

**THE EFFECTIVENESS OF USING “FUN ENGLISH”,
AN AUDIO VISUAL MEDIA IN TEACHING LISTENING
VIEWED FROM STUDENTS’ HABIT OF
LISTENING TO ENGLISH SONGS**

(An Experimental Study at SMK PPS 1 Ngawi in The Academic Year of 2011/2012)

A Thesis



By

MUQROBIN
S891008056

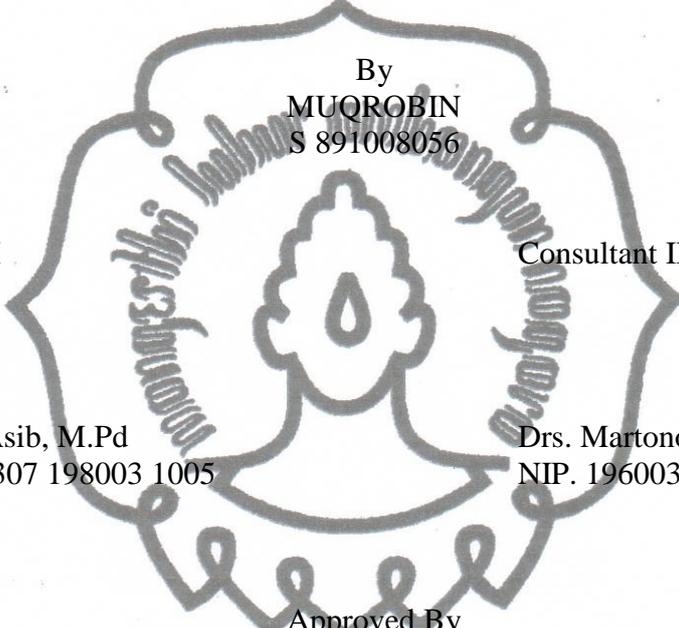
Written to Fulfil One of the Requirements for Getting the Graduate Degree
in English Education

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GRADUATE SCHOOL
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2012**

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APPROVAL PAGE

This thesis entitled “THE EFFECTIVENESS OF USING “FUN ENGLISH” AN AUDIO VISUAL MEDIA IN TEACHING LISTENING VIEWED FROM STUDENTS’ HABIT OF LISTENING TO ENGLISH SONGS (An Experimental Study at SMK PPS 1 Ngrambe Ngawi in the Academic Year of 2011/2012)”, has been approved by the consultants on.....



By
MUQROBIN
S 891008056

Consultant I

Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1005

Consultant II

Drs. Martono, M.A
NIP. 196003011988031004

Approved By
The Head of English Education Department Graduate School
Sebelas Maret University Surakarta

Dr. Abdul Asib, M.Pd
NIP. 19520307 198003 1005

LEGITIMATION OF EXAMINERS

THE EFFECTIVENESS OF USING “FUN ENGLISH”, AN AUDIO VISUAL MEDIA IN TEACHING LISTENING VIEWED FROM STUDENTS’ HABIT OF LISTENING TO ENGLISH SONGS

(An Experimental Study at SMK PPS 1 Ngrambe in the Academic Year of 2011/2012)”

By:

Mugrobin

S891008056

This thesis has been examined by the Board of Examiners of English Education Department, Graduate School of Sebelas Maret University on July 25th, 2012.

The Board of Examiners:

1. Chairman:

Dra. Dewi Rochsantiningsih, M.Ed, Ph.D

NIP. 19600918 198702 2 001

2. Secretary:

Dr. Ngadiso, M.Pd

NIP.19621231 198803 1 009

3. First Examiner :

Dr. Abdul Asib, M.Pd.

NIP. 19520307 198003 1 005

4. Second Examiner :

Drs. Martono, M.A.

NIP. 19600301 198803 1 004

Legalized by,
The Director of Graduate School
of Sebelas Maret University

The Head of English Education
Department of Graduate Program
of Sebelas Maret University

Prof. Dr. Ir. Ahmad Yunus, M.S.
NIP. 19610717 19860 1 1001

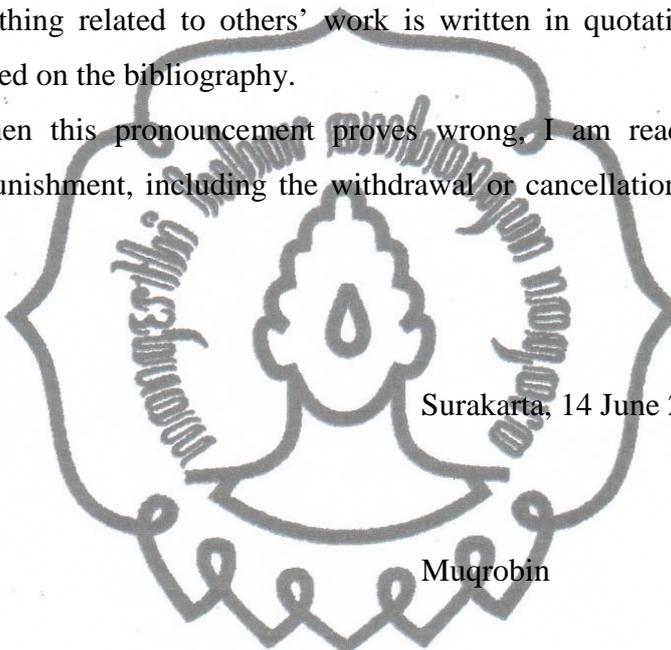
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Dr. Abdul Asib, M.Pd.
NIP. 19520307 198003 1 005

PRONOUNCEMENT

This is to certify that I myself write this thesis, entitled THE EFFECTIVENESS OF USING “FUN ENGLISH”, AN AUDIO VISUAL MEDIA IN TEACHING LISTENING VIEWED FROM STUDENTS’ HABIT OF LISTENING TO ENGLISH SONGS (An Experimental Study at SMK PPS 1 Ngrambe in the Academic Year of 2011/2012)”, It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography.

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Muqrobin

ABSTRACT

Muqrobin, S891008056. **The Effectiveness of Using “Fun English”, An Audio Visual Media in Teaching Listening Viewed from Students’ Habit of Listening to English Songs** (An Experimental Study at SMK PPS 1 Ngrambe in the Academic Year of 2011/2012)”, A Thesis. English Education Department, Graduate School, Sebelas Maret University, Surakarta. Advisor 1: Dr. Abdul Asib, M.Pd. Advisor 2: Drs. Martono, M.A.

The objectives of research are to find out whether: (1) using video “Fun English” is more effective than using Audiotape to teach listening at SMK PPS 1 Ngawi in the academic year of 2011/2012; (2) the students who have good habit of listening to English songs have better listening comprehension than those who have bad habit of listening to English songs at SMK PPS 1 Ngawi in the academic year of 2011/2012; and (3) there is an interaction between teaching media and students’ habit of listening to English songs in teaching listening comprehension at SMK PPS 1 Ngawi in the academic year of 2011/2012.

