

**THE EFFECT OF CONTEXTUAL VIDEO AND LEARNING  
MOTIVATION ON LISTENING COMPREHENSION  
ABILITY AT ENGLISH DEPARTEMENT OF  
IAIN PALANGKARAYA**

**THESIS**



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**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA  
FACULTY OF TEACHER TRAINING AND EDUCATION  
DEPARTEMENT OF LANGUAGE EDUCATION STUDY  
PROGRAM OF ENGLISH EDUCATION**

**2021/ 1442 H**

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IAIN PALANGKARAYA**

**THESIS**

Presented to  
State Islamic Institute of Palangka Raya  
In partial fulfillment of requirements  
For the degree of *Sarjana* in English Language Education



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DEPARTEMENT OF LANGUAGE EDUCATION STUDY  
PROGRAM OF ENGLISH EDUCATION**

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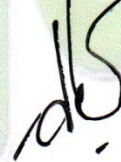
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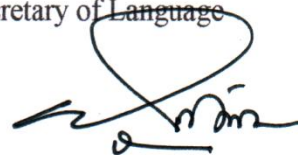
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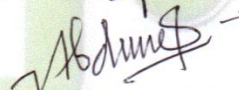

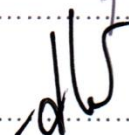
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Assala'mualaikum Wr.Wb.

By reading and analyzing of this thesis, we think the thesis in the name of

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## **MOTTO AND DEDICATION**

“.....Smile is a simple way of enjoying life....”



## DECLARATION OF AUTHORSHIP

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree
2. This thesis is the sole work of author and has not been written in collaboration with any other person, not does include without due acknowledge, the work of any other person.
3. If at later time it is found that thus thesis is product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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## ABSTRACT

Istikhomah, 2021. The Effect of Contextual Video and Learning Motivation on Listening Comprehension Ability at English Department of IAIN Palangka Raya. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisor (I) Sabarun,M.Pd., (II) Aris Sugianto,M.Pd.

Keywords: *The Effect, Contextual Video, Listening Comprehension, Motivation*

The research was aimed to know the students taught by using contextual video have better listening comprehension than taught without by using contextual video at the third semester students of English Education Study Program at IAIN Palangka Raya.

The research is included in quantitative research with Quasi-Experimental Design. The researcher designed the lesson plan, conducted the treatment and counted the students' scores by pre-test and post-test. The population of this research was the students at the third semester of English Education Study Program at IAIN Palangka Raya IAIN Palangka Raya which numbered 92 students. Based on the design of the study, the researcher only took two classes as a sample. There were A class as an experiment class and B class as control class. The number of the sample chosen was 43 students that consist of 22 students of the experiment class and 21 students of the control class. The sample was determined using cluster sampling.

After getting the data from the pre-test and post-test, the researcher analyzed the data using SPSS program with ANOVA to test the hypothesis. Based on the result of the analysis, it was found that the value = 104.245 with  $t_{table}=2,69$  at 5% level of significance. It showed that the ANOVA was higher than the  $t_{table}$ . Besides that, the mean score on the pre-test of the experiment class was 64.41 and the mean score of the experiment class was increased into 76.00. Based on the score, it can be seen that the mean score on the post-test was higher than the pre-test. The result of the testing hypothesis determined that the Alternative Hypothesis ( $H_a$ ) was accepted, and the Null Hypothesis ( $H_o$ ) was rejected.



## ABSTRAK

Istikhmoah, 2021. Efek dari Contextual Video dan Motivasi Belajar Terhadap Kemampuan Mendengarkan Siswa Dalam Kemampuan Mendengarkan Siswa Semester 3 Bahasa Inggris di IAIN Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tabiyah dan Ilmu Keguruan, Institute Agama Islam Negeri Palangka Raya. Pembimbing (I) Sabarun,M.Pd.,(II) Aris Sugianto,M.Pd.

Kata Kunci :*Efek, Contextual Video, Mendengarkan, Motivasi*

Penelitian ini bertujuan untuk mengetahui siswa yang diajar dengan menggunakan video kontekstual memiliki pemahaman menyimak yang lebih baik daripada yang diajar tanpa menggunakan video kontekstual pada mahasiswa semester III Program Studi Pendidikan Bahasa Inggris di IAIN Palangka Raya.

Penelitian ini termasuk dalam penelitian kuantitatif dengan Desain Kuasi Eksperimental. Peneliti merancang RPP, melakukan treatment dan menghitung nilai siswa dengan pre-test dan post-test. Populasi dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Bahasa Inggris semester III di IAIN Palangka Raya IAIN Palangka Raya yang berjumlah 92 siswa. Berdasarkan desain penelitian, peneliti hanya mengambil dua kelas sebagai sampel. Kelas A sebagai kelas eksperimen dan kelas B sebagai kelas kontrol. Jumlah sampel yang dipilih adalah 43 siswa yang terdiri dari 22 siswa kelas eksperimen dan 21 siswa kelas kontrol. Sampel ditentukan dengan cluster sampling.

Setelah mendapatkan data dari pre-test dan post-test, peneliti menganalisis data menggunakan program SPSS dengan ANOVA untuk menguji hipotesis. Berdasarkan hasil analisis diperoleh nilai  $t = 104.245$  dengan  $t\text{-tabel} = 2,69$  pada taraf signifikansi 5%. Hal tersebut menunjukkan bahwa ANOVA lebih tinggi dari  $t\text{-tabel}$ . Selain itu, nilai rata-rata pada tes awal kelas eksperimen adalah 64,41 dan nilai rata-rata kelas eksperimen meningkat menjadi 76,00. Berdasarkan skor tersebut terlihat bahwa rata-rata skor post-test lebih tinggi dari pada pre-test. Hasil pengujian hipotesis menetapkan bahwa Hipotesis Alternatif ( $H_a$ ) diterima, dan Null Hipotesis ( $H_o$ ) ditolak.

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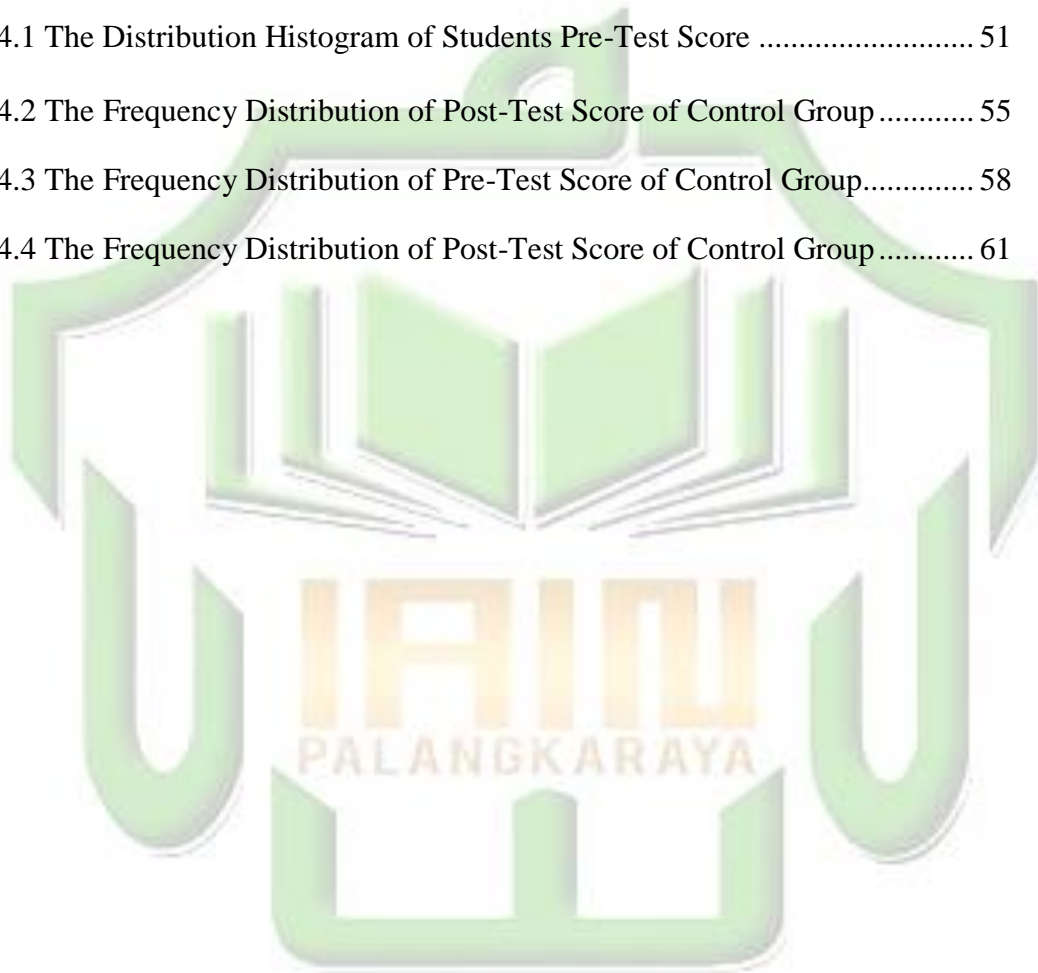
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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides the background of study that describes why the writer chose this topic. of background of the study, research problem and objective of the study, hypothesis of the study, scope and limitation of the study, significance of the study and definition of the key terms.

#### **A. Background of Study**

Generally, listening comprehension is sometimes seen as an easy activity and passive activity to do. Nunnan (2002, p. 238) mentioned that “listening is the Cinderella skill in second language learning. Listening is a process of receiving the true information from the speaker; representing its meaning; negotiating meaning with the speaker; produce meaning through involvement, imagination, and empathy (Rost, 2002, P. 238).

Buck (2001, p. 56) Stated that when second language learners are listening, there will be gaps in second language listening comprehension. In the TOEFL listening comprehension test, listeners might use various listening strategies to facilitate listening comprehension and recall the content they understood to finish the listening comprehension task. This process, which is facilitated by working memory capacity, involves comprehending audio information, selectively processing new information, retrieving memory and reasoning.

In addition, Field (2009, p. 2) Students may have the ability to communicate well with others if they have good listening skills. Points out that students' may have to communicate well with others if they have a good ability in listening, with these capabilities students are able to inform information, meaning, and impression.

Swan (2005) Similarly found that interactive multimedia activities essentially allow students to investigate situations in a dynamic way. Interactive activities thus enhance the learning process, since the student can immediately observe the impact of each of his or her actions (e.g., mathematical manipulations) on the problem situation.

The use of contextual video may give lost benefit in learning a foreign language. According to Guo (2005) students' attention or focus is often distracted in listening practice but the contextual video can be an alternative way to attract the students' attention by its picture and its dynamic image.

Hruby (2010, p. 2) Stated that audiovisual such as video, can attract student's motivation and will make the students happy, comfortable and fun when doing listening practice. Relevant to the above definition, using media such as audio or video in teaching-learning may affect the student's motivation and attract interest when doing listening practice.

Schrum and Glisan (2000) Stated that video provides the context for a wide variety of communicative and interactive activities in the classroom. Moreover, video can develop the four language skills. Based on the statement above that teaching an EFL ( English Foreign Language ) using media in learning



may give more advantages. Besides give lost advantages, using appropriate media is believed to give more effective and increase student's motivation when learning practice in the class. (Harbert, 2004).

In addition, Canning and Wilson (2000, p. 4) Suggest that through video, the students can imitate realistic models for role play, increase their consciousness in learning practice in the classroom and it can be deducted students anxiety when practicing the skill in the class. Based on the statement above, teaching using video or other media as long as give advantages increases students' motivation in learning and deducts students' anxiety it can be applied when doing teaching practice.

Learning using videos has advantages in that the video adds a new ambiance in learning, the video presents moving images to the student's audio and video can display to the accompanying when doing learning practice in the class. Based on the explanation above that contextual video is an important part of teaching practice (Daryanto, 2011, p. 3)

In addition, there are some reasons the researcher conducts the study on the application of contextual video toward learning motivation. Bjornstad (2012, p. 163) stated that the close relationship between self-efficacy, work value, and self-regulation learning. Such as motivation belief could help enhance and maintain self-regulation learning.

Based on the explanation above, the researcher interested to research this problem by title “ **The Effect of Contextual Video and Learning Motivation on Listening Comprehension Ability at the English Department of IAIN Palangka Raya**”.

The reason for choosing this topic is as follows: (1) everyone has their abilities and interest to learn listening from the video. Therefore, this study wants to find out the effect of contextual video on listening comprehension ability. (2) there were some facts using video is believed to give more effective and increase students' motivation when learning listening practice in the class. (3) based on the lesson, listening material has been learned in the second semester. So students' have got basic knowledge and learn the listening while in the second semester.

## **B. Research Problem**

Based on the background of the study above, the problem of this study formulated with the question are as follow:

1. Does Contextual Video and Learning Motivation give effect on students' listening comprehension ability?
2. Does Contextual Video and Learning Motivation give effect on students' learning motivation?
3. Does contextual Video and Learning Motivation give effect on listening comprehension ability and learning motivation simultaneously?

