

## CHAPTER I

### INTRODUCTION

This chapter discusses about the introduction of the research. The introduction is important for the opening of the research. This chapter consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of the key terms.

#### **A. Background of the Problems**

Language is very important in human life. One of the important of language is used as a tool of communication. By communication someone can easily interacts each other. According to Rahayu, pipit (2015), language is a very important tool in the lives of children, as language to communicate with other. So, language as a tool of communication for human being in the world. There are many language in the world, one of them is English.

English is one of the languages in today's world is used as an international spoken. Many areas particularly use English such as in education, getting job and etc. In education English is used as a key to open the door of science and technology. Furthermore, in getting job most of the companies use English as the requirement whether someone accepted or rejected.

Indonesia is one of the countries uses English as the firts foreign language and it is taught at school levels. Based on the curriculum 2013, the main aim of teaching English is expected to master four language skills namely listening, speaking, reading and writing.

Listening is very important in communication with the others. According to L. Miller (2003) more than 40% of daily communication is spent on listening, 35% of speaking, about 16% on reading, and only 9% percent in writing. Can be see from the statement that, listening is very important in communication. Same with Burely-Allen in Miller, Lindsay (1995) says that more than forty percent of our daily communication time is spent on listening, thirty five percent on speaking, sixteen percent on reading, and only nine percent on writing. It's important to listening, so much attention for it.

According to Morley (2001) and Rost (2001), listening is the most important skill for language learning because it can be mostly used in normal daily life and develops faster than the other language skills which indicates that it makes easy the development of the other language skills.

Furthermore, Richard and Renandya (2010) state that listening skill did not receive priority in language teaching. He adds that teaching methods emphasizes an productive skill. Among the fourth language skills, listening is the most important skill.

Many students think that listening is difficult skill to improve because in listening, the students must pay much attention, must keep concentration, and keep quiet situation. To make students easy in the listening, the teachers must apply an appropriate strategy. There are many strategies and efforts applied to help the students to master listening such as filling the gap text, guessing picture, finding mistaken, and rearranging sentences/paragraph.

Based on the preliminary observation in October 2017 at the eleventh

grade of MAN I ROKAN HULU, many students less paying attention when practice listen, many students cannot concentration when practice listen, the score of listening skill the students is still low, many students lack of motivation in learning listening. These problems make the students at MAN I ROKAN HULU low score in listening.

Based on the explanation above, the researcher was interested to doing research on the students listening skill using video. It was expected the problems in using video can be analyze to find the important information. That was why the research entitled “ *An Analysis Of Students’ Listening Skill Taught By Using Video At The Eleventh Grade Of MAN I ROKAN HULU.*”

#### **B. Setting of the Problems**

Based on the statement background, the researcher could conclude that the problems of the students. Such as, many students less attention when practice listen, many students cannot concentration when practice listen, many students lack of motivation in learning listening, the students listening skill is still low.

#### **C. Limitation of the Problems**

The researcher limited the problem an analysis of students’ listening skill taught by using video of narrative text at the eleventh grade of MAN 1 ROKAN HULU.

#### **D. Formulation of the Problems**

From the statement above, the researcher was limited the problem of this research. In the other hand, this research could be formulated as the following the

question “ How are the students’ listening skill taught by using video at the eleventh grade of MAN 1 ROKAN HULU?”

#### **E. Purpose of the Research**

There are several purposes can be analyze by the researcher in this research, but the main purpose of this reserach was to analysis of students’ listening skill taught by using at the eleventh grade of MAN 1 ROKAN HULU.

#### **F. Significance of the Research**

There are some significance could be found in this research, whether it was for the researcher and students.

##### 1. For the Researcher:

This research will be useful, because the researcher become a teacher, the researcher already know the lacks of students so that could make the students well and able to make the students interested to learn listening.

##### 2. For the students:

This research will be useful for the students as the purpose of this research. The purpose is to invite the students learn in listening must be focus, improve the pronunciation, increase the vocabulary.

##### 3. For the next Researcher:

The result from the research hopefully can be an extended information for those who want to do a research about Listening skill taught by using video at the eleventh grade of MAN I ROKAN HULU.