Related to the aims of the research, an experimental method was carried out in SMK PPS 1 Ngawi. The population was the students of the eleventh grade which consisted of three classes; each class consisted of 38 students. The sample from two classes was taken by using cluster random sampling. To determine experimental and control class the researcher made a rank list from those two classes and then made a lot for each rank for the experimental class and control class. The experimental group was taught by using Video “Fun English”, while the control group was taught using audiotape. The instrument for collecting the data on students’ habit of listening to English songs was a close typed questionnaire, while the instrument for collecting data of listening test was a multiple choice test. Before the instruments were used, a tryout had been administered to know the validity and reliability of the instruments. The validity of the questionnaire and the listening test was analyzed with the Biserial Point Correlation formula. And then, to know the reliability of the questionnaire the writer used Alpha Formula, while for the reliability of the listening test was measured by using KR_{21} formula. Based on that formula, it was found that all of 46 items in the students’ habit of listening to English songs questionnaire were valid on a critical value ($N=39$) of .312. Forty five (45) items of listening test were also valid. Then, it was found out that the data were in normal distribution and homogeneous based on the normality testing and homogeneity testing. The writer analyzed the listening test scores of students who had good and bad habit of listening to English songs in the experimental and control groups. Multifactor Analysis of Variance (ANOVA) and Tukey test were applied with the level of significance $\alpha = 0.05$.

Based on the result of data analysis, it can be concluded that the research findings are: (1) video “Fun English” is more effective than audiotape in teaching listening; (2) the students having good habit of listening to English songs have better listening comprehension than those who have bad habit of listening to English songs; and (3) there is an interaction between teaching media and students’ habit of listening to English songs in teaching listening. Based on the

research findings above, it can be concluded that video “Fun English” is proved as an effective media to teach listening for the eleventh grade students of SMK PPS 1 Ngawi in the academic year of 2011/2012. The effectiveness is affected by students’ habits of listening to English songs.

Therefore, it is recommended that: (1) teachers apply video “Fun English” in teaching listening ; (2) to promote students’ listening comprehension, a teacher should know the level of students’ listening habit to English songs before using video “Fun English” ; and (3) future researchers may conduct the same kind of research with different sample and condition.

Key term: Video “Fun English”, Audiotape, Students’ Habit of Listening to English songs.



MOTTO

*Everyone worketh after his disposition, and your Lord is the Best Knower of him who is
best guided on the Way
(The Holy Quran, Al Isra': 84).*



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DEDICATION

to:

☪ His beloved father and mother for their love,
support and prayer along their life

☪ His beloved brothers and sister



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First of all, the writer offers profound gratitude for the Almighty Allah SWT, Who has given His unlimited Mercies and Helps so that he can finish writing this thesis.

The writer realizes that this thesis can be finished with the helps of so many people. He would like to express his profound gratitude and appreciations to:

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3. Drs. Martono, M.A for being his second consultant who has given his patience and guidance to the writer to the perfection of this thesis
4. The Headmaster of SMK PPS 1 Ngrambe Ngawi who has given his permission to the writer to conduct the research
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6. All the lecturers of English Education Department of Graduate School of Sebelas Maret University who have been teaching and guiding her patiently during the years of my study

Finally, the writer realizes that this thesis is still far from being perfect. He hopes and accepts gratefully every comment and suggestion. Hopefully, this thesis will be useful for the readers.

Surakarta, July 2012

Muqrobin

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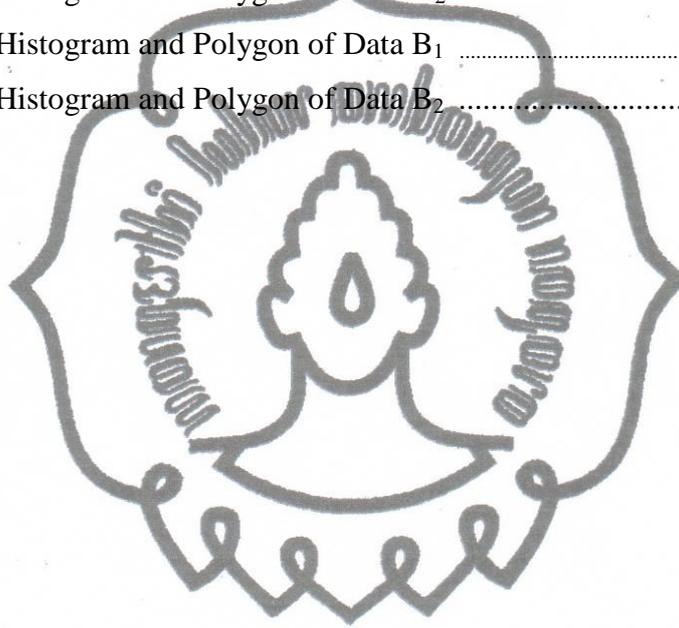
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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is one of the four skills in learning language including reading, writing and speaking. It is considered as a basic language skill. Without learning to listen earlier, the learners might not be able to speak the target language. The Decision of the Indonesian Education Minister (Kepmendiknas. No.020/2003) states that listening is one of the important English skills that must be taught for SMK/SMA students. The ideal condition of teaching listening are students able to discriminating sound, responding utterances, recognizing words meaning in context and comprehending the Information.

In teaching listening, there are many methods and procedures that can be used by the school teacher. This can commonly happen because of a teacher's consideration that his/her teaching methods, technique or media are interesting and successful for his/her students. It is stated by Sulistiyo (2000: 202) that:

Goal structure relates to teachers' mode of instruction enabling the students to achieve the pre-stated learning outcomes. The pre-stated learning objective might be the same. However, the way the teacher sets up the learning process to reach the goal may be different.

In this study, the writer introduces a media to teach listening, which is entertaining and interesting for the students, namely audiovisual media which common stated as video. By using video as a means for teaching listening, students will be more interested and more active in learning. They will feel something new and different from what they usually get in the class. They will

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feel that they are not only objects of teaching learning process but as subjects. And in this study, the writer will focus on teaching listening comprehension to the second Vocational High School based on the learner's level.

There are many methods in teaching listening comprehension but still it doesn't work without media. And it is very interesting to seek what media is good for teaching listening comprehension to the second in Vocational School. In this modern era, media is not only pictures and stories; computer has mainly influenced the spread of language learning including listening. Scientists have proved that language learning using interesting media can improve learner's language skills.

There are several studies about the positive effects of using media as the way in the teaching and learning process. Teaching and learning process improves the students' output since the media communicate the elements of knowledge (Kemp and Dayton, 1985: 34). An audiovisual media provides a lot of benefit as long as the teacher keeps the main and active role in the teaching learning process (Dale, 1969: 180).

However, it cannot be neglected that Vocational High School students get some difficulties in listening comprehension. This phenomenon also happens on my students in SMK PPS 1 Ngrambe Ngawi in the academic year 2011/2012. Almost all of students' listening comprehension is still low. It is shown by the preliminary observation result in listening that majority of students get unsatisfactory scores in listening. This can be seen from the result of students' listening formative test. The average scores are 4.6, 3.8, and 4.3. These scores are

considered to be under the Minimum Standard (KKM) that is 7.00 for listening ability. This means that listening is considered as difficult skill for students. The problems of the students in listening ability are indicated by these indicators: first, they assumed that listening is a very difficult skill in learning English because it is not their first foreign language, so it is difficult for them to catch the words from the speakers speech; second, they do not like listening activity because they are forced to listen; and the last, there are many reasons why students avoid listening activity. Monotonous activity is one of them. They easily get bored with the listening activity because their teachers only play the cassette about a dialog or conversation in the classroom and students are asked to catch what the dialog is talking about, that is what is called audiotape media. Thus, it is essential for the teachers to solve and overcome the problem by teaching listening using media such as film, music, game and the newest one is language learning video.

Recently, listening to music especially English song is one of ways in learning listening, besides enjoying its music; it also helps the students in identifying the ways to pronounce the English words correctly. Commonly, while listening to English songs, the students read the lyrics in learning listening of the songs, so they try to match between the voice and the words or they match the way in correct pronunciation of certain words. The frequencies in listening to English songs will help the students in mastering listening comprehension, and it can be their habit if it happened continuously or repeated regularly and tends to occur subconsciously. If listening to English songs becomes their habit, it will help them influence their comprehension in listening to English words. A good

habit in listening to English songs makes the students have high competence in listening comprehension, even; it is also easier when it combines with audiovisual media which the researcher analyzed.