### **C. Objective of The Study**

Based on the research problem of the study above the objective of this study are following:

1. To measure the effect of Contextual Video and Learning Motivation on listening comprehension ability.
2. To measure the effect of Contextual Video on learning motivation.
3. To measure the effect of Contextual Video on listening comprehension ability and learning motivation simultaneously.

### **D. Hypothesis of The Study**

Hypothesis is temporary statement of researcher product; the hypothesis were divided into two categories, there were Alternative Hypothesis and Null Hypothesis:

Alternative hypothesis (Ha)

Ha 1 : CV and LM gives effect on listening comprehension ability at the English Department of IAIN Palangka Raya.

Ha 2 : CV and LM gives effect on learning motivation at the English Department of IAIN Palangka Raya.

Ha 3: CV and LM gives effect on learning motivation and listening comprehension at the English Department of IAIN Palangka Raya.

Null Hypothesis (Ho)

Ho 1 : CV and LM does not gives effect on listening comprehension ability at English Department of IAIN Palangka Raya.

Ho 2 : CV and LM does not gives effect on learning motivation at the English Department of IAIN Palangka Raya.

Ho 3: CV and LM does not gives effect on learning motivation and listening comprehension at English Department of IAIN Palangka Raya.

#### **E. Assumption of the Study**

The assumption is that the students of the English language study program on academic years 2020 of IAIN Palangka Raya have good listening ability and motivation if they are taught using Contextual Video.

#### **F. Scope and Limitation**

The limitation of this study is only limited to the effect of CV on student Listening Comprehension. Especially on interpretive listening. The subject population of this study is third-semester students English education study program at IAIN Palangka Raya in the academic years 2020/2021.

#### **G. Significant of the Study**

Significant of the study can be described as follows:

The significance of this study are:

1. Theoretically, this study is significant to give a theoretical description of learners the effect of CV and LM on listening comprehension in the teaching and learning process.
2. Practically, the study of learners' gives insights to the syllabus designers, teachers, and educators to realize what the learners actually are in the effect of CV and the reflection of learners' the effect of CV on listening in the



curriculum or the material creates a motivation for learners at IAIN Palangka Raya, especially for English students

a) Lecturer

For lecturers using English songs in the class, it can facilitate a learning system to help a teacher or lecturer to teach English foreign language and give more motivation so that the students or lecturer will not get bored in the class.

b) Students

Using CV to teach EFL can provide new knowledge, intrinsic and extrinsic students' motivation to improve their listening ability. One of the signs is that using contextual video as a part of the listening process to help students and motivated learners.

c) Other Researcher

For another researcher this research can be useful and help another researcher to develop and use this research as a reference. And I hope that this research can be facilitated to continue the research about using CV toward listening comprehension.

## H. Key Terms

There are some key terms would be used in the proposal, so to make the readers understand, the researcher try to give the definition of key terms as follows:

### 1. Effect

Patzelt (2014, p. 10) the effect is a change process caused by something, that also means if a change of something because of treatment. In this study, the effect means a change of students' perception using contextual video in improving student's ability and the student's responses toward the use of contextual video in listening to the third semester English Department Study Program of IAIN Palangka Raya.

### 2. Listening Comprehension

Listening is an action, it is a process of listening about information, meaning, and comprehension, which will be processed into the brain and stimulate what the action should be done by the students. In this text, the students asked to listen about the material and analyse what the meaning conveyed from the information. Listening is a process of receiving the true information from the speaker; representing its meaning; negotiating meaning with the speaker; produce meaning through involvement, imagination, and empathy (Rost, 2002, p. 54). Listening in this study means to give information about the meaning that listen by students.

### 3. Contextual Video

Contextual video is an audio-visual communication media to improve students' listening comprehension ability. In this text, contextual video is one of the strategies to teaching listening in which students are asked to listen to material through the video. Learning using videos has advantages in that the video adds a new ambiance in learning, the video presents moving images to

the student's audio and the video can display to the accompanying when doing learning practice in the class. Based on the explanation above that contextual video is an important part of teaching practice (Daryanto, 2011, p. 3). Contextual video in this study means to give an easy understanding of listening by using contextual video strategies because in listening we need to listen carefully. Based on the explanation above, the use of contextual video on listening comprehension hopefully can be improve listening ability.

#### 4. Learning Motivation

Broussard and Garrison (2004, p. 12) stated that motivation as the attribute that moves us to do or not to do something. Based on the explanation above motivation can be used linked to learning in the classroom and gave stimulating to students activities in the classroom. Learning motivation is the motive and guidance for learners' learning behaviors continuously moving and operating towards a specific direction or target (Chiang et al., 2014). Motivation in this study means to know their motivation for learning listening in the class.

Motivation is the key to the success factor in explaining or failure of any difficult activities. Motivation is attributions made about ability, another that discusses motivation as a socially constructed phenomenon, and another that purposes that motivation (Given, 2008, p. 634).

#### 5. Experiment Study

Ary (2010, p. 36) Said that quasi-experimental design are similar to randomized experimental research in that involve manipulation of an

independent variable but differ in that subjects are not randomly assigned to 25 treatment group. There are many situations in educational research in which it is not impossible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter provided the review of related literature that discussed about related literature according to the research's point of view. It is consisted of related studies, contextual video, example of CV, listening comprehension, and learning motivation.

#### **A. Related Studies**

In order to provide a strong foundation for the present study in this section, the researcher presented some studies that were closely related to the study.

Rokni and Ataae (2014) attempt to investigate the possible effect of the use of English movie subtitles on the improvement of listening comprehension in EFL intermediate students at Golestan University, Iran, 45 Iranian intermediate learners from two classes were assigned into two groups of bimodal – subtitles and no – subtitles. And the results of this study that, students who had watched subtitle movies had improved their listening comprehension more effectively than the students who had watched movies without subtitles. It means that movies with English subtitles had a significantly positive effect on learners' listening comprehension compared to the movies with no subtitles.

Tavakoli & A'lipour (2013) the title is "Investigating the effect of video materials on testing foreign language learners' listening performance. This study attempted to capture the possible effect of using video materials in testing



listening comprehension especially L2 learners. The participant of this study were the language learners of Kaj and Pouyesh language learners. The data were analyzed by two independent t-tests, the result of the data analysis revealed that integration of visual materials in into testing listening may help comprehension.

Becker (2012) Determine whether the integration of audiovisual media activities into the instruction of French as an L2 would have a measurable impact on the acquisition of listening comprehension in that language. In the present study, two groups of students were tested (control group & experiment group).

Soleimani and Mirsayafi (2018) examine the possibillty of effect multimedia materials on augmenting listening skills in Meheaval higher secondary school, Karaj city. The instruments of this study consist of three instruments namely, listening comprehension pre-test, post-test, and listening-assisted multimedia questionnaire. And the result of this study showed that, multimedia materials significantly enhanced EFL learners listening achievement. It was also found that the attitude to the use of multimedia had a statistically significant impact on explaining the changes in learners' listening skills. Based on the explanation above it is recommended that the English instruction should be integrated into the English instruction listening course.

I Hsu (2006) examine whether gender, major, personal expectation, self-confidence, and or anxiety related to college students motivation for learning English and practicing English listening and examined whether college students motivation for practicing English listening relates to their English comprehension

scores. And the result of this study that the student's motivation tended to be more active and interested in practicing English listening.

Abdullaive and Matyazova (2020) investigate the impacts of using videos as visual aids at the same time to find the contribution of audio materials to teaching listening. And the result of this study that, the use of audio and video materials develops listening comprehension effectively and enhances students listening comprehension ability due to a combination of visual image and sound with stimulates student's perceptions.

Kamilah (2013, p. 126) stated that the students' responses toward the use of contextual video in listening practice related to the students' English knowledge and the students' psychology. Results of the t. Test analysis revealed that Contextual video yielded a significant effect on students' listening ability.

Hasan (2017, p. 144) stated that based on the media feasibility test from the material expert, it is very feasible. And the media learning expert assessed very well and the result of class X students' responses to media is very good. So that used Contextual video media is feasible to be used as a learning media.

The last, Kumalasari (2009, p. 144) intended to describe the effects of contextual learning on civic education of junior high school students' civic competence. She found that contextual learning has influenced positively and significantly in civic education. The implication of these findings showed that contextual and learning in civic education was the essence of value education.

From table 2.1, the topic has similarities and differences from the researcher's title. In this case, the study focuses on students' interpretive listening in the English Department of IAIN Palangka Raya

**Table 2.1 The Differences Between Related Studies and Researcher Studies**

The title	The similarities with researcher study	The differences with study.
<p>The use of Contextual video to improve students' listening ability</p> <p>By. Mardiya Kamilah</p>	<ul style="list-style-type: none"> <li>Both studies Discus listening</li> </ul>	<ul style="list-style-type: none"> <li>My study is the third semester of students college IAIN Palangka Raya.</li> <li>The subject of her study were two classes of eight grade students that were designed into two groups.</li> </ul>
<p>Contextual video: Critical thinking-based learning media in the implementation curriculum 2013</p> <p>By. Imam Hasan</p>	<ul style="list-style-type: none"> <li>Both studies focus on Contextual video as a method in teaching class.</li> </ul>	<ul style="list-style-type: none"> <li>The method of my study will use Experiment study.</li> <li>The method of his study was use a critical thinking on the research.</li> </ul>
<p>The effect on contextual learning in civic education on students' civic competence</p> <p>By. Kokom Komalasari</p>	<ul style="list-style-type: none"> <li>Both studies using Experiment study as the method.</li> </ul>	<ul style="list-style-type: none"> <li>My study is quantitative approach (documentation, questionnaire and t- test) to gather the data.</li> <li>Previous study use quantitative approach namely, surveys and the qualitative approach use</li> </ul>

		interview to gather data.
<p>The effect of video Based – tasks in listening comprehension of Iranian Pre – intermediate EFL learners.</p> <p>By. Sarani</p>	<ul style="list-style-type: none"> <li>Both study focus on Experiment study in listening comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>The material of my study is “describing pain and illness”. The materials are suitable with the syllabus of English listening for the third semester at English department of IAIN Palangka Raya</li> <li>The video material of his study is “economic issues” and how to overcome them.</li> </ul>
<p>Movies in EFL classroom: with or without subtitles students’ listening ability.</p> <p>By. Rokni &amp; Ataa</p>	<ul style="list-style-type: none"> <li>Both of studies focus on The use of English movie or video on the improvement listening comprehension in EFL.</li> </ul>	<ul style="list-style-type: none"> <li>My study is does not using subtitle on the video</li> <li>The previous study was using subtitle on experiment group and not subtitle on control group.</li> </ul>
<p>Investigating the effect of video materials on testing foreign language learners’ listening performance.</p> <p>By. Tavakoli &amp; A’lipour</p>	<ul style="list-style-type: none"> <li>Both studies focus on video materials on testing Listening.</li> </ul>	<ul style="list-style-type: none"> <li>The previous study All students sat a placement test (OPT) the composed of listening, grammar, reading, writing and Wagner speaking sections to be divided into</li> </ul>

		<p>advanced and intermediate groups. they were divided into 4 groups.</p> <ul style="list-style-type: none"> <li>• My study is focuses on listening comprehension.</li> </ul>
<p>The effects of audiovisual media on the acquisition of listening comprehension in French.</p> <p>By. Becker</p>	<ul style="list-style-type: none"> <li>• Both studies focus on Listening comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>• My study will use a video to measure listening comprehension.</li> <li>• The previous study was use audiovisual media on listening.</li> </ul>
<p>The effect of multimedia technology on improving listening achievement of Iranian secondary school students.</p> <p>By. Soleimani &amp; Mirsyafi</p>	<ul style="list-style-type: none"> <li>• Both studies focus on improving listening comprehension achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• My study will use quantitative research as a method.</li> <li>• The previous study using mix method they are quantitative – qualitative method.</li> </ul>
<p>The effect of motivation on Taiwanese college student's English listening comprehension.</p> <p>By. I Hsu</p>	<ul style="list-style-type: none"> <li>• Both study focus on listening comprehension and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>• The subject of my study is the third semester of students college IAIN Palangka Raya.</li> <li>• The subject of her study is students college on Taiwanese.</li> </ul>



## **B. Contextual Video**

The use of contextual video may give lots of advantages in learning an FL (foreign language). Criteria on the statement above that teaching an EFL (English Foreign Language) using media in learning may give lost advantages. Besides give lost advantages, using appropriate media is believed to give more effective and increase student's motivation when learning practice in the class (Arthur, 2010, p. 4).

Learning using videos has advantages in that the video adds a new ambiance in learning, the video presents moving images to the student's audio and video can display to the accompanying when doing learning practice in the class. Based on the explanation above that contextual the video is an important part of teaching practice (Daryanto, 2011, p. 3).