## **G. Definition of the Key Terms**

In this research, some terms the used in this research to make the research more clear or to more understand and to avoid misinterpretation. Here is the definition of in this research:

### **a. Listening**

According to Clark (2005), listening is defined as a form of communication that involves hearing, interpreting, and constructing meanings, an active process that is not limited to the spoken word, and an essential way of participating in daily routines as well as wider decision-making processes. In addition, listening is a receptive skill, and receptive skills give way to productive skills. If we have our students produce something, the teaching will be more communicative.

According to Rost (2009), listening helps us to understand the world around us and is one of the necessary elements in creating successful communication. Additionally, listening is one of the language skill which important to learn at the school of MAN IROKAN HULU.

### **b. Skill**

According to As Wood (1981) points out, 'for a sociologist all skills are socially constructed in that none are the result of some technology which has fallen from the sky'. The first part of the paper provides several examples of how skill is socially constructed, the second part considers the implications of the social construction of skill for current policy developments, and the final section points to some initiatives which may help to avoid some of the negative

consequences of social construction. Additionally, skill is one of those social science words in common parlance with many meanings, numerous synonyms such as ability, competence, knack, aptitude, and talent.

### c. Video

According to Susan Stempleski and Barry Tomali (1990 p.3) argued that video is the combination of moving picture and sound which can present language comprehensively. Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. According to Carla Meskill (1995 p.184), “video is widely considered more powerful, more salient, and more comprehensible than other media for second and foreign language students”. In addition, using video in listening, the students can see the mouth movement the speaker. So, what the speaker say can see clearly by students.

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

This chapter describes about review of related theories, review of related findings, and conceptual framework. The review of related theories explains about definition of listening, types of listening, stages of listening, and video. The conceptual framework provides at the end of this chapter.

#### **A. Review of Related Theories**

##### **1. Definition of Listening**

Listening is a skill which classified by foreign language methodologists as a receptive skill. As Rost (1994, p. 139) emphasizes, although foreign language have been taught for centuries, almost no or only little attention was paid to this language skill in the past. In addition, listening is the our understanding in listening to English. Either directly or through the media such as videos or movies. Listening is an important material in English because we have to know what people are saying to us. To be able to master the listening we need to really understand the words we hear. Because that is done by listening learning methods are attractive, and effective learning.

According to Anderson and Lynch (1988, p. 6), arguing what is successful listening, understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means. For it, the students needs the effective learning to more easy understand from what their hears. Until that,

the students not difficult or not clumsy to communication in English Language with their friends or in society.

Listening is an activity of paying attention to and trying to get meaning from something we hear Underwood (1989, p. 1). It involves understanding a speaker's accent and pronunciation, his grammar and vocabulary and grasping his meaning. For successful communication, listening skill is essential, so it should be taught to students. In order to teach listening comprehension effectively, the teacher should be clear about the skill to be developed in students. In addition, this is the students must be learn about grammar, and memorizing vocabulary too. Because will be influencing for their listening. Can be more good because as learn grammar and the vocabulary has been increased.

According to Purdy (1997, p. 8) defined listening as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expresses (verbal and nonverbal), needs, concerns, and information offered by others human beings. In addition, with the listening the students can find the information from the others people. But if the students listening as good. In listening, the students must be active and must be really active. Because, if the students not active, they are will be not easy to get the informations from the others.

According to Millrood (2001, p. 99) defined listening as an act of interpreting speech that one receives through ears. He distinguished between listening and hearing explaining that hearing is an act of receiving the language through ears without interpretation, on the contrary, listening is an act of



interpreting speech that one receives through ears. He explained that one may hear something but actually, he may not listen to what is being said. Additionally, listening is communicative skill that the listener may get the meaning from what the she or he hears. It is indeed so true, truly the between listening and hearing is the differences. If the listening is attentively. For that in learning listening the students must be really understand what the people says or the words their hears. Meanwhile hearing is harking.

