarized as follows.

Table 4.7 The Sample of Students’ Achievement

<table>
<thead>
<tr>
<th>Students’ initial name</th>
<th>LO (student A)</th>
<th>IW (student B)</th>
<th>RLP (student C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>79</td>
<td>55</td>
<td>27</td>
</tr>
<tr>
<td>Cycle 1 test</td>
<td>86</td>
<td>68.5</td>
<td>41</td>
</tr>
<tr>
<td>Cycle 2 test</td>
<td>91</td>
<td>81</td>
<td>52.5</td>
</tr>
<tr>
<td>Mean score</td>
<td>85.3</td>
<td>68.17</td>
<td>40.17</td>
</tr>
</tbody>
</table>

Student A is a clever student. He got the best score in pre-test. He made little mistakes in answering the test. He needed little special treatment from the researcher. He could understand the researcher’s explanation and
comprehend the text easily. After the research, He had better comprehension than before the research.

Student B is a student in average. She is not too clever but active. She usually made mistakes in catching words the speaker said. Her skill in listening before the research tended to improve significantly after the research. During the research, the researcher guided her in how to understand the oral text by catching the keywords of the text.

Student C is a student with low intelligence. She had low motivation and confidence towards English. During the research, the researcher did a special technique to make her easier to understand oral text. The researcher also motivated and encouraged her in order to be better in listening. As the result, she got better score in the post-test although the improvement was still low.

From the explanation, it can be concluded that the sample students got improved their comprehension in listening. It is shown by the score they achieved and also the behaviour they showed.

b. The improvement of the classroom situation

After applying YouTube video, the situation of listening class during the teaching and learning improved. Through the method, the students felt interesting especially in the visualization of the text. As the result, the students did not grumble when they are asked to listen. Most of the students that usually made noise when the teacher explaining the lesson turned to be good students and wanted to paid attention to the teacher explanation. The students
changed into active to answer teacher’s questions whereas they were so passive before the research done during the teaching and learning process using the method. They were also not ashamed to ask the researcher about the difficulties they met.

At the first meeting, the students always refuse to retell what had been listened in front of the class, but after several meetings thought using YouTube video, the students did not refuse to retell the story in front of the class. The students told that they were helped by the implementation of the method.

Overall, the three students (LO, IWH, and RLP) whom the researcher concerned more got improved in their behaviour during the listening class. They showed positive attitude towards listening and they did not complain anymore when they were asked to listen.

c. The improvement of the student’s behaviour

Besides there was improvement in the classroom situation, there was also improvement in the students’ behaviour outside the class. The improvement was the students greeted and called the researcher’s name when the students met her, as what had been said by BSL, “Miss, nanti yang ngajar miss kan?”, “Liat video apa miss ntar?” It can be concluded that the students gave positive attitude towards the research. The students in the questionnaires also wrote that they wanted the researcher to teach them longer. In the end of the research, the students asked the researcher why she did not teach English especially listening at their school. It can be concluded that YouTube video
did not only give positive improvement inside the class but also outside the class.

Based on the analysis above, it can be interpreted that using YouTube video can improve the students’ listening comprehension at the tenth grade students of SMA Batik 1 Surakarta in 2010-2011. It also makes the listening class situation becomes more interesting, interactive and not boring.

B. Discussion and Justification of the Findings

This research purposes to improve students’ listening comprehension and classroom situation. The research findings show the two aspects above improved by implementing YouTube video. In this section, those findings are discussed by justifying them with the other theories. In more detail, each of the findings is described as follows.

1. YouTube video is able to improve students’ listening comprehension.

   As mentioned above, YouTube video is able to improve students’ listening comprehension. In this side, Implementing YouTube video to improve students’ listening comprehension means implementing visual aid while listening to oral text to provide the students with the visualization of the text they listened.

   The improvement of students’ listening comprehension in this research involves five focuses. Each of the improvement is discussed as the research findings as follows.
a. YouTube video improves students’ ability in answering teacher’s question based on their listening.

The research findings show that the students were able to answer the teacher’s question correctly. The students’ ability to answer teacher’s question increased steadily. The students’ mistake in answering teacher’s question decreased every meeting, and in the end of the research most of the students could answer teacher’s questions correctly. It is proved with the increasing of students’ score of the test.

b. YouTube video improves students’ comprehension in determining the general idea of the text.