Yang et al. (2010, p. 456) stated that viewing the video can give pleasant conditions for students from the boredom of traditional class language drills use various information such as authentic setting, accents, gestures, postures, etc.

In addition, based on the explanation above the contextual video that teaching practice that using a video with different variables such as presents moving images accompanied by a sound and video can display to the students when doing learning practice especially in teaching practice listening in the class.

### **1. Procedure to Apply Contextual Video (CV)**

In this study to apply contextual video in the class the researcher will apply the steps as follow:

- a) The researcher observed the class

- b) The researcher was given a directive to the students'
- c) The researcher was given a listening test to students'
- d) The researcher was given a score to students'
- e) The researcher analysed the data
- f) The researcher concludes the ability of English students to listen to comprehension, whether there is an effect from using the contextual video or not.

## **2. Example of Contextual Video (CV)**

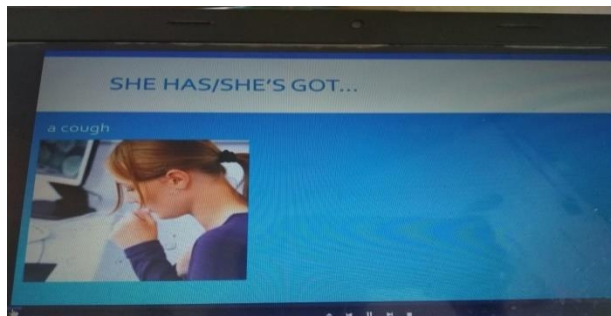
In this study, the kind of video the researcher was about is “Describing Pain”. The kind of video in this study is a moving video consisting of sound and picture. Boer (2013, p. 23) its nature, video viewing is often passive, there remains a continual challenge in how to activate the learning process of students in order to stimulate them to construct relevant knowledge from what is presented on screen.

Example of the video

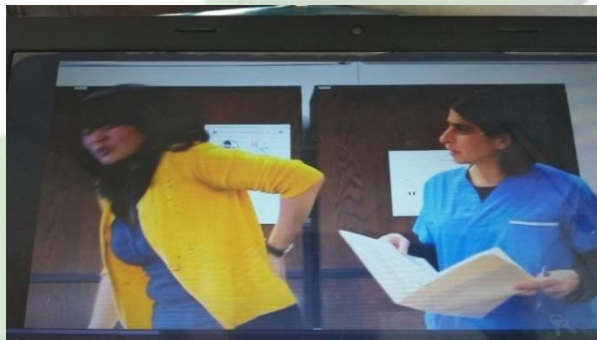
**Picture 2.1 Example of the Material Video**



**Picture 2.2 Example of the Material Video**



**Picture 2.3 Example of the Material Video**



## **C. listening Comprehension**

### **1. Nature of listening**

Gebhard (2000, p. 143) listening is the conscious processing of the auditory stimuli that have been perceived through hearing. Listening is one of the skills that very important in learning English. Listening is not a passive skill. Rather, it places a demand on us because when we are participating in a face-to-face or telephone exchange, we need to be receptive to others, which include pay attention to explanation, questions, and opinions. Brown (2001, p. 249) states that listening is the way we process what we hear. This knowledge is emphasized on transferring information and it is useful for the listener to comprehend the content of the speaker's message. Listening is not a one-way

street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that it is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

Juliansyah (2009, p. 17) listening is different from hearing. Hearing is simply the act of perceiving sound by the ear. Listening, however, is something we consciously choose to do. Listening requires concentration so that our brain processes meaning from words and sentences. Hence, listening leads to learning.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation. An able listener is capable of doing these four things simultaneously.

In addition, Anderson and Lynch in Juliansyah (1988, p. 3) assert the two facts about listening. Firstly, they argue skills are as important as speaking skill, we cannot communicate face-to-face useless if we are unable to respond to the reply that it generates from our interlocutor. Furthermore, Anderson and Lynch state that the second point about listening is, under any circumstances, it is a reciprocal skill, we cannot practice listening in the same way as we can rehearse speaking, or at least the part of speaking that is do with the pronunciation, because we cannot usually predict what we will have to listen to. According to Brown in Juliansyah (2015, p. 50) assert listening is not a -

way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet of the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But it just the beginning of what clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

In addition, Arnold (2005, p. 117) stated that listening is an active, not a passive operation. Arnold emphasizes three things: The importance of understanding this concept of listening is being an active engagement. That is, as a listener, the mind is actively searching for the meaning. Therefore, listening comprehension defines comprehension as the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey. Based on the explanation above, the writer concludes if listening is not merely a passive skill. Listening is the ability to identify and understand what others are saying. In listening, the listener's ability involves understanding the speaker's accent or pronunciation, grammar, vocabulary, and grasping the meaning. By developing the students' ability to listen well, we develop our students' ability to become more independent learners by listening accurately, refine their understanding of grammar and develop their own vocabulary.

## **2. Definition of Listening Comprehension**

Rost (2002, p. 75) stated that listening is a process to accept real information by the speaker to discuss the meaning with the teacher or speaker



and produce the result, involving imagination or feeling empathy. Based on the statement above that listening is an important part of language learning.

Dungkel (1991, p. 75) listening comprehension is the second important knowledge in English foreign language and listening comprehension is a way to increase other skills in a foreign language. Based on the statement above that listening is an important part of language learning.

The point of listening actually is an active skill. Most people are active in listening when they hear or agree with an idea (Gebhard, 2000, p. 209).

Field (2008, p. 99) mentioned that listening is a process, not a product. Based on the explanation above that listening is a process to listen to information, after listen students be able to inform the information they get to others.

Brown (2001, p. 69) stated that listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms.

Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the

beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms (Brown, 2001, p. 69).

Listening is a special skill in English foreign language especially: in fact, listening comprehension needs the student's have different between intonation, sounds, understanding of words, remember what the information and then meaning it in distinguish interpret (Abdulrahman, 2013, p. 75).

### **3. Scoring of Listening Test**

In scoring the test will adopted from Erickzon D. Astorga Cabeza. The profile itself contains four components. They are:

- a) Intensive Listening: The ability to focused on the recognition of phonological and morphological elements of language.
- b) Responsive Listening: The ability to answer task on question correctly.
- c) Selective Listening: The ability students to hear pieces of oral information for a limited time and they have to answer with certain specific information
- d) Extensive Listening: The ability of the students to more communicative and more open-ended.

The four aspects are differentially weighted to emphasize

- 1) Intensive listening (25 points)
- 2) Responsive listening (25 points)
- 3) Selective listening (25 points)
- 4) Extensive listening (25 points)

Therefore, for all components students would get points. The specific criteria are described in detail as the following.

**Table 2.2 Intensive Listening Score and Criteria**

Score	Criteria
21-25	Very good to excellent: exact words, effective words idioms choices and usage.
16-20	Average to good: exact words, adequate range, but meaning not obscured.
11-15	Fair to poor limited range, and meaning obscured
5-10	Very poor: little knowledge of language and not enough to evaluate.

**Table 2.3 Responsive Listening Score and Criteria**

Score	Criteria
21-25	Very good to excellent: knowledge and relevant to assign the topic
16-20	Average to good: some knowledge of subject adequate range, limited, mostly relevant to topic but lack detail
11-15	Fair to poor: limited knowledge of subject, little substance, inadequate of topic
5-10	Very poor: does not show the knowledge of subject, not substantive, not pertinent or not enough to evaluate.

**Table 2.4 Selective Listening Score and Criteria**

Score	Criteria
21-25	Very good to excellent: answer question for a limited time, answer with certain specific information, and relevant to assign topic.

16-20	Average to good: adequate range, mostly relevant to topic but lack detail.
11-15	Fair to poor: limited time, little substance and inadequate of topic.
5-10	Very poor: does not show ability of subject, not substantive, not pertinent, or not enough to evaluate.

**Table 2.5 Extensive Listening Score and Criteria**

Scoring	Criteria
21-25	Very good to excellent: demonstrated mastery of listening, few errors, and relevant to assign topic.
16-20	Average to good: minor problems in listening, adequate range, mostly relevant to topic but lack detail.
11-15	Fair to poor: frequent error to listening, ideas confused or disconnected.
5-10	Very poor: does not show demonstrated mastery of listening, or not enough to evaluate.

According to Stevens and Levi (2005, p. 409) States that rubric as a scoring tool to find out the specific expectations for assignments. Based on the explanation above rubric is a tool for scoring scores or give evaluate the task by the students. In addition, based on the statement above every rubric contains these parts: a task description, a scale of some sort, the dimension of the assignment, and descriptions of what constitutes each level of performance.

#### **D. The Differences Between Listening and Hearing**

listening is a process to accept real information by the speaker to discuss the meaning with the teacher or speaker and produce the result, involving

imagination or feeling empathy (Rost, 2002, p. 75). Listening on other hand is when the individual attends to information with intentionality.

Hearing is acoustic access of auditory information to the brain. The hearing includes improving the signal to noise ratio by managing the environment and utilizing hearing technologies. Actual hearing can be defined as brain perception of auditory information (Felexer, 2017). The hearing must be made available before listening can be learned in the class.

In this study the differences of listening and hearing. Hear we can use when there's a sound or news or information we hear accidentally, while listening is about listening to something and we can use it when listen to information intentionally and carefully.

## **E. Contextual Listening**

### **1. Second Language**

The basic concept of SLA is about how human being acquires a second language. And the term of "second" can refer to any language that is acquired in addition to the first language (Ellis, 2010). In this text, English foreign language used as second language after mother tongue, used for communication and EFL it is not only used in education.

### **2. Foreign Language**

Foreign language is the specific context of foreign language learning, more work is needed to develop an understanding of how learners construct a sense of self during the language learning process (Csizer & Magid, 2014). In this text EFL is considered as a foreign language. So, public facilities still use



the mother tongue as a language and English foreign language only use at school or education.

## **F. Learning Motivation**

### **1. Definition of learning motivation**

There are many experts who have given the definition of learning motivation. The nature of motivation to learn is internal and external encouragement to students who are learning to hold a change of behavior. Student's motivation in the learning process can be seen from their behavior in learning, the students who have high diligently in learning it will be seen on their task (Gurnyei & Zoltan, 2000, p. 545).

Motivation has also a significant effect on the teaching and learning process. Burhan (2000, p. 564) motivation involves a constellation of beliefs, perceptions, values, interests, and activities that are all closely related.

Motivation is the key to the success factor in explaining or failure of any difficult activities. Motivation is attributions made about ability, another that discusses motivation as a socially constructed phenomenon, and another that purposes that motivation (Given, 2008, p. 634).

The complexity of the idea of motivation lies in its attempt to elaborate person acting on their behavior which cannot be explained by one approach. In this study, the purpose of motivation to motivate a learner to learning a language and a learner will be successful with the right motivation (Dornyei, 2001, p. 11).

The success of any action is dependent on the extent to which a person tries to get their goal with their desire to do. Based on the explanation above motivation is an important factor in specifying the readiness of learners to communicate (Pourhosein et al., 2012, p. 11).

## **2. Motivation in Learning Process**

Brophy (2004, p. 454) State that motivation is no longer seen as a reflection of certain inner forces such as instincts, volition, will, and psychical energy; neither is it viewed in strictly behavioral terms as a function of stimuli and reinforcement. Based on the statement above that cognitive approaches place the focus on the individual's thoughts and beliefs (and of the course recently also emotions) that are transformed into action and motivation is very important and effective with the motivation of students will improve the learning performance and affect the achievements they get.

## **3. The Kinds of Motivation**

Elliot (2005, p. 54) State that there are two kinds of motivation. For they are intrinsic and extrinsic. Intrinsic motivation comes from within (personal) and it is associated with the joy or passion of students' in getting and doing a task. Meanwhile, extrinsic motivation is something to do with external factors associated with the task. It is like an assessment. Extrinsic motivation can be related to instructional strategies, learning conditions. Educational technology and other elements.

Bakar (2014, p. 272) State that the motivation can be a requirement of student engagement. It can be a feeling satisfaction or success the learner get

after doing the whole learning process. So, it can be said that the student's motivation and students' engagement are closely related to each other so both of them can give a great impact on the students learning outcomes.

**Table 2.6 Intrinsic and Extrinsic**

<b>Intrinsic</b>	<b>Extrinsic</b>
Preference for challenge	Preference for easy work
Curiosity/interest	Pleasing a teacher/getting grades
Independent mastery	Dependence on teacher in figuring out problems.
Independent judgment	Reliance on teacher's judgment about what to do
Internal criteria for success	External criteria for success

The table above is shown, the different intrinsic motivation and extrinsic motivation. It comes out clearly that the greater the value the individuals attached to the accomplishment of activity, the more highly motivated they were to engage in it and later to put sustained effort until they achieve their goal. This distinction also tells us that both internal and external factors have an important role to play in motivating learners (Aryanika, 2016, p. 567).