In this study the writer tries to find out the influence of video if it is used as a teaching media to teach listening comprehension to the second year of Vocational High School students compared with the influence of audiotape to teach listening comprehension. The term “audiotape ” refers to the media of the teacher which is used in delivering the materials by playing the tape when providing the material and students listen to the tape while reading the text scripts in a piece of paper. The study concerns with the teaching and learning process using “Fun English” as an audiovisual media at SMK PPS 1 Ngrambe Ngawi in the academic year of 2011/2012. “Fun English” is a series of language learning video that consisted of materials which are appropriate to the all grades students of Vocational High School.

B. Identification of the Problem

Through the background of the study, there are some problems that can be identified, they are:

1. Is audiovisual media the most appropriate media in teaching listening so the students are able to improve their listening comprehension?;
2. Is Audiotape media such as using cassette is the most appropriate media in teaching listening so the students are able to improve their listening comprehension?;

3. Is English a complicated language according to the students of SMK PPS 1 Ngrambe Ngawi?;
4. Are the students confused when their teacher asks them a question using English and their teacher asks them to answer it in English?;
5. Do the students tend to be silent in taking part in English classroom activity?;
6. Does the teacher teach using monotonous style?;
7. Is there any interaction between used in teaching listening and students' listening to English songs habit?; and
8. Is there any other which the most appropriate media to teach listening for either good habit students or bad habit students in order to improve listening comprehension?

C. Limitation of the Problems

Realizing that there are a number of the problems that have to be answered, the writer concerns only with some of those problems to be investigated. This limitation, however, is taken because there is not enough ability for the writer to investigate all of the problems thoroughly. It includes time allotment and financial allocation. The writer limits the problems of the research which are supposed to influence the students listening skill, namely: the s used by the teacher (using audiovisual media and Audiotape media) and the students' habit of listening to English songs. In this research the writer would like to discover the students' comprehension in the term of discriminating, predicting, responding and comprehending.

D. Statement of the Problem

From the background of the study, problem identification, and problem limitation above, the writer formulates the problems of the study as follows:

1. Is using audiovisual media more effective than using audiotape media to teach listening comprehension at SMK PPS 1 Ngawi in the academic year of 2011/2012?
2. Do the students who have good habit of listening to English songs have better listening comprehension than those who have bad habit of listening to English songs at SMK PPS 1 Ngawi in the academic year of 2011/2012?
3. Is there any interaction between teaching media and students' habit of listening to English songs in teaching listening comprehension at SMK PPS 1 Ngawi in the academic year of 2011/2012??

E. The objective of Study

The objectives of the study are to find out whether:

1. Using audiovisual media is more effective than using audiotape media to teach listening comprehension at SMK PPS 1 Ngawi in the academic year of 2011/2012.
2. The students who have good habit of listening to English songs have better listening comprehension than those who have bad habit of listening to English songs at SMK PPS 1 Ngawi in the academic year of 2011/2012.

3. There is an interaction between teaching media and students' habit of listening to English songs in teaching listening comprehension at SMK PPS 1 Ngawi in the academic year of 2011/2012.

F. The Benefit of the Study

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

1. For Students

- a. It may stimulate students to improve their listening comprehension since they will find out that listening comprehension is not complicated. Their improvement of listening to English songs habit will help them master English well. As a result it will enrich their knowledge in listening comprehension.
- b. It provides students enjoyment in teaching listening process.

2. For teachers

For the other teachers, they will get a large knowledge about teaching listening using video and the result of the research can be a useful input in English teaching learning process especially for improving listening comprehension.

3. For schools

- a. The result of this study can improve the quality of teaching listening.
- b. The school also provide the opportunity to the teacher to conduct an innovative teaching and learning activity.

4. For other researches

For the other researcher who would like to conduct further research at same subject, the result of the research can be used as a reference for other students.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Listening

This section contains the definitions of listening, learning to listen, types of listening, listening problems, types of classroom listening performance, and assessment of listening.

1. Definition of Listening

According to Howard and Dakin (1974), listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. A competent listener is capable of doing these four things simultaneously.

Thomlison's (1984) definition of listening includes "active listening" which goes beyond comprehending as understanding the message content, to comprehension as an act of empathetic understanding of the speaker. Furthermore, Gordon (1985) argues that empathy is essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives.

Rather more importantly, empathetic understanding expands to "egocentric pro-social behaviour". Thus, the listener altruistically acknowledges concern for the speaker's welfare and interests. Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and listening

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demand; and these authors present specific exercises to make students active listeners who are aware of the “inner voice” one hears when writing.

Myers and Myers (1999: 143) state that listening is not only hearing, but also including the added dimensions of understanding, paying attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard. Similarly, Floyd as quoted by Myers and Myers defines listening as receiver orientation to the communication process, since communication involves both a source and a receiver. Rost (1994: 2) states that listening is a process triggered by our attention. In psychological terms, attention is an excitation of nerve pathways, the brain, to organize incoming stimuli in an efficient way. Farley (2007: 2) defines that listening is the act of hearing attentively.

The other definition of listening from Underwood (1997: 1) states that listening is the activity of paying attention to and trying to get meaning from something we hear. She explains that to listen successfully to spoken language, a listener needs to be able to work out what speakers mean when they use particular words in particular ways on particular occasions, and not simply to understand the words themselves. To understand the message from spoken language, it is not enough to just understand the words themselves; instead the incoming sound needs to be processed involving any available cues like background noises, the speakers, the setting, etc. to construct meaning.

Not all listening is the same; casual greetings, for example, require a different sort of listening capability than do academic lectures. Language learning

requires international listening that employs strategies for identifying sounds and making meaning from them. There are many different types of listening, which can be classified according to number variables, including purpose for listening, the role of listener, and types of text being listened to. These variables are mixed in many different configurations, each which will require a particular strategy on the part of the listener. To be successful in listening to foreign language, listeners are required to apply such strategy that best fit to comprehend message.

Listening purpose is an important variable. Listening to a news broadcast to get general idea of the news of the day involves different processes and strategies from listening to the same broadcast for specific information such as the result of an important sporting event. Listening to a sequence of instructions for operating a new piece of computer software requires different listening skills and strategies from listening to a poem or a short story.

From some theories above we can assume that listening is the ability to identify and understand what other people saying, the activity of paying attention to and trying to get meaning from something we hear. Listening requires some skill of prediction, hypothesizing, checking, revising and generalizing in order students simultaneously have good listening comprehension.

2. Learning Listening Comprehension

Listening comprehension also has an important role in determining the learner's success in learning language, especially in communication. We cannot communicate with others if we do not understand what the speaker wants. That is why there is a lot of misunderstanding between the listener and the speaker. Why

misunderstanding always occurs in communication, what the speaker said and intended is determined by the listener's ability in answering the speaker's question.

Learning to listen in our first language is by no means easy. It requires considerable cognitive development and constant attention to social and linguistic input over of period of several grades. However, learning to listen in a second language seems to be even more difficult. While it may not require more time to develop, second language listening is confounded by a number of difficulties. In responding to the students' difficulties in learning to listen, first the teacher has to identify and to classify the difficulties that are faced by the students. Second, he selects and designs appropriate materials in solving the students' difficulties, in order to make the students more effective listeners.

Considering the difficulties or the problems which are faced by the students, it will be better if the teacher understands how the process of listening comprehension is achieved by them.