The research findings show that the students made fewer mistakes in determining general idea of the text. By watching the video, the students could understand what the speaker mainly talked about. The visualization given by YouTube video helps the students concentrate because they provide a focus of attention while listen. As stated by Allan (1991), “*and video’s moving pictures also help learner concentrate because they provide a focus of attention while they listen*.”

c. YouTube video improves students’ comprehension in determining the specific information of the text.

The research findings show that the students had fewer mistake in determining the specifics information of the text. They were able to determine the specifics information of the text consist of characters, situation, and setting by watching the video. This result is supported by Ur
(1997) who states: “*environmental clues are often more likely to provide information about the situation, speakers and general atmosphere than about actual topic of discourse*”. She also adds that, “*in classroom terms, environmental clues are normally represented by visual materials (illustrations, diagrams, maps and so on) which are thus essential to the effective presentation of most listening exercises.*”

d. YouTube video improves students’ comprehension of the whole story of the text.

The research findings show that the students were better in making the summary of the text. In the end of the research, they were able to construct the summary of the video by their selves while before they could summary the video but still assisted by the researcher. This finding is supported by Allan (1991) who states: “*with video, we can add moving pictures to the soundtrack, the examples of language in use become even more realistic. This example is more comprehensive too, because they put before us the ways people communicate visually as well as verbally. So video is a good means of bringing ‘slice of living language’ into the classroom*”.

e. YouTube video improves students’ comprehension in determining the sequence of events of the listening material.

The research findings show that the students were able to determine the sequence of events of listening material. The visualization offered by YouTube video made the students easier understand the events
that appear in the text they listened. While listening, the students could watch directly the sequence of events of the video shown.

2. YouTube Video is able to improve situation in the listening classroom.

In this research, YouTube video is also able to improve the situation of the classroom. In the teaching and learning process, the students enthusiastic participated in implementing YouTube video in learning listening. The improvement of situation in the classroom covers the following focuses:

a. YouTube Video improves students’ motivation towards listening.

It was proven by students’ behaviour who seldom grumbled when they were asked to listen. The research findings show that the students gave fewer complaints to the teacher. The use of YouTube Video in this method is very attractive. As stated by Ur (1997), “if the students are listening to something entertaining, then they are likely to attend and get full benefit from the listening experience”.

b. YouTube video improves students’ attention.

The research findings show that the students became more interested to pay attention to the lesson. They reduced their noise and listened to the lesson. This result is supported by Ur (1997) who says: “learners look at visual materials while simultaneously following a spoken description on it. The latter may be limited strictly to details that can be verified visually”.

commit to user
c. YouTube video improves students’ activeness.

The research findings show that the students became more active joining the class. They did not ashamed to ask to the teacher when they faced difficulties. As stated by Allan (1991),

*the right video material can do this in a range of ways: its vivid presentation of settings and characters can be used to set the scene for role play; it can present a case with such impact that it sparks of fierce debate; we all make our own interpretations of what we see and so video can be stimulus to genuine communication in the classroom by bringing out different opinions within the group.*

d. YouTube Video improves students’ confidence.

The research findings show that the students did not shame to retell what had been listened in the class. When the researcher asked the student to retell what the students got from the video, they enthusiastically raised their hands to get the turn. AEN one of the tenth grade students said, “Miss miss, aku miss, aku mau crita miss!” They wanted their comprehension about the video being known by other friends.

e. YouTube video improves students’ behaviour during the teaching and learning process.

The research findings show that the students did not just silent when they are asked about the lesson. They could answer if asked by the teacher. This is similar with Alan (1991) who states that “*the combination of variety, interest and entertainment we can derive from video makes it an aid which can help develop motivation in learners*.”

The observation results of field notes which are supported by interview with students and some photographs also show the differences of students’
interest and behaviour before and after the implementation of YouTube video. After the writer conducted the second cycle, she interviewed the grade 10 students of SMA Batik 1 Surakarta. When the teacher asked the students’ feeling, most of them said that YouTube video is interesting media in learning listening. The students become more interested and gave more attention joining the lesson. The situation in teaching and learning process became conducive and made the students were able to comprehend the oral text easily.