#### **G. Experiment of Study**

Ary (2010, p. 36) States that the quasi-experimental design are similar to randomized experimental research in that involve manipulation of an independent variable but differ in that subjects are not randomly assigned to 25 treatment group. There are many situations in educational research in which in not impossible to conduct a true experiment. Neither full control over the scheduling of experimental conditions nor the ability to randomize can be always realized.

Ross & Morrison (2004, p.1026) Stated that there are 7 steps to conduct quasi experiment.

1. Select a Topic This step is self-explanatory and usually not a problem, except for those who are “required “to do research. The step simply involves identifying a general area that is of personal interest and then narrowing the focus to a researchable problem
2. Identify the Research Problem Given the general topic area, what specific problems are of interest? In many cases, the researcher already knows the problems. In others, a trip to the library to read background literature and examine previous studies is probably needed. A key concern is the importance of the problem to the field. Conducting research requires too much time and effort to be examining trivial questions that do not expand existing knowledge. Experience researchers will usually be attuned to important topics, based on their knowledge of the literature and current research activities.
3. Conduct a Literature Search With the research topic and problem identify, it is now time to conduct more intensive literature search. Of importance is 26 determining what relevant studies have been performed; the designs, instruments, and procedures employed in those studies; and, most critically, the findings. Based on the review, direction will be provided for (a) how to extend or complement the existing literature base, (b) possible research orientations to use, and(c) specific research questions to address. Helpful information about how to conduct effective literature reviews is providing in other sources.

4. State the Research Questions (Hypotheses) This step is probably the most critical part of the planning process. Once stated, the research questions or hypotheses provide the basis for planning all other parts of the study: design, materials, and data analysis. In particular, this step will guide the researcher's decision as to whether an experimental design or some other orientation is the best choice.
5. Determine the Research Design The next consideration is whether an experimental design is feasible. If not, the researcher will need to consider alternative approaches, recognizing that the original research question may not be answerable as a result.
6. Determine Methods. Methods of the study include (a) subjects, (b) materials and data collection instruments, and (c) procedures. In determining these components, the researcher must continually use the research questions and/or hypotheses as reference points. A good place to start is with subjects or participants.
7. Determine Data Analysis Techniques. Whereas statistical analysis procedures vary widely in complexity, the appropriate options for a particular experiment will be defined by two factors: the research questions and the type of data.

### **CHAPTER III**

#### **RESEARCH METHOD**

In this chapter, the researcher described; research design, variable of the study, population and sample, research instrument, instrument reliability, instrument validity, technique of data analysis, data collection procedure, and data analysis procedure.

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

This study used the experimental study. An experimental study is a scientific investigation in which the researcher “manipulates one” or more independent variables “controls” any other relevant variable and observes the effect of the manipulation of the dependent variables.

In this study the researcher used a quasi-experimental design. Quasi-experimental designs are similar to randomized experimental designs in that they involve manipulation of an independent variable but differ in that subjects are not randomly assigned to treatment groups (Ari et al., 2011, p. 136).

The reasons why the researcher used quasi-experimental design or quantitative research are: first, from the aspect methodology, this study is to measure the effect of CV on Listening Comprehension (LC) at third-semester students in the English education study program at IAIN Palangka Raya. Ary et al. (2010, p. 420-421), stated that quantitative research more typically relies on measurement tools such as scales, tests, observation checklists, and



questionnaires. Second, in this research the researcher did not use random sampling to collect the data. The last, object of this study is the third-semester students in English education study program at IAIN Palangka raya.

The reason why the researcher chose the third-semester students in English education because this semester takes up interpretive listening is because the researcher was from an Islamic college, the researcher felt that this study should be conducted in this college. And from the aspect sociology, this study would give significant effects on the people, especially in education.

**Table 3.1 The Scheme of the Quasi Experimental Design**

Class	Pre Test	Treatment	Post Test
Experimental Class	X 1	0	X 2
Control Class	X 2	-	X 2

Ex : Experimental Class

Cont : Control Class (without treatment).

## **B. Population and Sample**

### **1. Population**

The population refers to the entire group of individuals to whom the findings of a study apply (Ary et al., 2010, p. 373). A group of individuals possesses one characteristic that distinguishes them from other groups (John, 2012, p. 381).

The population of this study is students EFL in the third semester in academic years 2019 at IAIN Palangka Raya.

**Table 3.2 The number of the Students at Third Semester English**

**Department of IAIN Palangka Raya**

No	Classes	Male	Female	Number of Students
1	3.A	6	16	22
2	3.B	5	16	21
3	3.C	8	19	27
4	3.D	7	15	22
TOTAL				92

## **2. Sample**

Creswell (2012, p. 142) The sample is subset of the population that represent the entire population. This means that it requires that all relevant population characteristics must be known. Subgroups of the target population that the researcher plan to study to generalize about target population.

Ary et al. (2010, p. 148) Stated that the sample is a process of selecting a part of the population to represent the entire population known as the sample. The sample of this study is the third-semester students of English language study programs at IAIN Palangka Raya in the academic years 2019. Arikunto (2006, p. 134), stated that a statement that, if the total population is more than 100, it is better to take 25% or more. Cluster sampling refers to a group or chunk of elements that would heterogeneity among members within each group are chosen for the study (Sabarun, 2015). Getting a sample is very important for listening to research because the total population is usually too many

**Table 3.3 The Total of the Students**

No	Class	Group	Numer of Students
1	3 – A	Experiment	22
2	3 – B	Control	21
the total number of student's			43

This study was taken by 3-A and 3-B classes. The number of the samples of this study was consists of 3-A 22 students and 21 students from the 3-B sample of the study. In this case, group samples were already organized into classes or groups. So, the researcher took two classes without randomized.

### **C. Research Instrument**

#### **1. Research Instrument of the Research**

To get the data the researcher has used two technique in this study, namely: test and questionnaire.

##### **a). Listening Test**

Based on Heaton (1987, p. 39) Stated that test which sets to measure students' performance as fairly as possible without any way setting traps for them can be effectively used to motivate the students'. To know how the ability the student's do the listening and how implemented of contextual video toward listening comprehension. The test consisted of the construction in their listening.

Furchan (2004, p. 268) states test istool very important for education research. This study used listening test using by video. Like the table for pre-test, post-test, and treatment. Pre-test was needed to know the of students

before doing treatment and pot-test needed to know the score of score students after doing treatment.

The researcher collected the data from pretest and posttest. From them was found the effect of contextual video toward listening comprehension. Pretest was given in first before treatment. The last test is posttest. It to compare the pretest scores to the posttest scores. In the treatment the writer was teach Interpretive Listening using contextual video strategy. The test was used “describing pain” total item of the test is 26 multiple choice with teacher technique to find out the effect of contextual video toward listening comprehension.

a) Questionnaire

Arikunto (2006, p. 170) The questionnaire is a list of question which that given to others who are willing to respond in accordance with user request. The questionnaire conducted to find out the responses of the students learning motivation relating to the effect of contextual video toward listening comprehension and learning motivation. The researcher distributed the questionnaire purpose obtaining feedback and evaluation toward the students learning motivation. A questionnaire is defined as a document containing questions and other types of items designed to solicit information appropriate to analysis (Babbie, 1990:377).

This study adapted the questionnaire from Ramazan Goctu (2016). Before distributing the questionnaire to the study sample, the questionnaire was tested by using SPSS.22 software to check the validity and reliability of

the questionnaire. A questionnaire needed to collect the data from learning motivation at the English education.

In addition, the validity test is aimed to measure how far the instrument is appropriate to test what will be tested. In consequence, before distributing the questionnaire to the sample of the study, the researcher has to test the validity to measure whether the instrument is appropriate to be distributed. Besides, the researcher also tests the reliability of the instrument. Reliability is aimed to measure the consistency of the instrument if it is conducted twice or more. It means that a reliability test should be conducted in order to make the instrument reliable and appropriate to be distributed to the sample of the study.

To see the validity and reliability test of the instrument, the researcher has distributed a questionnaire which consists of 14 items to 22 students of the English Education Study Program in the academic year 2019. The result of the questionnaire was calculated by using SPSS 22 program. The researcher has used the level of significance of 0.05 to find out the valid items.

Based on the result of the validity test, the questionnaire consisted of 14 items. Questionnaire items can be considered valid if the  $r$ -value is higher than  $r$ -table.  $R$  table is 0.432. Therefore, the results show that 14 items are valid. And the result of the reliability test, the researcher was obtained Cronbach's Alpha 0.432. Therefore, the data criteria can be determined if the reliability coefficient ( $r^1$ )  $> 0.05$ . The reliability test results

are 0.432, or  $(0.432 > 0.05)$  therefore, it can be concluded that the questionnaire is reliable.

In addition, questionnaires have been distributed to research samples in the third-semester students of the English Education Study Program in the academic year 2019, IAIN Palangka Raya. The questionnaire consisted of 14 items that described the characteristics of questions such as how a CV can motivate to listen attentively in class. Because this questionnaire aims to test positive statements; therefore the answer can be printed on the Likert scale as follows.

**Table 3.4 Number of Likert Scale**

No	Scale	Scores
1	Strongly agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Strongly disagree	1

**Table 3.5 category of measurement of students perception**

No	Score	Categorized
1	80%-100%	Strongly agree
2	60%-79,99%	Agree
3	40%-59,99%	Neutral
4	20%-39,99%	Disagree
5	0%-19,99%	Strongly disagree

(Nazir M. Metode Penelitian, Ghalia Indonesia: Bogor: 2005)

**Table 3.6 Specification question for learning motivation Questionnaire**

No	Intrinsic	No. item
1.	Preference for challenge	12,
2.	Students interest	1, 2, 4, 8
3.	Independent mastery	13,
4.	Independent judgment	3, 9, 10,
5	Internal criteria for success	5, 6, 7, 11, 14,



Therefore, after distributing the questionnaire to the research sample, the researcher calculated all student's questionnaire using excel 2010 and SPSS 22 to find out the total score of the questions as effect of using CV in learning motivation.

**Table 3.7 Research Instrument**

<b>Data Needed</b>	<b>Instrument</b>
Student's listening of test	Test
Motivation	Questionnaire

Based on table 3.2 the data needed from the test was the ability of student's listening comprehension, while the data needed from the questionnaire was the student's responded to learning listening comprehension using contextual video.

## **2. Instrument Try out**

The researcher was given to try out the test instrument because it is important before the test applied to the sample of the research. The instrument tries out was administered to the C class which consists of 27 students at the State Islamic Institute of Palangka Raya. The time allocation of try out process is 60 minutes

The instrument tries out important because the result of try out was used to measure the instrument whether the test has some criteria of the qualified test or not. There are some criteria in analyzing the test instrument to know the quality of the test, such as instrument validity, instrument reliability. In this study, the researcher analyzes the quality of the test validity and reliability used

SPSS 22 and excel program. There are some procedures in carrying out the try out as follows:

- a) The researcher prepares the test instrument.
- b) The researcher arrange to try out the test instrument to the respondents.
- c) The researcher gives a score to the respondents' answer sheet.
- d) The researcher calculates the result of the test.

The researcher analyses the data obtain to know the instrument validity and instrument reliability.

### **3. Instrument Validity**

Brown (2000, p. 43) The validity of a test is the level to which it measures what it is supposed to measure and nothing else. Related to the study, the test was aimed to measure the students' listening comprehension. There are two types of validation: face validity and content validity.

#### **a) Face Validity**

Ary et al. (2010, p. 43), State that this is a subjective judgment on the degree to which a test to measure the knowledge or abilities, it claims to measure, based on the subjective judgment of an observer.

To face the validity of the test items as follows:

- 1) For listening, the tests were used objective tests in multiple-choice.
- 2) Kind of the test items consists of listening comprehension.
- 3) Language is used in English.
- 4) The researcher has used a goggle classroom or zoom application to collect the data face validity.

5) The test items are suitable with the syllabus of English listening for the third semester at the English department of IAIN Palangka Raya.

b) Content Validity

The test had content validity which is the test requires the test taker to perform the behavior that is being measured. In the study, the test aimed to measure the students' listening skills. Therefore, the test consists of a listening test. In this study, the validation of the instrument is mainly directed to content validity. Related to the listening test, the content validity is checked by examining and the test was to measure the objectives (Brown, 200, p. 44).

The researcher used listening test for students. The students in this study composed "pain" from listening test instruction, so the test really measures the listening ability. The instrument in this research was test; the testing of content validity was done by students listening.

c) Construct Validity

Heaton (1974, p. 153) State that constructs validity is a type of validity which assumes as the existence of certain learning theories or construct underlying the acquisition of abilities and skills. Since the type of test is a listening test, the form of the test is multiple choices. In this case, the test is a written test in the form of multiple-choice in order to measure the student's listening comprehension.

#### 4. Instrument Reliability

Reliability is an important characteristic of any good test. For it to be valid at all, a test must first be reliable as a measuring instrument. A test is reliable to the extent that the scores made by an individual remain nearly the same in repeat measurements. To measure the reliability of the test is with the criteria given by (Ary, 2010, p. 45).