According to Rost (1994, p. 146-147) offered the language teacher several guidelines to help students develop their listening ability either in general or in classroom. In the classroom, the first is the teacher should talk to all students in English make vital language. For communication and to personalize the classroom by talking with students about topics and mutual interest. Secondly, the teacher should enhance using native speakers through video and audio types of people and situation and to understand what they listen. Thirdly, the teacher should develop the learners ability of listening, or the purpose for listening.

Next, she or he should provide support and encouragement that enhance the learners confidence that increases their entertainment and information when listening. The fifth, she should introduce a range of listening inputs by using native speakers, videos and audio tapes that may expose them to listen. Sixthly, the teachers should encourage learners to listen to English outside classroom by listening to media. Such as TV, radio broadcasts, video, movies. Finally, teachers should design listening activities that will engage learners in listening, the teachers allows challenging among the learners.

Then, according to Underwood (1989, p. 16, 17) states seven cause of obstacles to efficient listening comprehension. The first, listener can not control the speed of delivery. He says, “ many English language learners believe that the greatest difficulty with listening comprehension is that the listener can not control how quickly a speaker speaks”.

Secondly, listener can not always have words repeated. This is a serious problem in learning situations. In the classroom, the decision as to whether or not to replay a recording or a section of recording is not in the hands of students. Teachers decide what and when to repeat listening passages. However, it is hard for the teacher to judge whether or not the students have understood any particular section of what they have heard.

The third, listeners have a limited vocabulary. The speaker may choose words the listener does not know. Listener sometimes encounter an unknown word which may cause them to stop and think about the meaning of that word and thus cause them to miss the next part of the speech. The fourth, listeners may fail to recognize the signals which indicate that the speaker is moving from one point to another, giving example, or repeating a point.

The fifth, listeners may lack contextual knowledge. Sharing mutual knowledge and common content makes communication easier. Even if listeners can understand the surface meaning of the text, they may have considerable difficulties in comprehending the whole meaning of the passage unless they are familiar with the context.

Sixthly, it can be difficult for listener to concentrate in a foreign language. In listening comprehension, even the shortest break in attention can seriously impair comprehension. Conversation is easier when students find the topic the listening passage interesting. However, students sometimes feel listening is very tiring even if they are interested because it requires anormous amount of effort to follow the meaning.

The seventh, students may have established certain learning habits such as a wish to understand every words, teachers want students to understand every word they hear by repeating and pronouncing words carefully, by speaking slowly, and so will be discouraged by the failure. It is necessary for students to tolerate vagueness and incompleteness of understanding. So, in the learn listening much pay attention, and concentration.

According to Rost (2002) defined listening as a complex process of interpretation in which listeners match what they hear with what they already know. In addition, listening is a process of receiving what the speaker says, making and showing meaning, negotiating meaning with the speaker and answering, and creating meaning by participation, creativity, and empathy. So, listening skill is a process of receiving what the speaker says.

## **2. Types of Listening**

There are many types of listening, such are:

### **1. Discriminative listening**

Discriminative listening is when the listener interprets and assigns meaning to sound rather than to words. In discriminative listening, the listener

interpretation the differences and nuances of sounds and body language. The listener is sensitive to attributes including rate, volume, pitch, and emphasis in speaking. This type of listening is the most basic form of listening. We learn this form in the early in life.

## 2. Comprehensive listening

Comprehensive listening is the interpretation from the words and ideas. This involves understanding the thoughts, ideas, and messages. This type in the listening requires that the listeners understand the language and vocabulary. this comprehensive builds on discriminative listening. If the students can not understand the sound, the students will not be understand to interpretation language.

## 3. Informational listening

This is a type of goal-based listening that requires the listener to interpretation verbal and non-verbal cues to learn. Students in a lecture hall are often in informational listening mode (alternate modes might include critical thinking or sleeping). The listener typically is a less active participant in the listening process. in this form of listening the students or learners will bw focuses on understanding the speakers message postponing crirical thinking and processing until later.

## 4. Critical listening

Critical listening will be focuses on evaluating and analyzing information. This is a more active form os listening that includes evaluating and making judgment. In a scenario, where someone is trying persuade a listener that

they should adopt a technique, the listener or the students is typically using critical thinking.