YouTube video is one of alternative technique that is appropriate in teaching listening. It is proven by the result of students’ mean score in doing tests. The students’ participant in every single activity in joining the lesson also supported the activeness of implementing YouTube video. Therefore, it is not doubtful to use YouTube video to improve students’ listening comprehension. It is proven that YouTube video can improve students’ listening comprehension, actually for the grade 10 students of SMA Batik 1 Surakarta.
CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

This chapter describes the conclusion, implication and suggestions of the Collaborative Action Research conducted in the grade 10 students of SMA Batik 1 Surakarta in 2010/2011. They are presented as the final discussion from the research findings.

A. Conclusion

Based on the research findings, it can be concluded that YouTube video can improve the students’ listening comprehension. The students’ listening comprehension improved after they were taught using the YouTube video. This improvement is proven by the findings after the research was conducted. The findings were 1) the students could answer teacher questions correctly 2) the students could determine the general idea by their selves 3) the students could determine the specific information by their selves 4) the students could summary the material of listening 5) the students could determine the sequence of events of the narrative text they listened.

Besides, YouTube video can improve the classroom situation during teaching and learning process. YouTube video brought positive atmosphere to the class of X 2. The students showed better attitude towards the listening lesson. The students did not grumbling anymore when asked to do listening. They joined listening with enthusiastic. The students also paid more attention to the lesson.
Then, they were more active in the listening class. They asked questions to the teacher when they faced difficulties. Besides, they were easy to ask to come in front of the class to retell what had been listened. And they also answered teacher’s question actively. The mean score strengthens all the statements. The mean score got improved from the pre-test to the cycle 2 test. In the pre-test the students got 52.89, in the cycle 1 test they got 70.43 and in the cycle 2 test they got 81.34. In the pre-test, there were only 11.43% students who reached the passing grade 70.0. After the research that was in the cycle 2 test, there were 97.14% students who reached the passing grade.

In the students’ behavior, there was improvement. The students greeted the researcher as their teacher when they met her. The students also asked the researcher to teach them longer, whereas in the first meeting they always looked happy when the lesson was over.

From the statements, it can be concluded that YouTube video is able to improve the students’ listening comprehension, the classroom situation during the teaching and learning process, and the students’ behavior.

B. Implication

In achieving the objectives of teaching and learning process, it is really important to apply a suitable technique or method. The appropriate choice of them will give good impact in both process and result of the teaching and learning itself. The implementation of YouTube video in teaching listening has shown that the method is effective to improve the students’ listening comprehension. The use
visualization makes the students understand easily and comprehend the content of the video.

From the explanation, it can be said that YouTube video can be used as an alternative method to achieve an optimum result in teaching listening. Therefore, the teacher should understand well all about YouTube video including its characteristics, benefits, and the way to get it.

C. Suggestions

Based on the research findings, the researcher would like to give some suggestions related to the teaching of listening.

1. For the Teachers

Listening for most students is considered to be a difficult subject. The students often complain when they are asked to do listening. It deals with the way of the teachers in teaching listening. The teachers should be creating the enjoyable situation in teaching learning process. It can be done by use the suitable technique and method in teaching learning process unless the students will get bored then fail in the subject. That is why the teachers should apply the YouTube video in teaching listening. By using YouTube video, the student will be attracted to join listening class. Automatically the teaching and learning process can run well and the objectives can be achieved.

2. For the Students

Both teacher and students have great influence in the teaching and learning process. Whatever the method and whoever the teacher if there is no participation inside the class, there will no improvement in students’ skill. The
students must be active in teaching learning process. The achievement of teaching learning process is not only got from the school but also they must be active studying outside the school.

3. For Institution

For SMA Batik 1 Surakarta, it is necessary to provide any facilities and media needed to support the teaching and learning process. The complete facilities and media will help the students and teachers in improving the language skill especially for listening.

4. For Other Researcher

This study is only a little effort in improving students’ listening comprehension. This study is done by implementing YouTube video as the media in teaching listening. It is expected for the other researchers that the result of this study can be used as a starting point for further research conducted in the future in order to create a better teaching learning process.