According to Hellene and Brown, students learn to listen or read through two processes, they are bottom-up and top-down (1994: xii):

- a. Bottom-up processing. Students start by learning the component parts, such as: words and grammar. Lynch states that the listener or reader would first recognize the smallest bits of information in the text and then build them up into words, into phrases, into clauses, and so on, until the whole text has been decoded (1996: 21).

- b. Top-down processing. Students start to learn from their background knowledge. Lynch states that background knowledge is the level that covers a wide range of information and experience stored in memory. For example: general knowledge of scientific facts and historical events, the belief and corrections of our culture, local knowledge about the place we live, and the individual experiences of our social and private lives (1996:11).

Furthermore Brown (1997:11) states that the active listener will use all relevant background knowledge of the physical context of the utterance (the immediate surroundings, the place, the time of day, etc), knowledge of the speaker (gender, age, known opinions), knowledge of the topic (and what the speaker is likely to know about it, or feel about it), and so on.

In short, in the top-down processing, students do not need to pay much attention to the language used. As in some situations, the topic or the speaker is so familiar that they can take for granted a great deal of what is said. It allows anchoring their comprehension on what they think is relevant knowledge of the topic, the speaker, and so on.

3. Types of Listening Activities

An essential factor in creating effective listeners is exposing the listeners to variety of listening activities. According to Hellenes and Brown (1994: xii) there are three types of listening activities, namely:

- a. Listening skill for understanding the general meaning.

It is listening skill for understanding the general meaning. The listener is usually quick to understand the idea of the text. He or she can imagine catching the general meaning of something he/she hears.

- b. Listening for the specific information of listening for detail

It involves understanding the task and focusing to catch certain information.

- c. Listening between the lines/understanding inferences

Understanding inferences is the most difficult skill in the listening activities. It is not just imagining meanings. It is thinking about meaning that is given, even though the specific words are not the sturdy. Here, in this listening activity, the hearer must be able to draw the inference of the story.

4. Listening Problems

The first step in constructing a successful listening is to identify the learning problems that students are experiencing as a result of listening to related issues. Ur (1996: 111-112) identifies the learners' problems and the solution as follows:

- a. Trouble with sounds

Most students rely mostly on context for comprehension; they are often themselves unaware of inaccurate sound perception.

- b. Have to understand every word

Some students feel worried and stressed when they miss some words of the text. Here, the teacher needs to give the students practice in selective ignoring of heard information/something; they do naturally in their mother tongue. The

teacher should explain this point to the students, and set them occasional tasks that ask them to scan a relatively long task for one or two limited items of information.

- c. Cannot understand fast, natural native speech.

The students can only understand if the teacher talks slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

- d. Need to hear thing more than once in order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include “redundant” passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening.

- e. Find it difficult to keep up

The students feel overloaded with incoming information. The solution is not (so much) to slow down the discourse but rather to encourage them to relax, stop trying to understand everything, learn to pick out what is essential and allow them to ignore the rest.

f. Get tired

Sometimes, students feel tired and bored to listen, if the discourse is too long.

They also feel more difficult to concentrate: The solution of this problem is similar with the third problem.

Similar to Ur (1996: 113), Rost (1994: 119) has identified the listeners' problems as follows: acuity of hearing, discrimination and auditory perception, attention and concentration, comprehension including four aspects, namely: factual or literal comprehension, interpretation, critical listening, and evaluation listening.

a. Acuity of hearing

Some pupils have physical problems which prevent them from participating full or owing to environmental problem (such as noise), are not hearing what is said.

b. Discrimination and auditory perception

Some pupils have problem with auditory memory (recalling what they have just heard) and sequential memory (recalling in correct sequence of words or utterance they have just heard).

c. Attention and concentration

Many pupils have difficulties following instructions owing to apparent deficits in attention and concentration. Such pupils may not be adapting well to the numerous distractions in a typical classroom.

d. Comprehension

Numerous pupils have difficulties with different aspects of listening comprehension. Some have trouble with factual or literal comprehension (identifying what was said or what facts were stated); others have trouble with interpretation (such as categorizing new information or seeing cause-effect relationship between facts); other have trouble with critical listening (applying what they have heard and problem-solving). Still others have problems with evolutionary listening (appreciating or correcting critically on what they have heard).

5. Difficulties in Listening

According to many experts (Dunkel, 1991; Richards, 1983; and Ur,1984), there are eight factors making listening difficult as follows:

a. Clustering

Because of the limitation of memory and predisposition for clustering, we need to break down speech into small groups of words. In teaching listening comprehension, the teacher needs to help students to pick out manageable cluster of words.

b. Redundancy

Spoken language is different from written language; it has a good deal of redundancy. so, the learners might initially get confused by this, they need some training to take advantage of redundancies as well as other markers that provide more processing time.

c. Reduced form

Spoken language has also many reduced forms. Reduction can be morphological, phonological, syntactic, pragmatic and so on. These reductions pose significant difficulties, especially for classroom learners who have initially been exposed to the full forms of English language.

d. Performance variables

Everyday casual speech by native speakers also commonly contains ungrammatical forms, they might be understood easily to native speakers, but might not be easy to second language learners.

e. Colloquial language

English learners might have difficulties to deal with colloquial language. Colloquialisms appear in both monologues and dialogues; they make learners have difficulties to listen to them. Colloquialisms cover idioms, slang, reduced forms and so on.

f. Rate of delivery

Virtually every language learner thinks that native speakers speak very fast. The speed of speaking can influence the understanding of the listeners.

g. Stress, rhythm, and intonation

The prosodic features of the English language are very important for comprehension. Because English is a stress-timed language, English can be a terror for learners as motherly of syllabus come spilling out between stressed Points.

h. Interaction

Conversation especially subject to all the rules of interaction: negotiation, clarification, attending signals, turn-taking, and so on. So, learning to listen is also to learn to respond and to continue a chain and responding. Learners should be trained that good listeners are good responders.

6. Types of Classroom Listening Performance

With literally hundreds of possible media available for teaching listening skill, it will be helpful to think in terms of several kinds of listening performance. (Rost, 1994: 119). The types of listening performance are as the following:

a. Reactive

This kind of listening performance requires little meaningful processing, it nevertheless may be a legitimate, even though a minor, aspect of an interactive communicative classroom. The role of the listener is merely as a "tape recorder" because the listener is not generating meaning.

b. Intensive

The purpose of the teaching media is to focus on components (phonemes, words, intonation, discourse etc) of discourse. It may be considered to be intensive, as opposed to extensive, in their requirement that students single out certain elements of spoken language.

c. Responsive

A significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The students' task in such listening is to process the teacher talk immediately.

Rost (1991: 3) lists the necessary component skills in the listening as: (a) discriminating between sounds; (b) recognizing words; (c) identifying grammatical groupings of words; (d) identifying “pragmatic units” – expression and set of utterances which function as a whole units to create meaning; (e) connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gesture and relevant objects in the situation) in order to construct meaning; (f) using background knowledge (what we has already know about the content and the form) and context (what we has already been said) to predict and then to conform meaning; (g) recalling important words and ideas.

To be successful in listening, listeners involve an integration of these component skills. That means listening is not the individual skills themselves instead it is a coordination of the component skills. A person’s listening ability is the integration of these perception skills, analyzing skills, and synthesis skills.

In listening comprehension, use effective listening skills can help students capitalize on the language input they are receiving. Abbey (1989: 4) states that successful listening in the classroom depends partly on good preparation. The context of what he or she is going to listen should be introduced to the students such as who is speaking, where, when, and to what purpose. This information enables them to make predictions of the content and language, for example, before and during listening.