#### 5. Relationship listening

Relationship listening is same with the therapeutic listening type. Because the ultimate goal of the listener is to be a sympathetic ear, without requiring detailed verbal responses. Relationship listening does require you to listen to the information, the focus is need to have is on simply understanding the speaker. This is a form of active listening in which the listeners or students help the speaker to draw out and understand their feelings and emotions.

### **3. Stages of Listening**

The stages of listening can be seen below:

#### 1. Pre-listening activities

Underwood (1989, p.30f) suggests incorporating pre-listening, while-listening. And post-listening activities as these stages promote respectively the acquisition of planning, monitoring and evaluating. As underwood (1989, p.31f) emphasizes that the pre-listening stage enables students to prepare themselves for what they will hear in a moment. The successful pre-listening stage assumes the establishment of the topic and the clarification of the purpose of a listening activity. In addition, the pre-listening calls usually is a background or opening from the materials.

#### 2. While-listening

According to Underwood (1989, p.45) the while-listening stage enables students to develop the skill of the obtaining information from spoken language

and self-monitor their comprehension process. Some of the intermediate while-listening activities proposed by Underwood (1989, p.49) are arranging items in pattern, following a route, chart completion, using listing, gap filling, multiple choice questions, and true/false. Then, the while-listening call usually is knowledge or contents from the materials.

### 3. Post-listening

The post-listening stage focuses on evaluation of listening comprehension. It is also worth mentioning that according to Field (1998, p.112) and Underwood (1989, p.78), the post-listening stage can be much longer than the pre-listening stage which is often 'top-heavy' and take a huge amount of precious time. No doubt, listening is the most common communicative activity daily life. According to Morley (1991, p.82), " we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write". So, listening as a skill is assuming more and more weight in SL or FL classroom than ever before. Additionally, the post-listening calls usually as the result from the materials.

There is an association between expectation, purpose, and comprehension, therefore a purpose should be given to our learners. We should train students to understand what is being said in conversations to get them to disregard redundancy, hesitation, and ungrammaticality. The major problem is the actual way listening material is presented to the students. We should give a clear lead in what they are going to hear; use some kind of visual back up for them to understand; give questions and tasks in order to clarify the things in their minds;

and be sure that these tasks help in learning, not confusing. Students should learn how use the environmental clues; the speaker's facial expression, posture, eye direction, proximity, gesture, tone of voice, and that general surroundings contribute information.

#### 4. Measuring of Listening

There are many limited description scale in measuring of listening, such are: nonscorable, limited, adequate, good, very good, excellent.

*Table 1. Scales Used for Measuring Listening*

*By Carrol and West (1989) in Flowerdew, J-Miller, L (2005)*

Percentage Scale	Number Scale	Grade Points	Limited Description Scale
0	0	F	Nonscorable
10	1	E	Limited
20			
30			
40	2	D	Adequate
50			
60	3	C	Good
70			
80	4	B	Very Good
90			
100	5	A	Excellent

## **5. Video**

Definition of the video according to Schwartz and Hartman (2007) and have the activities to the learners or students can be seen below:

### **a. Definition of Video**

According to Schwartz and Hartman (2007) have suggested that designed video can support students' seeing, engaging, doing, and saying. Students will not only have lessons with videos, they will also use videos to learn language.

According to Rost (1994, p. 145-146) stated that listening activities need some kinds of language input. This input may be pre-recorded on audio or video tape or it may be live from the teacher or native speakers. Video is multimedia source that combines a sequence of images to form a moving picture. The video transmits a signal to a screen and processes the order in which the screen captures should be shown. Videos usually have audio components that correspond with the pictures being shown on the screen. Using video in the classroom allows the learners access to more information when listening. The learners can see what the happening in the video in direct. So, the learners can develop listening skill in a richer language context. In the classroom, have activities to do the learners or students, such are:

#### **1. Pre-viewing**

The first stage is pre-viewing. Pre-viewing is activate the student's background knowledge before showing the video. The pre-viewing task this weekend there is an English movie on TV. Does anyone know what it is? What



time is it on? Which channel is it on? Please write the name, time and channel down as this is your homework task.