The reliability of the test material was checked through the internal consistency of reliability. It is a measure of the degree to which items of part were homogenous or consistent with others. According to Richards (1985, p. 116) in this investigation, the internal consistency reliability was estimated through Kuder-Richard on reliability.

The formula of Kuder-Richard 20(KR-20).

Formula:

$$r_{KR20} = \frac{K}{K-1} \left( 1 - \frac{\sum PQ}{S^2} \right)$$

Where:

n :sample size for the test

k :proportion of item

p :proportion of people passing item

q :proportion of people failing item

s<sup>2</sup> :variance for the test

Σ :sum up (multiple each question's p by q).

According to Suharto (1988, p. 125) to know the reliability level of the instrument, the result of the test is interpreted to the criteria of the correlation index as follows:

0,800 – 1000 = very high reliability

0,600 – 0,799 = high reliability

0,400 – 0,599 = fair reliability

0,200 – 0,399 = poor reliability

0,000 – 0,199 = very poor reliability

#### **D. Data Collection Procedures**

The aim of this study was to measure the effect of contextual video on listening comprehension and learning motivation. To collect the data, the researcher divided the subject into two groups; the two groups were the experiment group and the control group. Both groups were given pre-test then taught the experiment group by using contextual video and control group without contextual video and gave post-test to experiment and control group. The steps of the data collection procedure are as follow:

1. The researcher observed at the third semester English Department Study Program of IAIN Palangka Raya on 02<sup>nd</sup> October 2020 (at time 09:00 – 10:30) using Zoom meeting and Whatsapp Group to the learning process.
2. The researcher determined the class into two groups, the experimental group, and the control group.
3. The researcher taught the students in the experimental group and control group about listening by using different techniques. The experimental group taught

using Contextual Video and the control group taught using the technique commonly used by previous teachers.

The treatment is done by 3 meetings.

4. The pre-test was given to both classes that would be assigned as the sample of the study. The pre-test will conducted in the third semester for the experiment class and control class.
5. The researcher gave treatment to the experiment group. Teaching English by using contextual video technique and the control group without contextual video.
6. The researcher gave the post-test for both groups after giving the treatment.
7. The researcher gave the questionnaire to the data from motivation learning after giving the treatment.
8. Collect the data, check and give the score.  
  
After giving pre-test, treatment, and post-test the researcher is collecting the data and recheck the data.
9. After giving the score, the researcher analyzed the data by using SPSS 22 to know the result from this research.
10. The researcher discussed and concluded the data.

#### **E. Normality test**

Agus Irianto (2004, p. 62) The data of population was normal if the mean same with the modus and median. It means that some scores gather in the middle position, meanwhile the frequency of average and low score how the descent that



more balance. Because of the low frequency and the high score is balance, so that the down of curve line to right and left will be balance.

Before the writer calculates the value of t-test, the researcher has to analyse the normality and homogeneity of the data. It examination of normality is need to know whether the data has been normally distributed. The researcher uses SPSS 22 to test the normality. In SPSS 22, there are two kinds of normality test: Kolmogorov Smirnov and . The criterion of SPSS:

a. If respondents  $\geq 50$ , the normality test uses Kolmogorav Smirnov.

The criterion of the hypothesis is:

H0: Significant score  $>0,05$

H1: Significant score  $<0,05$

#### **F. Homogeneity test**

According to (Ary, 2010 P. 342) Homogeneity was used to know whether experimental group and control group that were decided come from population that has relatively same variant or not. To calculate homogeneity testing the writer applied SPSS 22.

If calculation result was higher than 5 % degree significance so  $H_a$  was accepted, it means both of groups had same variant and homogeneous.

#### **G. Data Analysis Procedures**

The data analysis is the process of systematically searching. Filed notes, the other materials that accumulate to increase our understanding and possibly you to present you to find out to others (Sugiyono, 1987, p. 47).

In order to analyze the data, the study does some procedures:

1. Collected the students' Listening scores of Pre-test and Post-test.
2. Arranged the obtained score into the distribution of frequency of the score table.
3. Calculated the score from the students by using SPSS 22 program.
4. Measured the normality and homogeneity.
5. Analysed the data by using one-way analysis of variance to answer the problem of the study. In addition, the SPSS 22 program was applied.
6. Interpreted the result of analysing data.
7. The researcher made discussion to clarify the research finding.
8. Collected the student's scores questionnaire.
9. Arranged the obtained score into the distribution of the frequency of the score code in the questionnaire
10. Gave conclusion.

## **BAB IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter discusses about presentation of data, testing normality and homogeneity, testing hypothesis using One Way-Anova, testing hypothesis using SPSS program, interpretation, and discussion.

#### **A. Result of Listening Test**

##### **1. The Result of Pre-Test and Post-Test Score in Experiment group**

The pre-test at the experiment class had been conducted in A class in the third semester English Department with the number of student's was 22 students on Friday, 02<sup>th</sup> October 2020 (at time 09:00 - 11:15). Then the post-test at the experiment class had been conducted in A class in the third semester English Department with the number of students was 22 students on Friday 16<sup>th</sup> October (at time 09:00 - 11:15).

The pre-test at the control class had been given in B class at the third semester English Department with the number of students were 21 student's on Monday, 05<sup>th</sup> October 2020 (at time 07:00 – 09:15). Then the post-test at the control class had been given in B class at the third semester English Department with the number of the student were 21 students on Monday, 19<sup>th</sup> October 2020 (at time 07:00 – 09:15). In this chapter, the researcher presents the obtained data of the student's listening score and student's motivation,

experiment class which was taught using video and control class which was taught without video.

**a. Distribution of Pre-Test Score of Experimental Group**

The pre-test at the experiment class had been conducted in A class at the third semester English Department with the number of the student was 22 students on Friday, 02<sup>th</sup> October 2020 (at time 09:00-11:15). The students' pre-test scores of the experiment group were distributed in the following table in order analyse the students' background knowledge of listening comprehension before the treatment. The distribution of students' scores in the pre-test of an experiment group can be seen in the following table.

**Table 4.1 The Description of Pre-Test Scores of the Data Achieved by the Students in Experimental Group**

NO	Students Code	Students Score
1	E01	46
2	E02	69
3	E03	65
4	E04	42
5	E05	54
6	E06	73
7	E07	69
8	E08	50
9	E09	65
10	E10	62
11	E11	50
12	E12	54
13	E13	65
14	E14	69
15	E15	73
16	E16	69
17	E17	50
18	E18	65
19	E19	73
20	E20	65
21	E21	73

22	E22	77
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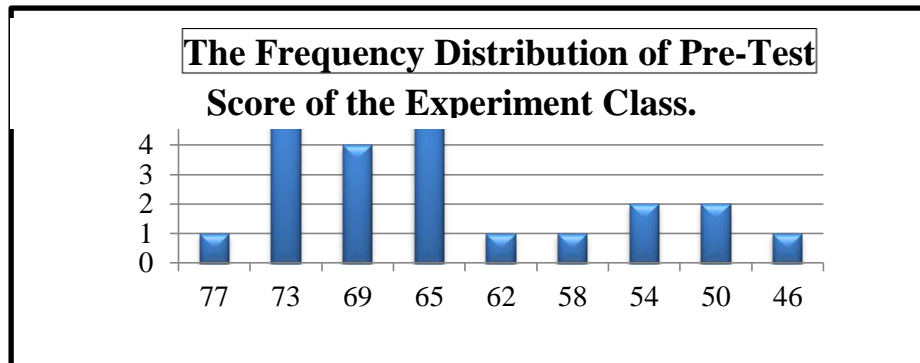
The table above describing the score of each student and shows the student who passed and failed the test. It shows there were six students who passed the test or about 24% in percentage, and there were sixteen students who failed the test or about 76% in percentage.

Based on the data above, it can be seen that the students' highest score was 77 and the students' lowest score was 46. However, based on the evaluation Standard of English Subject, there were 16 students who failed since they got 70. It meant that, most students still did not master listening comprehension.

**Table 4.2 The frequency distribution of pre-test score of the experiment class.**

NO	Score (X)	Frequency (F)	FX
1	77	1	77
2	73	5	365
3	69	4	276
4	65	5	325
5	62	1	62
6	58	1	58
7	54	2	108
8	50	2	100
9	46	1	46
TOTAL		$\sum F = 22$	$\sum FX = 1.417$

**Figure 4.1** The distribution histogram of students' pretest score can also be seen in the follow figure.



The table and figure above showed the students' pretest score of the experimental group. It could be seen that there was one student who got the score of 46. There were two students who got the score of 50. There were two students who got score of 54. There was one student who got 58 score. There was one student who got a score of 62. There were five students who got a score of 65. There were four students who got score 69. There were five students who got a score of 73. There was one student who got score 77.

In this case, many students got score under 70.

The next step the researcher calculated the scores of mean, standard deviation, and standard error using SPSS 22. program as follow:

**Table 4.3** The Table for Calculating Mean, Standard Error and Standard Deviation Pre-Test Scores of Experimental Group.

Statistics		
N	Valid	22
	Missing	0
Mean		64.41



Std. Error of Mean	1.879
Median	65.00
Mode	65 <sup>a</sup>
Std. Deviation	8.814
Variance	77.682
Skewness	-.704
Std. Error of Skewness	.491
Range	31
Minimum	46
Maximum	77
Sum	1417

Based on the table 4.3 there was the higher score pre-test of the experimental group was 77 and the lowest score was 46. The result of the mean was 64,41, the median was 65, the mode was 65, the standard error of the mean was 1.879 and the standard deviation was 8.814.

#### **b. Distribution of Post-Test Experimental Group**

The post-test at the experiment class had been conducted in A class at the third semester English Department with the number of the student was 22 students on Friday, 09<sup>th</sup> October 2020 (at time 09:00-11:15). The students' post-test scores of experiment group were distributed in the following table in order to analyze the students' background knowledge of listening comprehension before the treatment. The distribution of students' scores in the pre-test of an experiment group can be seen in the following table.

**Table 4.4 The Description of Post-Test Scores the Data Achieved in Experiment Group.**

NO	Students Code	Students Score
1	E01	77
2	E02	81
3	E03	73
4	E04	73
5	E05	65
6	E06	62
7	E07	81
8	E08	81
9	E09	77
10	E10	77
11	E11	77
12	E12	62
13	E13	73
14	E14	73
15	E15	81
16	E16	81
17	E17	81
18	E18	81
19	E19	77
20	E20	77
21	E21	77
22	E22	85

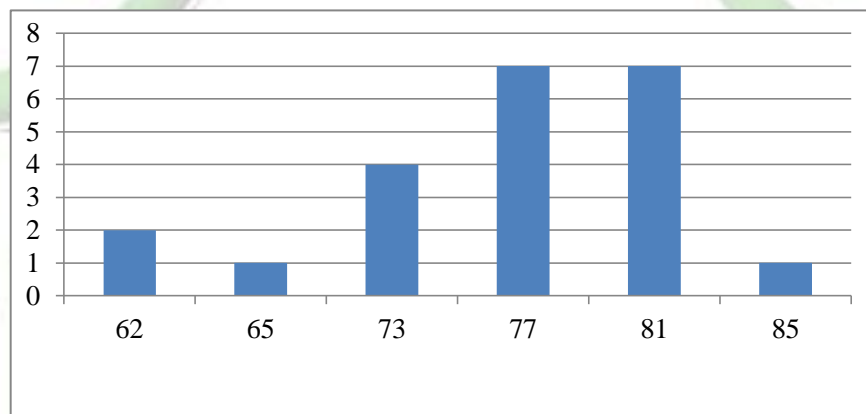
The table above was describing the score of each student and shows the student who passed and failed the test. It shows there were nineteen students who passed the test or about 85% in percentage, and there were three students who failed the test about 15% in percentage.

Based on the data above it can be seen that the students' highest score was 85 and the student's lowest score was 62. However, based on the evaluation standard of English subject, there were nineteen students who passed since they got more than 70. It means that most students master about listening comprehension and only four students still did not master it.

**Table 4.5 Frequency Distribution of The Post-Test Score Experiment Group**

NO	Score (X)	Frequency (Y)	FX
1.	62	2	124
2	65	1	65
3.	73	4	292
4.	77	7	539
5.	81	7	243
6.	85	1	85
Total		$\Sigma F = 22$	$\Sigma FX = 1.348$

**figure 4.2 The Frequency Distribution of Post-Test Score of Control Group**



Based on the figure above, it can be seen that the student's post-test score of the experiment group. There were two students who got the score of 62. There was one student one who got the score of 65. There were four students who got the score of 73. There were seven students who got the score of 77. There were seven students who got the score of 81. There was one student who got the score of 81. The next step, the researcher calculated the scores of mean, standard deviation, and standard error using SPSS. 22. Program as follow:

**Table 4.6 The Table for Calculating Mean, Standard Error and Standard Deviation Post-Test Scores of Experimental Group.**

Statistics		
N	Valid	22
	Missing	0
Mean		76.00
Std. Error of Mean		1.326
Median		77.00
Mode		77 <sup>a</sup>
Std. Deviation		6.218
Variance		38.667
Skewness		-1.158
Std. Error of Skewness		.491
Range		23
Minimum		62
Maximum		85
Sum		1672

Based on figure 4.6 above the result of the score data was 22 valid items and 0 missing. The mean was 76.00, the median was 77.00, the mode was 77, the standard error of the mean was 1.326 and the standard deviation was 6.218. the higher score post-test of the post-test of the experiment group was 85 and the lowest score was 62.