To think about listening task, there are some aspects such as discriminating, recognizing, responding, and comprehending. Which are used by the researcher to conduct teaching listening and used in testing the students’

listening comprehension? The task for the researcher in designing listening test is determining the active or passive listening. Specifically, students need to know the listening comprehension they most frequently encounter in their academic studies in order to successfully complete their assignment. In order to fully know how to listen well, students must:

- a. Discriminating, some pupils have problem with auditory memory (recalling what they have just heard) and sequential memory (recalling in correct sequence of words or utterance they have just heard).
- b. Recognizing Words, In order to recognize word, we have to perform three simultaneous processes; find the most probable “candidate word” among several possibilities, estimate the best meaning of the word in the context, and find the “reference” for the speaker's words.
- c. Responding, a significant proportion of classroom listening activity consists of short stretches of teacher language designed to elicit immediate responses. The students’ task in such listening to process the teacher talks immediately.
- d. Comprehending, Some have trouble with factual or literal comprehension (identifying what was said or what facts were stated); others have trouble with interpretation (such as categorizing new information or seeing cause effect relationship between facts); others have trouble with critical listening (applying what they have heard and problem solving). They are some ways in which the student comprehend, they are:
 - 1) Understanding for the specific information, it involves understanding the task and focusing to catch certain information.

- 2) Understanding for the inferential information, Understanding inferences is the most difficult skill in the listening activities. It is not just imagining meanings. It is thinking about meaning that is given, even though the specific words are not the sturdy. Here, in this listening activity, the hearer must be able to draw the inference of the story.
- 3) Understanding for the topic, it is listening skill for understanding the general meaning. The listener is usually quick to understand the idea of the text. He/she can imagine catching the general meaning of something he/she hear.

From the explanation above, it can be concluded that listening is an activity of paying attention to what has been heard in order to understand the message. Listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intends to convey. Listening skills consist of the aspects of discriminating sounds, recognizing words, responding utterance, and comprehending the information (understanding specific information, understanding inferential information, understanding the topic), using background knowledge and context to predict meaning and to conform meaning, and giving appropriate response to what is heard.

7. Assessment of Listening

Brown (2004: 122-139) provides some formats that can be applied in assessing listening and he states that after determining the objectives, the next step to be taken is to design the tasks including making decisions about how to elicit performance and how to expect the test-taker to respond. The tasks that will be

discussed have range from intensive listening performance, such as minimal phonemic pair recognition, to extensive comprehension of language in communicative contexts. In this section, the focus is on the Micro skills of intensive listening.

a. Intensive Listening

1) Recognizing phonological and morphological elements

At this level, a typical form on intensive listening is the assessment of recognition of phonological elements of language. In a classic task test the test-takers are given spoken stimulus to identify from two or more choices.

Example:

Phonemic pair, consonants

Test-takers hear : He's from California

Test-takers read : (a) He's from California
(b) She's from California

Phonemic pair, vowels

Test-takers hear : Is he living?

Test-takers read : (a) Is he leaving?
(b) Is he living?

Morphological pair, -ed ending

Test-takers hear : I missed you very much

Test-takers read : (a) I missed you very much.
(b) I miss you Very much.

Stress pattern in can't

Test-takers hear : My girlfriend can't go to the party.

Test-takers read : (a) My girlfriend can't go to the party,
(b) My girlfriend can go to the party.

One word stimulus

Test-takers hear : vine

Test-takers read : (a) vine
(b) wine

2) Paraphrase recognition

Words, phrases, and sentences, which are frequently assessed by providing a stimulus sentence and asking the test-takers to choose the correct paraphrase from a number of choices is the text step up to the scale of listening comprehension micro skills.

Sentence paraphrase

Test-takers hear : Hello, my name's Keiko. I come from Japan.

Test-takers read : (a) Keiko is comfortable in Japan.
(b) Keiko wants to come to Japan.
(c) Keiko is Japanese.
(d) Keiko likes Japan.

Dialogue Paraphrase

Test-takers hear: Man : hi, Maria, my name's George.

Woman : Nice to meet you, George. Are you American?

Man : No, I'm Canadian.

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- Test-takers read : (a) George lives in the United States.
 (b) George is American.
 (c) George comes from Canada.
 (d) Maria is Canadian.

b. Responsive Listening

Responsive Listening is a question and answer format. This can provide some interactivity in these lower-end listening tasks. Example of appropriate response to a question:

Test-taker hear : How much time did you take to do your homework?

- Test-takers read : (a) In about an hour.
 (b) About an hour.
 (c) About \$ 10
 (d) Yes, I did

Recognition of the wh-question how much and its appropriate response is the objective of this item. To represent common learner errors, destructors are chosen: (a) responding to how much vs. how much longer; (b) confusing how much in reference to time vs. the more frequent reference to money; (c) confusing a wh-question with a yes/no question.

A multiple choice format is not only frame but they can be offered in a more open-ended framework in which test-takers write or speak the response, for example:

Test-takers hear : How much time did you take to do your homework?

Test-takers write/speak : _____
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c. Selective Listening

Selective listening is a type of listening performance in which the test-taker listen to a limited quantity of aural input and must discern within it some specific information.

1) Listening Cloze

Listening cloze tasks is sometimes called cloze dictations or partial dictations. This requires the test-takers to listen to a story, monologue, or conversation and simultaneously read the written text in which selected words or phrases have been deleted. In listening cloze task, test-takers see a transcript of the passage that they are listening to and fill in the blanks with the words or phrases that they hear.

To avoid becoming a listening comprehension tasks, item with high information load that cannot easily predicted simply by listening the passage are used to guard against the eventuality. Example:

Test-takers hear:

Ladies and gentlemen, I now have some connecting gate information for those of you making connections to other flights out of San Francisco. Flight seven-oh-six to Portland will depart from gate seventy-three at nine-thirty P.M. Flight ten-forty-five to Reno will depart at nine-fifty P.M. from gate seventeen. Flight four-forty to Monterey will depart at nine-thirty-five P.M. from gate sixty. And flight sixteen-oh-three to Sacramento will depart from gate nineteen at ten-fifteen P.M. Test-takers write the missing words or phrases in the blanks.

Other listening close tasks may focus on a grammatical category such as verb tenses, article, two-word verbs, prepositions, or transition words/phrases. Unlike standard listening cloze, in listening cloze, deletions are governed by the objective of the test, not by mathematical deletions of every word; and more than words may be deleted just like the example above.

The use of an exact word method of scoring in which only the actual word and phrases are accepted and consider other appropriate words are incorrect should be normally used in listening cloze tasks.

2) Information transfer

Information transfer technique can also be used to assess selective listening in which aurally processed information must be transferred to a visual representation, such as labelling a diagram, identifying an element in a picture, completing a form, or showing routes on a map. Simple picture-cued items are sometimes efficient rubrics for assessing certain selected information at the lower and the scale of linguistic complexity. Example:

Information transfer: multiple-picture-cued selection

Test-takers hear:

Choose the correct picture. In my back yard I have a bird feeder. Yesterday, there were two birds and a squirrel fighting for the last few seeds in the bird feeder. The squirrel was on top of the bird feeder while the larger bird sat at the bottom of the feeder screeching at the squirrel. The smaller bird was flying around the squirrel, trying to scare it away.

Test-takers see four different pictures with one is being correct.

The example above illustrates the need for test-takers to focus on just the relevant information,. This is to rest prepositions and prepositional phrases of location such as at the bottom, on top of, around, along with larger, smaller, so other words and phrases like back yard, yesterday, last few seeds and scare away are supplied only as a context and need not be tested.