## 2. While-viewing

Whether you show clips or the video or film (either straight through or in parts), try giving the students a specific task while watching the film. And the students must be focus on listening to the movie instead of reading the subtitles. Try to collect the following information: kind of movie (comedy, romance, and etc), names of the main characters (male, females, animals), where does the movie take place, what is the main idea in the movie.

## 3. Post-viewing

Post-viewing give the task (the next lesson), who watched the movie last weekend?, can you tell us about it? This generig format can be repeated as many times as you like, and onces learners have developed the habit of watching and listening to English language movies with some kinds of focus, they will get used to this type of exposure to listening for pleasure, and you may than move on the more critical post-viewing task.

### **b. Advantages of Using Video in Learning Listening**

There are many 4 of the advantages of using video in learning listening, such are: authencity, cultural concerns, interactivity, and contexts of use.

According to Joe Hambrook (1986) there are several advantages of using video in classroom language learning:

### 1. Authenticity

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

### 2. Cultural concerns

The increasingly discriminating uses of video have substantially confirmed that cultural aspects of language and language use are often conveyed with considerable force on the screen. It is therefore natural that course designers and others should want video to be a powerful instrument in developing language learners' awareness of important features of culture and culturespecific language use.

### 3. Interactivity

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

### 4. Contexts of use

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

So, the students can apply the video in the learning process especially in listening learning process. But the video should be able to make students interested in learning. It's useless to make good the students score when there's an exam.

## **B. Review of Related Findings**

In review of related findings, the researcher reviewed other researchers finding. The first, Martinez (2010), conducted a research is *Effects on Teaching Listening Skills Through Videos to Advanced Students From the Foreign Language Department at the University of El Salvador During the First Semester 2010*. This was experimental research. He Stated that teaching listenings skill is one of the most difficult tasks for any teacher because there are no rules as in grammar teaching. At this point, many teachers try to find out ways to help their students succeed in listening skills. So, listening skills was very difficult rather than language skills anothers.

The second, Permatasari (2013), on her research *Improving Students' Listening Skills Through Podcasts at SMP BOPKRI I, Yogyakarta Grade VIII, Class A in the Academic Year of 2012/2013*. The research was action classroom research. She explained that listening is a complex, active process of interpretation in which listeners match what they have heard with what they have already known. It was a process to start mind. We must pay attention first with the listening, then we can easily study the other skills. The conclusion, in learning listening the students must be seriously by pay attention in learning listening.

The third, Fachmi (2014), the research was *The Effect Of Using Descriptive Video In Teaching Listening Comprehension* (Quasi-Experimental Research at First Year of SMK Islamiyah Ciputat). This was experimental research. He said that video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. So, video was multimedia technology. Then, media of video could make the students' listening skill well.

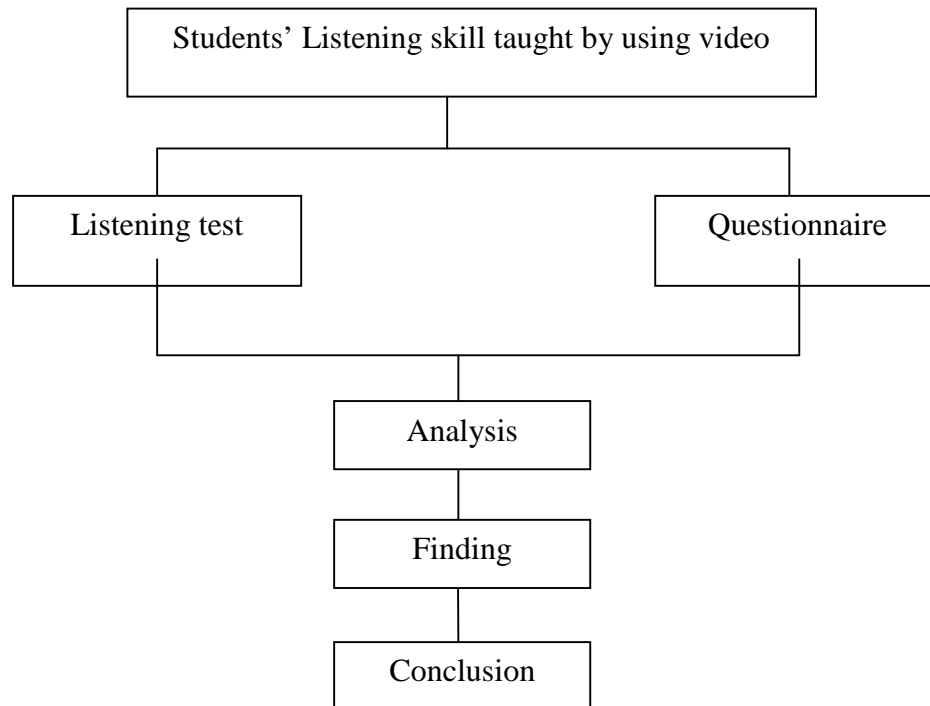
The fourth, Lestari (2016), her research was *The Effect of Picture and Video on Students' Listening Comprehension*. This research was experimental research. She said that learning resources that fall under audio-video aids appeal to the senses of sight, hearing sound touch. They included records and tape recorder, radio, and language laboratories. Resources could be human or materials, materials include the teacher, the students and other resourcein the community.