## **2. The Result of Pre-Test and Post-Test in Control Group**

The pre-test at the control class had been given in B class at the third semester English Department with the number of students was 21 students on Monday, 05<sup>th</sup> October 2020 (at time 07:00 – 09:15).

Then the post-test at the control class had been given in B class at the third semester English Department with the number of students was 21 students on Monday 11<sup>th</sup> October 2020 (at time 07:00 – 09:15).

#### a) Distribution of Pre-Test Control Group

The pre-test at the control class had been given in B class at the third semester English Department with the number of students was 21 students on Monday, 05<sup>th</sup> October 2020 (at time 07:00 – 09:15).

**Table 4.7 The Description of Pre-Test Score the Data Achieved by the Students in Control Group**

NO	Students Code	Students Score
1	C01	69
2	C02	62
3	C03	69
4	C04	62
5	C05	58
6	C06	62
7	C07	73
8	C08	69
9	C09	58
10	C10	73
11	C11	54
12	C12	73
13	C13	58
14	C14	69
15	C15	73
16	C16	62
17	C17	62
18	C18	73
19	C19	73
20	C20	81
21	C21	62

Table 4.7. Was describing the score of each student and showing the student who passed and failed the test. It shows there were fourteen students who failed the test or about 56% percentage and there were seven students who passed the test or about 44% percentage.

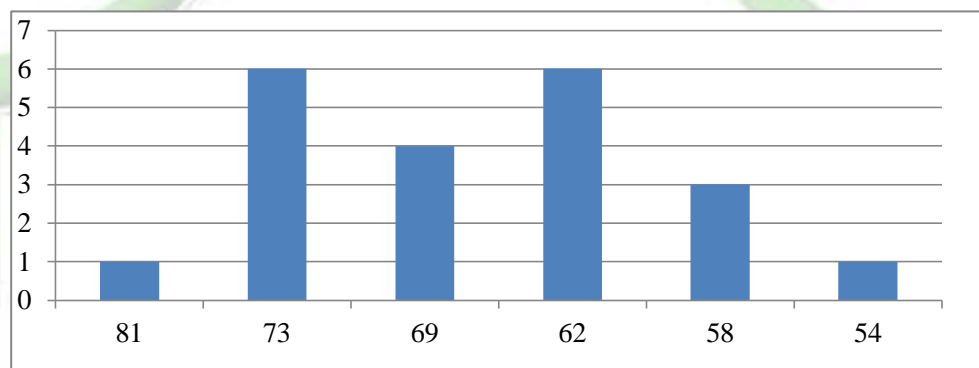
Based on the data above, it can be seen that the students' highest score was 81 and the students lowest score was 54. However, based on the

evaluation standard of English subject, there were 14 students who failed since they got fewer than 70.

**Table 4.8 The frequency distribution of pre-test score for control group.**

NO	Score (X)	Frequency	FX
1	81	1	85
2	73	6	438
3	69	4	276
4	62	6	372
5	58	3	174
6	54	1	54
Total		$\sum F = 21$	$\sum FX = 1.399$

**figure4.3 The frequency distribution of pre-test score of control group**



Based on figure 4.3 showed the pre-test score of students in the control class. It could be seen that there was one student who got the score of 54. There were three students who got a score 58. There were six students who got the score 62. There were four students who got the score 69. There were six students who got the score 73. There was one student who got the score 81. In the next step, the researcher calculated the scores of mean. Standard deviation, and standard error using SPSS.22 program as follow.



**Table 4.9 The table for calculating mean, median and modus of pre-test score for the control group**

Statistics		
N	Valid	21
	Missing	0
Mean		66.43
Std. Error of Mean		1.530
Median		69.00
Mode		62 <sup>a</sup>
Std. Deviation		7.011
Variance		49.157
Skewness		.101
Std. Error of Skewness		.501
Range		27
Minimum		54
Maximum		81
Sum		1395

Based on the table 4.9 the data was 21 valid and 0 missing. The result of the mean was 66.43, the median was 69.00, the mode was 62, the standard error of the mean was 1.530 and the standard deviation was 7.011. the higher score pre-test of the control class was 81 and the lowest score was 54.

#### **b) Distribution of Post-Test in Control Group**

Then the post-test at the control class had been given in B class at the third semester English Department with the number of students was 21 students on Monday 11<sup>th</sup> October 2020 (at time 07:00 – 09:15).

**Table 4.10 the Description of Post-Test Scores of Data Achieved by The Students in Control Group**

NO	Students Code	Students Score
1	C01	73
2	C02	73
3	C03	69
4	C04	65
5	C05	73
6	C06	73
7	C07	65
8	C08	73
9	C09	62
10	C10	73
11	C11	65
12	C12	73
13	C13	58
14	C14	69
15	C15	73
16	C16	62
17	C17	73
18	C18	73
19	C19	73
20	C20	85
21	C21	69

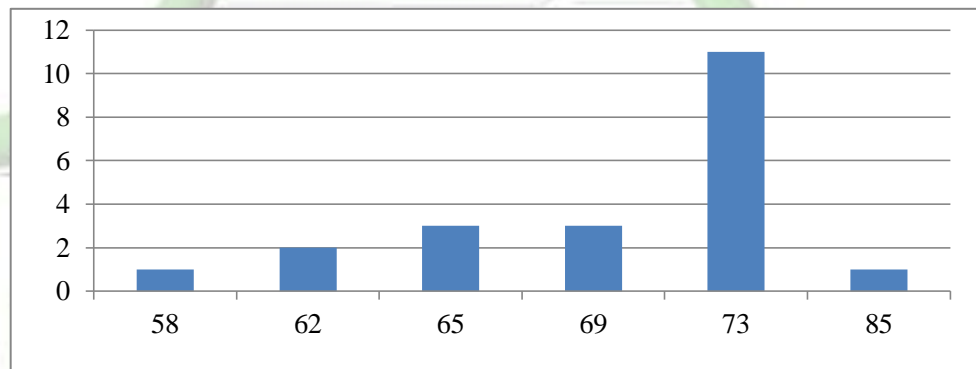
Table above was describing the score of each students' and show the students who passed and failed the test. It shows there were twelve students who passed the test or about 70% in percentage and there were nine students who failed the test or about 30% in percentage.

Based on the data above, it can be seen that the student's highest score was 85 and the student's lowest score was 58. However, based on the evaluation standard of English subject, there were twelve students who passed since they got more than 70. It means that there were most students' master listening comprehension and there were only nine students who were still not master.

**Table 4.11 Frequency Distribution of The Post-Test Score Control Group**

NO	Score (X)	Frequency (Y)	FX
1	58	1	58
2	62	2	124
3	65	3	195
4	69	3	207
5	73	11	803
6	85	1	85
Total		$\sum F = 22$	$\sum FX = 1.472$

**Figure 4.4 The Frequency Distribution of Post Test score of Control Group**



Based on figure 4.4 above, it can be seen that the student's post-test score of the control class. There was one student who got the score 58. There were two students who got the score 62. There were three students who got the score 65. There were three students who got the score 69. There were eleven students who got the score 73. There were one student who got the score 85. In The next step, the researcher calculated the scores of mean, median, and modus as follow:

**Table 4.12 The Table for Calculating Statistic of Post-Test Scores of Control Group**

Statistics		
N	Valid	21
	Missing	0
Mean		70.10
Std. Error of Mean		1.267
Median		73.00
Mode		73
Std. Deviation		5.804
Variance		33.690
Skewness		.099
Std. Error of Skewness		.501
Range		27
Minimum		58
Maximum		85
Sum		1472

Based on table 4.12 the data was 21 valid and 0 missing. The result of the mean was 70.10, the median was 73.00, the mode was 73, the standard error of the mean was 1.267 and the standard deviation was 5.804. The higher score post-test of the control group was 85 and the lowest score was 58.

### 3. Validity and Reliability

#### a) Validity

In this study, the researcher calculated validity and Reliability of try out Using SPSS Program 22.

**Table 4.13 validity result of try out**

No	Item	Value	Critical value	Validity
1	Item 1	0,082	0,373	Tidak Valid
2	Item 2	0,735	0,373	Valid

3	Item 3	0,707	0,373	Valid
4	Item 4	0,843	0,373	Valid
5	Item 5	0,973	0,373	Valid
6	Item 6	0,970	0,373	Valid
7	Item 7	0,538	0,373	Valid
8	Item 8	0,961	0,373	Valid
9	Item 9	0,986	0,373	Valid
10	Item 10	0,979	0,373	Valid
11	Item 11	0,973	0,373	Valid
12	Item 12	0,985	0,373	Valid
13	Item 13	0,785	0,373	Valid
14	Item 14	0,980	0,373	Valid
15	Item 15	0,982	0,373	Valid
16	Item 16	0,977	0,373	Valid
17	Item 17	0,990	0,373	Valid
18	Item 18	0,991	0,373	Valid
19	item 19	0,990	0,373	Valid
20	Item 20	0,991	0,373	Valid
21	Item 21	0,992	0,373	Valid
22	Item 22	0,986	0,373	Valid
23	Item 23	0,990	0,373	Valid
24	Item 24	0,986	0,373	Valid
25	Item 25	0,992	0,373	Valid
26	Item 26	0,495	0,373	Valid

Based on validity result using SPSS 22 program validity item for try out, there was one item un-valid. So the total items are 26 items.

The try out data was taken on September 23<sup>th</sup> 2020 C class in the third semester English Department of IAIN Palangka Raya.

#### **b) Reliability of Try Out**

In this study, the researcher calculated reliability of the try out through Kuder-Ricardson 20 on reliability test.

Formula:

$$r_{KR20} = \frac{K}{K-1} \left( 1 - \frac{\sum PQ}{S^2} \right)$$

Where:

n :sample size for the test

k :proportion of item

p :proportion of people passing item

q :proportion of people failing item

$s^2$  :variance for the test

$\Sigma$  :sum up (multiple each question's p by q).

$$r_{KR20} = \frac{k}{k-1} = \left(1 - \frac{\Sigma pq}{s^2}\right)$$

$$r_{KR20} = \frac{26}{26-1} \left(1 - \frac{3,8885}{2,39}\right)$$

$$r_{KR20} = 1,04 (0,626)$$

$$r_{KR20} = 0,652$$

Based on the data above was describing the score of the test reliability try out using Kuder-Ricardson 20 was  $0,625 > 0,373$ . It means the test was reliable.

#### 4. The result of Questionnaire

**Table 4.14 Results of Questionnaire**

No	SCALE					Total	M	MD N	M D	SD
	SD=1	D=2	N=3	A=4	SA=5					
1	3 (13.6%)	0 (0%)	2 (9.1%)	7 (31.8%)	10 (45.5%)	87	3,95	4,00	5	1.361
2	0 (0%)	0 (0%)	0 (0%)	9 (40.9%)	13 (50.1%)	101	4,59	5,00	5	0.503
3	0 (0%)	1 (4.5%)	2 (9.1%)	4 (18.1%)	15 (68.2%)	97	4,40	5,00	5	0.959
4	0 (0%)	0 (0%)	0 (0%)	6 (27.3%)	16 (72.7%)	104	4,72	5,00	5	0.455
5	0 (0%)	0 (0%)	1 (4.5%)	8 (36.4%)	13 (59.1%)	100	4,54	5,00	5	,595



6	0 (0%)	0 (0%)	1 (4.5%)	9 (40.9%)	12 (54.6%)	99	4,50	5,00	5	,597
7	0 (0%)	0 (0%)	1 (4.5%)	5 (22.7%)	16 (72.7%)	103	4,68	5,00	5	,567
8	0 (0%)	0 (0%)	0 (0%)	6 (27.3%)	16 (72.7%)	104	4,72	5,00	5	,455
9	0 (0%)	0 (0%)	1 (4.5%)	4 (27.3%)	15 (68.2%)	102	4,63	5,00	5	,581
10	0 (0%)	0 (0%)	0 (0%)	3 (13.6%)	19 (86.4%)	107	4,86	5,00	5	,351
11	0 (0%)	0 (0%)	0 (0%)	13 (59.1%)	9 (40.9%)	97	4,40	4,00	4	,503
12	0 (0%)	0 (0%)	1 (4.5%)	3 (13.6%)	18 (81.8%)	63	4,77	5,00	5	,528
13	0 (0%)	0 (0%)	3 (13.6%)	1 (4.5%)	18 (81.8%)	103	4,68	5,00	5	,716
14	0 (0%)	0 (0%)	0 (0%)	9 (40.9%)	13 (59.1%)	101	4,59	5,00	5	,503

It was apparent from the table above that the students response of motivation at the third semester English Department Study Program of IAIN Palangka Raya.