3) Sentence Repetition

Sentence repetition is used for assessing listening comprehension by repeating a sentence or a partial sentence. As in a dictation the test-taker must retain a stretch of language long enough to reproduce it, and then must respond with an oral repetition of that stimulus. Incorrect listening comprehension, whether at the phonemic or discourse level, may be manifested in the correctness of the repetition.

d. Extensive Listening

1) Dictation

According to Brown (2204:131), in a dictation, test-takers hear a passage, typically of 50 to 100 words, recited three times: first, at normal speed; then, with long pauses between phrases or natural word groups, during which time the test-takers write down what they have just heard; and finally, at normal speed once more so they can check their work and proofread. Example of dictation at the intermediate level of English.

First listening (natural speed, no pauses, test-takers listen for gist): The state of California has many geographical areas. On the western side is the Pacific Ocean with each beaches and sea life. The central part of the state is a large fertile valley. The southeast has a lot of desert, and north ad west have beautiful mountains and forests. Southern California is a large urban area populated by millions of people.

Second listening (slowed speed, pause at each // break, test-takers write):

The state of California //has many geographical areas. // on the western side // is the Pacific Ocean // with its beaches and sea life. //the central part of the state // is a large fertile valley. // the southern has a lot of desert, //and north and west //have beautiful mountains and forests. // Southern California // is a large urban area populated by millions of people.

Third listening (natural speed, test-takers check their work). The difficulty of a dictation task can be easily manipulated by the length of the pauses, the speed at which the text is read, and the complexity of the discourse, grammar, and vocabulary used in the passage.

2) **Communicative stimulus response tasks**

The more authentic examples of extensive listening is found in a popular genre of assessment task in which the test-taker is presented with a stimulus monologue or and conversation and then is asked to respond to a set of comprehension questions. The monologue, lectures, and brief conversations used in such tasks are sometimes a little contrived and certainly the subsequent multiple-choice questions don't mirror communicative, real-life situations. But according Brown (2004: 133), with some care and creativity, one creates reasonably authentic stimuli, and in some rare causes the response mode actually approaches complete authenticity. Below is a typical example of such a task.

Dialogue and multiple-choice comprehension items

Test-takers hear:

Directions; now you will hear a conversation between Lynn and her doctor.

You will hear the conversation two times, after you hear the conversation

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the second time, choose the correct answer the questions 11 - 14 below.

Mark your answer on the answer sheet provided.

Doctor : Good Morning, Lynn. What's the problem?

Lynn : Well, you see, I have a terrible headache, my nose is running and
I'm really dizzy

Doctor : Okay. Anything else?

Lynn : I've been coughing, I think I have a fever, and my stomach aches.

Doctor : I see. When did this start?

Lynn : Well, let's see, I went to the lake last weekend, and after I
returned home I started sneezing

Doctor : Hmmm. You must have the flu. You should get lots of rest!
drink hot beverages, and stay warm. Do you follow me?

Lynn : Well, uh, yeah, butshouldn't I take some medicine?

Doctor : Sleep and rest are as good as medicine when you have the flu

Lynn : Okay, thanks Dr. Brown.

Test-takers read:

1. What's Lynn problem?
 - a. She feels horrible.
 - b. She ran too fast at the lake.
 - c. She's been drinking too many hot beverages.
2. When did Lynn problem starts?
 - a. when she saw the doctor.
 - b. Before she went to the lake.

- c. After she came home from the lake.
3. The doctor said that Lynn
- a. Flew to the lake last weekend.
- b. Must not get the flue
- c. Probably has the flue
4. The doctor told Lynn
- a. to rest
- b. to follow him
- c. to take medicine

B. Media in Language Learning

1. Video in Language Learning

a. Definition of Learning Video

Teaching media is needed in the teaching learning processes to help the students become active. Gerlach and Elly (1980: 241) propose that a medium is any person, material, skill, and attitudes. They also claim that the term instructional media include a wide range of materials, equipment, and technique: chalkboard, bulletin boards, filmstrips, charts, maps, book, and combination of these.

Today, teachers still depend on teaching media to make their teaching effective and interesting. In some respects, our modern teaching media are more sophisticated than the teaching media used by teachers in the earliest time. Brown, Lewis, and Harcleorad interpreted that the modern teaching media like film, chart,

overhead projectors, filmstrips, slider graphs, and tape, television, and flannel boards may have some functions and contribute on the teaching learning process. Those teaching tools are commonly named audio-visual aid (1984: 350).

They also define that audio-visual aids are physical media for instruction. In the Oxford Advanced Learners Dictionary of Current English, audio is defined as prefix of hearing, visual as something concerned with or used in seeing, media are defined as teaching aids such as record players and film projectors.

Vaughan (2002: 120) states that the characteristics of a good multimedia are:

- 1) Increasing student's exposure to the target language and the use authentic contents.
- 2) Provides contexts and allows for integration of sub-skill.
- 3) Motivating learning activities by providing an exciting, dynamic and autonomous learning environment.
- 4) It caters for wider band of learners than what other classroom materials, as students are encouraged to work at their own according to their preferred learning style.

From the definition above, we have a description of audio-visual media. The conclusion is that audio-visual media are anything that can be seen and heard, they are designed to give help for teaching and learning process in order to make it more effective and to make the material that the teacher gives clearer.

Audio-visual media are designed to be used by school teachers in teaching learning process. All teachers should be familiar with and able to use them.

According to Russell there are several kinds of audio-visual media that are often used by the teachers in teaching (1983: 89-95). They can be explained as follows:

1) The sound motion-picture projector

It is a common piece of audio-visual equipment. There is truly a wealth of films available on virtually any topic one could mention. A good projector is not cheap, but motion, action and life, are excellent teaching tools. The usual 16-mm sound projector is heavy to be carried, but the new self-listening silent projector, 8-mm magnetic stripe sound projector, the latter being especially suitable for small rooms or where projector noise may be a disturbing factor.

2) Filmstrip Projectors

They are lightweight, easy to set up and to use. The filmstrip consists of series of pictures, usually 25 to 40, which are projected upon a screen or the wall. The machines are inexpensive, easy to operate, permits teacher's commentary and allow questions at any point. Slide projection may be accomplished in the most instances on same projectors used for filmstrip, with only slight adoption. Slides too, are easy to use and permit wide latitude in subject.

3) The opaque projector

The opaque projector, operating with reflected light, throws images on a screen or the wall of flat pictures, drawings, maps, photographs, and pages from at books and magazines. This projector is a useful tool though it has some disadvantages: it requires almost complete darkness, easy to get material in upside down, and it is hard to centre material.

4) Overhead Projector

It may be operated in normal light and can be equipped with a roll of acetate upon which the teacher writes with special pencil. The roll may be drawn from one side of machine to the other as it used with single sheet or multiple transparencies, either in black or white in colour. The teacher can write and draw upon the acetate while facing the class as the machine throws the projection upon screen or the wall behind. By placing one transparency on top of another, material may be presented in sequence as in showing boundary changes.

5) Radio, recording and Tape

Although not as wide in their application as some of the aids previously discussed, they can be used in many effective ways to improve learning. Radio broadcast of an educational nature, such as newscasts, lectures; a music and dramatic production can frequently be integrated into material being studied. Tape recording provides a means of recording programs, speeches, and events for later use, or they may be played immediately. Tapes are often used in teaching foreign language, dramatic, music classes, discussion and social studies. They may be used repeatedly or erased immediately. Tape recording may be used for analyzing an interview, a discussion or speech. They may be used for entire class or for individual.

6) Television

The potential in television for teaching children for all ages is almost limitless. Three main kinds of programs are available: those presented

commercially; those broadcast by educational television stations and close-circuit television.