Based on the previous researchers' finding above, the researcher make the better to the students. But, this research was difference from the others research. In this research, to make the students more interested to learning listening using video. Helped the students to more understand what their hears.

### **C. Conceptual of Framework**

In this research, the researcher included the conceptual of framework, it could ease the readers to see the plan of research. The steps of the research could be seen as in the following figure.

*Figure 1. Conceptual Framework of the Research*



According to (Miles and Huberman 1994; Robson, 2011) the conceptual of framework of your study put the system of concepts, assumptions, expectations, beliefs, and theories that supports and informs your research is a key part of your design. The function of this theory was to inform the rest of the design to help the researcher to assess and refine your goal, develop realistic and relevant research questions, select appropriate methods, and identify potential validity threats to your conclusions.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents about the research methodology. It consists of research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, and technique of analyzing the data. In the setting of the research, describes about the population, and the sample.

#### **A. Research Design**

The research design in this research is descriptive qualitative research. According to Dornyei (2007:38), qualitative research enter the research process with a completely open mind and without setting out to test preconceived hypotheses. Qualitative research works with a range of data including recorded interviews, various types of texts and images. It describes social phenomena as they occur naturally, take place in natural setting without any attempt to manipulate the situation under the study.

According to Rahayu, Pipit (2015), it often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution. It means that the research design such as graphs and charts to aid the reader in understanding of the data distribution. The research design in this research is qualitative research.

The advantages of doing qualitative research on leadership include (Conger, 1998; Bryman et al, 1988; Alvesson, 1996):

1. Flexibility to follow unexpected ideas during research and explore processes effectively.

2. Sensitivity to contextual factors.
3. Ability to study symbolic dimensions and social meaning.
4. Increased opportunities.
  - a. To develop empirically supported new ideas and theories.
  - b. For in-depth and longitudinal explorations of leadership phenomena; and
  - c. For more relevance and interest for practitioners.

## **B. Setting of the Research**

This research is conducting at MAN I ROKAN HULU. It is located at Jl. Diponegoro Number 910 Pasir Pengaraian, Rambah Subdistrict of ROKAN HULU Regency.

### 1. Population

The population includes all elements that meet certain criteria for inclusion in as study Burns and Grove (2003:43). The population in this research is all of the students at the eleventh grade of MAN I ROKAN HULU. The number of population is about 115 students.

*Table 2. Population at the Eleventh Grade of MAN I ROKAN HULU*

No	Class	Number of Students
1	XI IPA.I	20 students
2	XI IPA.II	20 students
3	XI IPS.I	20 students
4	XI IPS.II	20 students
5	XI Agama	35 students
<b>TOTAL</b>		115 students

## 2. Sample

According to Mcmillan, James.H (1996) the sample is the group of elements, or a single element, from which data are obtained. Although the phrase “the sample included ” is used to indicate the characteristics of the people or events in the sample, the nature of the sampling procedure is usually described by one or more adjectives, such as random sampling or *stratified random* sampling. The technique in this research is used the random sampling technique.