**Table 4.15 results of questionnaire**

No	Statement	Scale					Total
		SD=1	D=2	N=3	A=4	SA=5	
1	I am motivated to listen attentively in class	(3) 13.6%	(0) 0%	(2) 9.1%	(7) 31.8%	(10) 45.5%	(22) 100%
2	I am motivated to listen to audio and watch TV and video in English out of class	(0) 0%	(0) 0%	(0) 0%	(9) 40.9%	(13) 59.1%	(22) 100%
3	I listen at home in English only homework	(0) 0%	(1) 4.5%	(4) 18.2%	(2) 9.1%	(15) 68.2%	(22) 100%

4	I like listening to song, TV and radio programs in English	(0) 0%	(0) 0%	(0) 0%	(6) 27.3%	(16) 72.7%	(22) 100%
5	I regularly practice listening to pass the English (to get a high grade in English).	(0) 0%	(0) 0%	(1) 4.5%	(8) 36.4%	(13) 59.1%	(22) 100%
6	I practice listening because I need listening skill in my future job	(0) 0%	(0) 0%	(1) 4.5%	(9) 40.9%	(12) 54.5%	(22) 100%
7	I listen to TV programs, videos on internet in English to develop my general knowledge.	(0) 0%	(0) 0%	(1) 4.5%	(5) 22.7%	(16) 72.7%	(22) 100%
8	For me listening is one of the best ways to learn language	(0) 0%	(0) 0%	(0) 0%	(6) 27.3%	(16) 72.7%	(22) 100%
9	Listening exercise is one of the most enjoyable English lesson activities.	(0) 0%	(0) 0%	(1) 4.5%	(6) 27.3%	(15) 68.2%	(22) 100%
10	I believe that listening skill is one of the most important language skill	(0) 0%	(0) 0%	(0) 0%	(3) 13.6%	(19) 86.4%	(22) 100%

11	I am afraid of failing the listening part of language certificate exam. This is why I practice listening whenever I can	(0) 0%	(0) 0%	(0) 0%	(13) 59.1%	(9) 40.9%	(22) 100%
12	I realize the difficulty of listening exam. This is why I pay much attention to listening skills.	(0) 0%	(0) 0%	(1) 4.5%	(3) 13.6%	(18) 81.8%	(22) 100%
13	Development of listening skills is more enjoyable for me than the other skills (writing reading, speaking)	(0) 0%	(0) 0%	(3) 13.6%	(1) 4.5%	(18) 81.8%	(22) 100%
14	I want to study in English abroad, that's why I pay much attention to listening.	(0) 0%	(0) 0%	(0) 0%	(9) 40.9%	(13) 59.1%	(22) 100%

**Table 4.16 Students motivation item 1**

Item 1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	13,6	13,6	13,6
	Neutral	2	9,1	9,1	22,7
	Agree	7	31,8	31,8	54,5
	Strongly agree	10	45,5	45,5	100,0
	Total	22	100,0	100,0	

Item 1”I am motivated to listen attentively in class”. There were 3 students who chose option Strongly Disagree (13,6%). There were 2 students who chose option Neutral (9,1%). There were 7 students who chose option Agree (31,8%). There were 10 students who chose Strongly Agree (45,5%). The calculation of analysis students motivation item 1 was 80% with the categorized strongly agree.

**Table 4.17 Students motivation item 2**

Item 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	40,9	40,9	40,9
	Strongly Agree	13	59,1	59,1	100,0
	Total	22	100,0	100,0	

Item 2”I am motivated to listen to audio and watch TV and video in English out of class”. There were 9 students who chose option Agree (40,9%). There were 13 students who chose Strongly Agree (59,1%). The calculating student’s motivation item 2 was 92% with the categorized strongly agree.

**Table 4.18 Students motivation item 3**

Item 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	4,5	4,5	4,5
	Neutral	4	18,2	18,2	22,7
	Agree	2	9,1	9,1	31,8
	Strongly agree	15	68,2	68,2	100,0
	Total	22	100,0	100,0	

Item 3 "I listen at home in English only homework". There was 1 students who chose option Disagree (4,5%). There were 4 students who chose option Neutral (18,2%). There were 2 students who chose option Agree (9,1%). There were 15 students who chose Strongly Agree (62,2%). The calculating student's motivation item 3 was 88% with the categorized strongly agree.

**Table 4.19 Students motivation item 4**

Item 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	27,3	27,3	27,3
	Strongly agree	16	72,7	72,7	100,0
	Total	22	100,0	100,0	

Item 4 "I like listening to song, TV and video program in English". There were 6 students who chose option Agree (27,3%). There were 16 students who chose Strongly Agree (72,7%). The calculating student's motivation item 4 was 94% with the categorized strongly agree.

**Table 4.20 Students motivation item 5**

Item 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	4,5	4,5	4,5
	Agree	8	36,4	36,4	40,9
	Strongly agree	13	59,1	59,1	100,0
	Total	22	100,0	100,0	

Item 5” I regularly practice listening to pass the English (to get a high grade in English)”. There was 1 student who chose option Neutral (4,5%). There were 8 students who chose option Agree (36,4%). There were 13 students who chose Strongly Agree (59,1%). The calculating student’s motivation item 5 was 92% with the categorized neutral.

**Table 4.21 Students motivation item 6**

Item 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	4,5	4,5	4,5
	Agree	9	40,9	40,9	45,5
	Strongly agree	12	54,5	54,5	100,0
	Total	22	100,0	100,0	

Item 6” I practice listening because I need listening skill in my future job”. There was 1 student who chose option Neutral (4,5%). There were 9 students who chose option Agree (40,9%). There were 12 students who chose Strongly Agree (54,5%). The calculating student’s motivation item 6 was 90% with the categorized strongly agree.

**Table 4.22 Students motivation item 7**

Item 7					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	neutral	1	4,5	4,5	4,5
	Agree	5	22,7	22,7	27,3
	Strongly agree	16	72,7	72,7	100,0
	Total	22	100,0	100,0	



Item 7” I listen to TV programs, videos on internet in English to develop my general knowledge”. There was 1 student who chose option Neutral (4,5%). There were 5 students who chose option Agree (22,7%). There were 16 students who chose Strongly Agree (72,7%). The calculating student’s motivation item 7 was 94% with the categorized strongly agree.

**Table 4.23 Students motivation item 8**

Item 8					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	27,3	27,3	27,3
	Strongly agree	16	72,7	72,7	100,0
	Total	22	100,0	100,0	

Item 8” For me listening is one of the best ways to learn language”. There were 6 students who chose option Agree (27,3%). There were 16 students who chose Strongly Agree (72,7%). The calculating student’s motivation item 8 was 95% with the categorized strongly agree.

**Table 4.24 Students motivation item 9**

Item 9					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	4,5	4,5	4,5
	Agree	6	27,3	27,3	31,8
	Strongly agree	15	68,2	68,2	100,0
	Total	22	100,0	100,0	

Item 9” Listening exercise is one of the most enjoyable English lesson activities”. There was 1 student who chose option Neutral (4,5%). There were 6 students who chose option Agree (27,3%). There were 15 students who chose Strongly Agree (68,2%). The calculating students motivation item 9 was 93% with the categorized strongly agree.

**Table 4.25 Students motivation item 10**

Item 10					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	3	13,6	13,6	13,6
	Strongly agree	19	86,4	86,4	100,0
	Total	22	100,0	100,0	

Item 10” I believe that listening skill is one of the most important language skill”. There were 3 students who chose option Agree (13,6%). There were 19 students who chose Strongly Agree (86,4%). The calculating student’s motivation item 10 was 97% with the categorized strongly agree.

**Table 4.26 Students motivation item 11**

Item 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	13	59,1	59,1	59,1
	Strongly agree	9	40,9	40,9	100,0
	Total	22	100,0	100,0	

Item 11” I am afraid of failing the listening part of language certificate exam. This is why I practice listening whenever I can”. There were 13 students

who chose option Agree (59,1%). There were 9 students who chose Strongly Agree (40,9%). The calculating students motivation item 11 was 88% with the strongly agree.

**Table 4.27 Students motivation item 12**

Item 12					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	4,5	4,5	4,5
	Agree	3	13,6	13,6	18,2
	Strongly agree	18	81,8	81,8	100,0
	Total	22	100,0	100,0	

Item 12” I realize the difficulty of listening exam. This is why I pay much attention to listening skills”. There was 1 student who chose option Neutral (4,5%). There were 3 students who chose option Agree (13,6%). There were 18 students who chose Strongly Agree (81,8%). The calculating students motivation item 12 was 96% with the strongly agree.

**Table 4.28 Students motivation item 13**

Item 13					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	13,6	13,6	13,6
	Agree	1	4,5	4,5	18,2
	Strongly agree	18	81,8	81,8	100,0
	Total	22	100,0	100,0	

Item 13” Development of listening skills is more enjoyable for me than the other skills (writing reading, speaking)”. There were 3 students who chose

option Neutral (13,6%). There was 1 student who chose option Agree (4,5%). There were 18 students who chose Strongly Agree (81,8%). The calculating students motivation item 13 was 94% with the categorized agree.

**Table 4.29 Students motivation item 14**

Item 14					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	9	40,9	40,9	40,9
	Strongly agree	13	59,1	59,1	100,0
	Total	22	100,0	100,0	

Item 14” I want to study in English abroad, that’s why I pay much attention to listening.”. There were 9 students who chose option Agree (40,9%). There were 13 students who chose Strongly Agree (59,1%). The calculating student’s motivation item 14 was 92% with the categorized strongly agree.

## **B. Research Findings**

### **1. Testing Normality and Homogeneity**

One of the requirements design was the test of the normality assumption. Agus Irianto (2004, p. 62), the data of population will be normal if the mean same with the modus and median. It means that some of the scores gather in the middle position, meanwhile the frequency of average and low score show the descent that more balance. Because of the low score frequency and the high score is balances, so that the down of curve line to right and left will be a balance.

Because of that, the researcher used SPSS 22 to measure the normality of the data.

#### a) Testing Normality

In this study, researcher use one sample Kolmogorov smirnov test to test the normality.

**Table 4.30 The Normality of Pre-Test and Post-Test of Experimental Group Using SPSS 22**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		22
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	8,45728031
Most Extreme Differences	Absolute	,145
	Positive	,098
	Negative	-,145
Kolmogorov-Smirnov Z		,682
Asymp. Sig. (2-tailed)		,741
a. Test distribution is Normal.		
b. Calculated from data.		

The criteria of normality test, pre-test and post-test are if the value of (probability value/critical value) was higher than equal to the level of significance alpha defined ( $r = \alpha$ ), it means that the distribution was normal. Based on the calculation using SPSS 22 above, the value of  $r$  (probability value/critical value) from pre-test and post-test of the experiment group in the Kolmogorov-Smirnov table was higher than the level of significance alpha used or  $r = 0.741 > 0.05$ . So, the distribution is normal. It means that the student's score of the pre-test and post-test had a normal distribution.

**Table 4.31 The Normality of Pre-Test and Post-Test of Control Group Using SPSS**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		21
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	5,37832813
Most Extreme Differences	Absolute	,163
	Positive	,163
	Negative	-,143
Kolmogorov-Smirnov Z		,748
Asymp. Sig. (2-tailed)		,630
a. Test distribution is Normal.		
b. Calculated from data.		

The criteria of normality test, pre-test and post-test is if the value of (probability value/critical value) was higher than equal to the level of significance alpha defined ( $r = \alpha$ ), it mean that, the distribution was normal. Based on the calculation using SPSS 22 above, the value of r (probability value/critical value) from pre-test and post-test of the control group in Kolmogrov-Smirnov table was higher than level of significance alpha used or  $r = 0.630$ . So, the distribution is normal. It means that the student's score of in pre-test and post-test had a normal distribution.

**b) Testing homogeneity**

In this study, the researcher used Levene Test Statistic to test the homogeneity of variance.

**Table 4.32 the Homogeneity of Pre-Test Experimental Group and Control Group Using SPSS.22**

	Levene Statistic	df1	df2	Sig.
--	------------------	-----	-----	------



Based on Mean	.438	1	41	.512
Based on Median	.264	1	41	.610
Based on Median and with adjusted df	.264	1	38.756	.610
Based on trimmed mean	.307	1	41	.582

The criteria of homogeneity test, pre-test of experiment group and pre-test of the control group was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined ( $r = a$ ), it means that the distribution was homogeneity. Based on the calculation using SPSS 22 above the value of (probability value/critical value) from pre-test of experiment group and pre-test of the control group on the homogeneity of variances in sig column is known that p-value was 0.582. The data in this study fulfilled homogeneity since the p-value is higher  $0.582 > 0.05$ .