7) Some kinds of teaching machine

It is probable that most teachers will eventually come into contact with some kinds of teaching machine. These devices designed for pupil's self instruction, range from programmed texts to somewhat complicated machines. The principle is the same for all of these; the students move in small sequential steps by listening material and selecting an answer through the lesson prepared. The students can do learn from teaching machines. The teacher must select those materials and programs that are most appropriate for each child in each subject for which the teaching machine is used. He must be continually aware of the progress of each area, check him and prepare to advance him to the next level.

Audio-visual media have many functions. Kemp (1963: 34) lists the functions of media in general or audiovisual aids in particular and their contribution to a language learning as follows:

1) The instruction can be more interesting

Audiovisual; aids can be attract the students' interest especially those of English learners. If they are interested they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.

2) Learning becomes more interactive

Many activities can be created through applying visual aid in teaching learning processes, for example watching English movie. This activity is relatively

more interesting than the activity of listening or writing the teacher's explanation.

3) The quality of learning can be improved

If there is a good preparation of using visual aids it will be possible for teacher to create a good language learning process in which student's participations is dominant. As a result, the students' knowledge and skills can be improved.

4) The positive attitude of students forward what they are learning and to the learning process itself can be enhanced

The use of videotapes has been common feature in language for many years. It is rare, these days, for publisher to produce a major course book without a video component added in, and teachers frequently enliven their classes with off-air material or tapes produced for language learning. Nowadays, the forms of videotapes are aimed. They can be in the form of digital video. We may call it video.

Hartoyo (20A6:89) states that the principles for selecting a good program (multimedia) are:

1) Interactivity

Interactivity refers to how the program (multimedia) can stimulate interaction, especially the interaction between the multimedia and the user. It includes the effectiveness of the feedback provided in the program (multimedia).

2) Usability

Program (multimedia) used and how easy it is to navigate within the program (multimedia).

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3) Content appropriateness

Content appropriateness is concerned with the amount of material presented in the program (multimedia), how easily the material is learned and understood, and appropriate with the curriculum.

4) Effectiveness

Effectiveness refers to how effectively the program (multimedia) assists language learners to improve their mastery of listening.

5) Performance

Performance refers to the presentation, layout of the screen, the colour, and the illustrations (picture, diagram, charts, sound, film, etc) used in the program (multimedia)

From definition above, we should select the multimedia (video) for teaching and learning with the five criteria or principles above (interactive, usability, content appropriateness, effectiveness, performance). The writer uses language learning video “Fun English” in this study.

b. Teaching Listening with Video “Fun English”

According to Harmer (2001:282) there are many reasons why video can add a special, extra dimension to the learning experience, teaching listening with video “fun English” will help the students:

1) Seeing language in use

One of the advantages of video is that students do not just hear language, but they see it too. This greatly aids comprehension, since for example; general meaning and moods are often conveyed through expression, gesture, and other

visual clues. Thus, we can observe how intonation can match facial expression. All such paralinguistic features give valuable meaning clues and help viewers to see beyond what they are listening to, and thus interpret the next more deeply.

2) Cross-culture awareness

Video uniquely allows students look at situations far beyond the classrooms. This is especially useful if they want to see, for example typical British “body language” when inviting someone out, or how Americans speak to waiters. Video is also great value in giving students a chance to see such things as what kinds of food people eat in other countries, and what they wear.

3) The power of creation

When students use video cameras themselves they are given the potential to create something memorable and enjoyable. The camera operators and directors suddenly have considerable power. The task of video making can provoke genuinely creative and communicative uses of the language, with students finding themselves doing new things in English.

c. The steps in Using of the Video “Fun English”

In this study the writer will use the video “Fun English” and projector as the audio-visual media in delivering listening material in the classroom. The teacher can facilitate the development of listening ability by creating listening lessons that guide the learner through three stages: pre-listening, whiles listening, and post-listening.

- 1) *Pre-listening activity*. This activity should establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about
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and discuss what they already know about the content of the listening and watching the video. This activity can also provide the background needed for them to understand the video, and it can focus attention on what to listen for.

- 2) *Whiles listening activity*. The task in this activity should involve the listener in getting information by watching video “Fun English” which is consisted of fun activity like English songs, games, opera, guester etc, the whole of activities are done to reach the indicators. The task form can be conversing, modelling, choosing, answering, duplicating, transferring, etc.
- 3) *Post-listening activity*. This activity should help the listener to evaluate success in carrying out the task by cecking the task with the subtitle of video “Fun English” and to integrate listening with the other language skills. The teacher should encourage practice outside of the classroom whenever possible.

For example, at a worksite where schedule changes are announced at weekly team meetings, learners may need practice recognizing details such as their names, times, and dates within a longer stream of speech. A video of such announcements may be used along with any pertinent forms or a weekly calendar.

d. The Advantages and Disadvantages of Video

- 1) The advantages of video for teaching language as follows:

Tatsuki (1997:13) discusses three particular teaching orientations that fit well with what video has to offer:

- a) Video as a model of target performance
- b) Video as an information model
- c) Video as a context for language use

From the teacher's point of view, the combination of audio and visual materials offers at least three major advantages:

- a) It extends the scope and increases the effectiveness of teaching media. More subjects can be taught more effectively using audio with visual support.
- b) Audio-visual promotes student-active learning. This can happen both when the tape is running and when it's been stopped. As well as listening, students are encouraged to look at illustrations, analyse and interpret visual material, and undertake a range of other activities which reinforce learning.
- c) Visual materials also help students concentrate on the audio. Many students find it difficult to concentrate on sound-only material, particularly if they're new to studying with audio. Well designed visuals help students focus their attention on the sounds, and help them get more out of the experience of listening.

2) Disadvantages

- a) Language may be viewed by learners as unauthentic, as it has been specially prepared
- b) Videos can become dated quite quickly
- c) Videos are expensive to buy

2. Teaching Listening with Audiotape

a. Definition of Audiotape Media

Vaughan (1981) states that the audiotape, cassette tape or audio cassette is a magnetic tape sound recording format, it was designed originally for dictation. Audiotape players are the simplest and cheapest way to provide listening practice opportunities for students in a classroom. Because nearly general course books these days have accompanying audiocassette, a cassettes player has become an essential media in the language classroom.

The following are some of the reason using audiotapes enhance listening in class. The writer illustrates each point with classroom activity students may be required to do.

1) Extensive Listening Practice

Students can practice their extensive listening in a variety of ways. That is, they listen to extended stretches of discourse in directed fashion, as opposed to out of class extensive listening. Usually for fun (e.g., movies). Many situations in which students need to use extensive listening skill require them to listen to unfamiliar speakers or a variety of speakers. Without the aid of audiotapes, teachers can only do so much to create listening context for students to have extensive listening practice. With the help of tapes, teachers are able to create some of the following situation so that students can acquire overall comprehension skills.

2) Intensive Listening Practice

Replaying a tape several times allows students the opportunity to focus on discrete points of language and develop intensive listening skills. If this purpose of the activity, then the teacher should state this at the onset and then prepared to play the tape more than once. However, teachers need to be aware that some students can become dependent on repetitive listening to tapes before they are satisfied with their ability to comprehend any of the information, at either the specific or general level. We might call this the “play it again same” syndrome. That is the students request numerous replays of the tape because they think they have not heard everything. If the teacher allows the students to dictate the number of repetition of the tape, then pacing of the lesson gets disrupted, and students focus more on what they think they have not heard, rather than be happy with what they heard.