According to Lodico, et al (2006: 143), “A sample is a smaller group selected from a large population (in this case, a realistic population) that is representative of the large population”. It means that sample was a representative part of population that taken to represent the research.

Random sampling is every member of the population has a” equal and independent chance of being se-lected for the sample Mcmillan, James H (1996).

According to Arikunto (2008: 116) "Determination of the Sample collection as follows: If less than 100 better taken all until the research is the study population. If a large number of subjects can be taken between 10-15% and 20-55% or more.

The researcher choose the sample of data use the lottery from the 115 students in population, and take only 50%. So,  $\frac{5}{1} \times 115 = 57,5$  in an event right to be 58. It's mean that 58 students.

The researcher take only 58 students from the all of students at the eleventh grade. The sampling in this research is random sampling technique. So, the researcher used all the people at the eleventh grade as a sample.



### **C. Instrumentation**

According to Arikunto (2006:126), the device the researcher uses to collect data was called instrument. Instrument has important in this research. Instruments use in this research is the listening test and questionnaire.

#### **1. Listening test**

Listening test is assess how well a students mastered what has been taught. Then, listening test can be able to listen effectively. Listening test consisted of 30 items with fill in the blank items.

#### **2. Questionnaire**

According to Polit and Beck (2004:729), define questionnaire as an instrument for gathering selfreport information from respondents through self-administration of questions in a paper-and-pencil format. Questionnaire is a set of questions used to collect data. Questionnaires provide detailed control over order, presentation, phraseology and grouping to allow coherent, consistent data collection.

According to Arikunto (2010:195), said that there are two kinds of questionnaire based on the way in answering that are opened questionnaire and closed questionnaire in which opened questionnaire gives opportunities to the respondents to answer the questions using their own words, but closed questionnaire serves the answer, thus the respondent just need to choose one of the available option. Researcher used closed questionnaire in which the questions in the questionnaire were written in Indonesia language. It is make students easier to answer the questions. Each questions consist of 3 options of the answer: ya

(yes), kadang-kadang (sometimes), tidak (no). In this research, there are 15 questionnaires in the form of multiple choices.

#### **D. Procedure of the Research**

The procedure of this research, as follow:

1. The researcher give the listening test to the students. To find out the listening skill scores.
2. The researcher give the questionnaire to the students about the listening skill using video.
3. While the students answer the questionnaire, the researcher observed attitude the students.
4. The researcher will analyze the result both listening test and questionnaire given.

#### **E. Technique of Colleting the Data**

This section provides general guidance for collecting the data, generating a new the data, and adapting the data for inventory use. The guidance is applicable to emissions factors, activity and uncertainty data collection. It data can be defined as factual information used as a basis for reasoning, discussion, or calculation. Collecting the data is the activity of acquiring and compiling information from different sources. The data of research were collected through listening test and questionnaire. The researcher give the listening test and questionnaire to students. Since the research used the descriptive method, it required certain appropriate instruments for collecting the data needed.

## **F. Technique of Analyzing the Data**

The qualitative methods is used to identify the techniques of listening the students and to reveal whether there are any obstacle from the technique implemented by the teacher. In qualitative research, analyzing the data begins when the observations started. It is an on going activity throughout the whole investigation. This is applied the interactive model by Miles and Huberman (1984). After the collecting the data procedures have been completed, the next step is analyzing the data. After that finished, the researcher classified the data to find of the problem about the researcher can analyzing the data. The analysis of the research uses the descriptive analysis.

To analyzing the data, the researcher used test scoring by Arikuntos' formula (1997) as guidance for scoring the students' listening test. The formula as follow:

$$S = \frac{r}{n} \times 100$$

Where:

S = The score of the test

r = The total of the right answer

n = The total items

After the researcher counting the students' score, the results calculate to percentage based on sugiyono (1995) as follow:

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

Where:

P = Percentage

F = Frequency

N = Number of sample