**Table 4.33 The Homogeneity of Post-Test Experimental Group and Control Group Using SPSS.22**

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
	Based on Mean	.022	1	41	.882
	Based on Median	.024	1	41	.878
	Based on Median and with adjusted df	.024	1	40.563	.878
	Based on trimmed mean	.002	1	41	.969

The criteria of homogeneity test, post-test of experiment group and post-test of the control group was if the value of (probability value/critical

value) was higher than or equal to the level of significance alpha defined ( $r = a$ ), it means that the distribution was homogeneity. Based on the calculation using SPSS 22 above, the value of (probability value/critical value) from post-test of the experimental group and post-test control group on homogeneity of variances in sig column is known that p-value 0.969. The data in this study fulfilled homogeneity since the p-value is higher  $0.969 > 0.05$ .

## 2. Testing Hypothesis Using One-Way ANOVA

The researcher used one-way ANOVA to test the hypothesis with a significance level  $\alpha 0.05$ . The researcher used SPSS 22 program to test the hypothesis using one-way ANOVA. The criteria of  $H_0$  is accepted when F value  $\leq$  F table and the  $H_0$  is refused when F value  $\geq$  F table. Then the criteria  $H_a$  is accepted when F value  $\geq$  F table, and  $H_a$  is refused when F value  $\leq$  F table. Or the criteria of  $H_0$  was accepted when the significance value  $\geq 0.05$ , and  $H_0$  was refused when the significant value  $\leq 0.05$ . The result of the test using SPSS 22 program could be seen as follow:

**Table 4.34 Uji One -way ANOVA**

ANOVA					
students result					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12433.431	2	6216.716	104.245	.000
Within Groups	3279.948	55	59.635		
Total	15713.379	57			

Based on the SPSS 22 statistic program calculation, the result showed that degree of freedom between group (DFb) = 2 and degree of freedom within

To know that there are different significant among groups, researcher needs to test the hypothesis. Because ANOVA only to know that there was significant differences among groups. Not to know where the differences among groups. To answer the research problems and test the hypothesis, the researcher applied Post-Hoc Test.

Multiple Comparisons						
Dependent Variable: students result						
Tukey HSD						
(I) class	(J) class	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Listening comprehension by CV	1.Listening comprehension by CV	-13.364 <sup>*</sup>	2.328	.000	-18.97	-7.76
	2.motivation	-38.078 <sup>*</sup>	2.640	.000	-44.44	-31.72
Listening comprehension by CV	1.Listening comprehension by CV	13.364 <sup>*</sup>	2.328	.000	7.76	18.97
	2.Motivation	-24.714 <sup>*</sup>	2.640	.000	-31.07	-18.35
Motivation	1.Listening comprehension by CV	38.078 <sup>*</sup>	2.640	.000	31.72	44.44
	2.Learning motivation	24.714 <sup>*</sup>	2.640	.000	18.35	31.07

\*. The mean difference is significant at the 0.05 level.

The criteria of  $H_0$  is accepted when the significant value is higher than alpha ( $\alpha$ ) (0,05), and  $H_0$  is refused when the significant value is lower than alpha ( $\alpha$ ) (0,05).

- a. First, based on the calculation above SPSS 22 program statistic of Pos Hoc Test. Experimental group of listening comprehension showed the a significant value (0.00) was lower than the alpha (0.05). it means that there was a significant effect of Contextual Video and LM on students listening comprehension. Thus,  $H_a$  that state using Contextual Video and LM in learning listening comprehension gives significant effect for experimental class in listening comprehension at the third semester English Department Study Program of IAIN Palaangka Raya was accepted and  $H_0$  that state using Contextual Video and LM in learning activity does not give significant effect at the Third Semester English Department Study Program of IAIN Palangka Raya was rejected.
- b. Second, on the calculation above based on SPSS 22 program statistic of Pos Hoc Test, students listening comprehension by Contextual Video with motivation show the sig (0.00) it is lower than alpha (0.05). it means that there was a significant effect of CV and LM on students listening comprehension ability at the Third Semester English Department Study Program of IAIN Palangka Raya was accepted and  $H_0$  was rejected.
- c. Third, on the calculation above based on SPSS 22 program statistic of Pos Hoc Test, learning using Video and learning motivation gives an effect on students listening comprehension show significant value (0.00) it was lower than

alpha(0.05). it means that there was a significant effect of using Contextual Video and LM on listening comprehension. Therefore,  $H_a$  state contextual video and learning motivation give a significant effect on students listening comprehension at the Third semester English Department Study Program of IAIN Palangka Raya was accepted, and  $H_o$  state that using contextual video and learning motivation does not give an effect on students listening comprehension at the Third Semester English Department Study Program of IAIN Palangka Raya.

### **3. Interpretation of the Result**

Based on the result of the research, the researcher interpreted that:

1. Teaching listening comprehension using Video was more effective on student's listening ability than teaching listening without giving the Video in listening class. It was shown that the result showed a significant value was lower than alpha (0,00 lower than  $\leq 0,05$ ).
2. Teaching using video in the learning activity was more effective on student's motivation than teaching listening without using video in the learning activity. It was shown that the result showed a significant value lower than alpha (0,00 lower  $\leq 0,05$ ).
3. Teaching using video in learning activity was more effective on student's listening comprehension and learning motivation than teaching listening without using video in learning activity. It was shown that the result showed significant value lower than alpha (0,00 lower  $\leq 0,05$ ).

### C. Discussion

The finding confirmed that teaching using Video in the learning activity was more effective on student's listening comprehension and learning motivation than teaching listening without using Video in learning activity. It was shown that the result of the pre-test and post-test. Showed significant value was lower than alpha ( $0,00 \text{ lower} \leq 0,05$ ).

The finding was supported by Kamilah (2013, p. 1260). She found the results of this study revealed that Contextual video yielded a significant effect on students' listening ability. It was also supported by other researchers again from Tavakoli & A'lipour (2013) Investigating the effect of video materials on testing foreign language learners' listening performance. This study attempted to capture the possible effect of using video materials in testing listening comprehension especially for L2 learners. The result of the data analysis revealed that integration of visual materials into testing listening may help comprehension.

Based on the data analysis that showed using video given effect on listening comprehension at the third semester students of English Department at IAIN Palangka Raya. it can be seen from the mean scores between pretest and posttest of the experiment class. The mean scores of posttest reached higher score than the mean score of pretest ( $76.00 > 64.41$ ). It indicated that the students' scores increased after conducting treatment. So the conclusion is teaching listening by using contextual video given significant effect on students listening comprehension ability.



Although the experimental shows a successful result, the researcher conclude students learning motivation based on student's perception on their questionnaire. The finding was supported by Abdullaive and Matyazova (2020) using audio and video materials for developing listening. The result of this study the use of audio and video materials develop listening comprehension effective and enhances students listening comprehension ability due to combination of visual image and sound with stimulate student's perceptions. So that, it same with my questionnaire about "I am motivated to listen to audio and watch TV and video in English out of class". The most highest motivation is intrinsic motivation with the point 92%. It means the questionnaire categorized is strongly agree.

From the data above, it can be known that teaching by using (CV) gave significant effects in improving students' English listening skill. The students more interested in receiving listening using contextual video strategy. The researcher concluded based on the students' perception on their questionnaire between intrinsic. The most highest motivation is intrinsic with the point 92%. It means questionnaire categorizes is strongly agree.



## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the researcher would like to give conclusion and some suggestion based on the result of study, as follow:

#### A. Conclusion

Based on the research findings, the researchers concluded that:

Teaching listening comprehension using video was more effective on student's listening ability than teaching listening without giving the video in a listening class. It was shown that the result showed a significant value was lower than alpha (0,00 lower than  $\leq 0,05$ ).

Teaching using video in learning activity was more effective on student's motivation than teaching listening without using video in the learning activity. It was shown that the result showed significant value was lower than alpha (0,00 lower  $\leq 0,05$ ).

Teaching using video in learning activity was more effective on student's listening comprehension and learning motivation than teaching listening without using video in learning activity. It was shown that the result showed a significant value lower than alpha (0,00 lower  $\leq 0,05$ ).

The result of the analysis showed that there was a significant effect of using contextual video on listening comprehension ability and learning motivation at the third semester English Department Study Program of IAIN Palangka Raya.

The students who were taught using contextual video on listening comprehension ability got higher scores in pre-test and post-test with mean (64.41) and (76.00), than those students were taught without contextual video on listening comprehension ability with mean ( 66.43) and (70.10) in listening comprehension ability. Moreover, after the data calculated using ANOVA with  $\alpha$  5% level of significance. It was found that the  $f_{\text{observed}}$  was higher than  $f_{\text{table}}$  with  $\alpha=0.05$ .

## **B. Suggestions**

In line with the conclusion, the researcher wants to purpose some suggestion for the students, English teachers and the next researcher as follow:

### **1. For the Students**

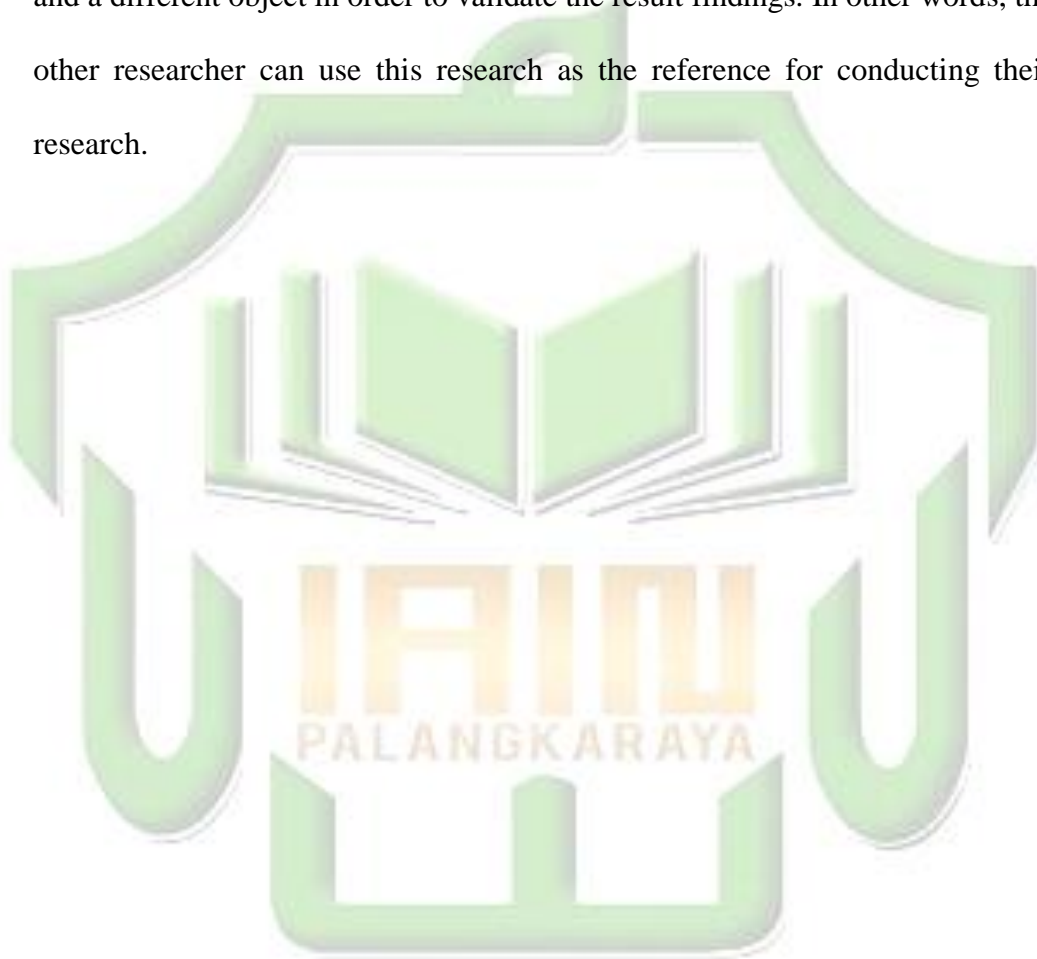
For students, it is clear that contextual video as a visual media has the potential to be used very useful for education. It could help students to comprehend English as a foreign language. Therefore, the researcher recommended to the students to practice their English as much as possible in or out of the class. And also, the researcher recommended to students could use visual media or other visual aid in language learning.

### **2. For English Teacher**

The teacher must pay attention to the students of level problem in learning English, and student's strategy in learning English. Especially, teaching English on listening comprehension. The teacher has to be able to use the strategy in their teaching-learning process in order for the student's to understand the learning.

### 3. For the next researcher

In this study, the researcher recommended for the other researcher who wants to conduct the study related to the teaching method especially in listening comprehension with other interesting strategy and the method on other grades, and the other researcher can improve this study with better design and a different object in order to validate the result findings. In other words, the other researcher can use this research as the reference for conducting their research.



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