From the explanation above the writer would like to use Audiocassette players as the audiotape media, it is the simplest and also cheapest way to provide listening practice opportunities for students in a classroom. Because nearly general course books these days have accompanying audiocassette, a cassettes player has become an essential tool in the language classroom.

b. Teaching Listening with Audiotape

In times of rapid development of modern means of communication. such as video text, cable TV or interactive video, the importance of low cost media has often been overlooked. There are very few contributions which deal with the didactic design of audio-cassettes, Durbridge (1981), This is harmful for at least

commit to user

two reasons; first, audio-cassettes are used in many distance education systems, mostly with considerable success. Second, In comparison to radio, TV or audiovisual media, audio-cassettes offer a large number of advantages.

Durbridge (1981), Nevertheless they give us a starting point to go more deeply into the subject. In reality we find that audio-cassettes are used for a variety of purposes. The scope embraces use of audio-cassettes for didactic evaluation, counselling of students, teaching scientific concepts, guiding experiments or analysis of source material, to mention only a few. All of these applications of the medium can follow very different patterns of design; and the distance educator may sometimes be confused when starting an audio production without being familiar with the medium.

c. The Steps in Teaching Listening by Using Audiotape

The following are some steps in teaching listening by using audiotapes in the class: Pre-Listening, Whiles Listening, and Pos-Listening Activities.

- 1) *Pre-Listening Activities*, the effectiveness of pre-listening activities which includes the outline for listening to the text and teaching cultural key concepts. Listening teacher may select certain words, difficult grammatical structures and expressions to be explained through the discussion about the topic, and may also ask students to predict the content or what speakers are going to say, based on the information they have already got. Pre-listening activities usually have two primary goals: (a) to help to activate students' prior knowledge, build up their expectations for the coming information; and (b) to provide the necessary context for the specific listening task. (Karakas, 2002)

- 2) *While-listening Activities*, students make interpretations and judgments based on what they heard from the tape. Listening teacher may ask students to note down key words to work out the main points of the text. While-listening activities usually have some of the following purposes: to focus students' comprehension of the speaker's language and ideas; to focus students' attention on such things as the speaker's organizational patterns; to encourage students' critical reactions and personal responses to the speaker's ideas and use of language..
- 3) *Post-listening Activities*, Post-listening activities are important because they extend students' listening skill. Post-listening offers students opportunities to connect what they have heard to their own ideas and experiences, and encourage interpretive and critical listening and reflective thinking. As well, post-listening activities provide opportunities for teachers to assess and check students' comprehension, and clarify their understandings; to extend comprehension beyond the literal level to the interpretive and critical levels. If there are any questions that remain unanswered during the first or second listening, and after the information swap activity, the whole class can listen to the tape again. The students will then try to find the answer to the questions that have not been previously understood, rather than the teacher providing the answers straight away (Karakas, 2002).

d. The Advantages and disadvantages of Audiotape

- 1) The advantages of audiotape for teaching listening as follows:
 - a) Audio cassettes offer students a much higher level of control over the way they use the listening material. Provided they have access, either individually or in groups, to cassette players and sources of power, students can listen when, where, how and as often as they like.
 - b) The technology also allows students to stop, start, re-wind and fastforward the tape. This makes it much easier to integrate the use of audio with other learning materials (e.g. printed texts) and learning activities. (applying what they've learned, sharing and discussing ideas and experience, etc).
 - c) Audio cassettes are also generally no more expensive to produce and distribute, unless very large numbers of students are involved. Multi-copying, packaging and distribution of cassettes will involve additional expense.
- 2) The disadvantages of Audiotape for teaching listening are:
 - a) The capacity of magnetic tape to save listening material is limited, so it can not be used to record another material when the cassette is up.
 - b) Difficult navigation as a result of unavailable feature to choose the listening material.
 - c) It is not interactive, and it does not provide the visual elements that many students desire.

C. Teaching Listening Using Video “Fun English” Compared with Audiotape.

Audiovisual Media is universally recognized that videos as visual aids have a lot to contribute to the process of language learning and teaching, combining education and entertainment. Supporters agree that videos stimulate student interest to acquire the target culture, as well as language (e.g., Stempleski, 1992; Tomalin, 1992). Video is supposed to communicate meaning better than any other media (Tomalin 1992). Video “Fun English” is kinds of video published by Pustekom Diknas which is consisted of Listening material to all grades at vocational school where its activity involve the listeners get information from video attractively. The activity in video “Fun English” consisted of English songs, games, opera, guster etc.

We can add further potential benefits of using video “Fun English” to the ones mentioned above:

1. Videos save time, focusing the learners’ attention quickly and keeping it there.
2. They can be adapted for use with both large and small classes
3. They are an endless source of grammatical structures and words.
4. They contain live speech, (word stress and intonation are important factors in understanding the speaker’s intention).
5. They can be exploited as a discussion starter.
6. They stimulate the listener’s/reader’s imagination and help readers with a lack of imagination.
7. They help readers establish auditory, visual and mental links that help improve their longterm memory.

8. They can increase oral comprehension and "stimulate student interaction and communication with other classmates".
9. They "promote cross-cultural awareness" and "are adaptable for use with students at any English-language proficiency level".
10. Video can be used to distinguish items in a listening comprehension test, aid in the role of recall, help to sequence events, as well as be adapted, edited or changed in order to meet the needs of the language learner.

Meanwhile, Audiotape used by the teacher is supposed to be less effective to improve students' listening comprehension since using audiotape less attract the students to involve in the teaching learning process. Using Audiotape way such as playing cassette using tape recorder though with text scripts in a paper.

Audio technology is simple, cheap and widely available. They speak directly to their audience in a personal, powerful and persuasive way. They are also extremely effective in terms of teaching and learning, especially when combined and integrated with print and other learning activities.

In contrast, audio cassettes are relatively cheap to produce and distribute. Production facilities are widely available. Access to reception, reproduction and playback facilities is widespread.

Here are some potential benefits of audiotape:

1. The capacity of the cassette can hold music on both sides, giving them a 90-minute total playing time, which is even greater than most CDs.
2. Audiotape cassette is also easy to edit using a traditional linear-editing system. This can involve duplicating a portion of a tape to a master reel.

3. Audio cassette is included generation loss type, which refers to the fact that each successive copy of a tape loses quality compared to the original. So it can be copied and reproduced indefinitely with no visible or audible difference between the original and any of its copies
4. Anything that falls under the heading of “explanation” you can talk in a natural way, just as you would talk face-to-face to get your message across clearly
5. The main benefit of audio cassettes is the ability to instantly record and erase audio data. In relation to the record, it is also a smaller format, allowing for ease of portability. In a similar fashion, the cassette is not prone to skipping from vibrations, which eventually led to the advent of portable music players.

D. The Nature of Listening Habit

It has been discussed in the previous section the importance of listening in nearly all subjects. However, the definition of listening habit should be clearly exhibited together with its importance and factors influencing it. The next discussions are on the

1. Definition of the Habit

Habit refers to a person does regularly and has been settled, especially something which is hard to be given up (Hornby, 1987: 385). Meanwhile, in catholic encyclopaedia it is stated that habit is an effect of repeated acts and an aptitude to reproduce them (cathency:1998). Further, habit is something which is stored in someone's mind because it has been done regularly in long period

(Jacoby and Kelley:1987). It means that someone who has certain habit has done it regularly in long period. For example, if one is in the habit of listening, he/she listens regularly. Wood and Tam (2005: 91) states “Habits reflect the cognitive, neurological, and motivational changes that occur when behaviour is repeated”.

Listening habit is closely related to what so called “listening attitude” since it is about learner's feeling which causes him/her to “approach or avoid listening situation (Alexander and Filler: 1998). Tella and Akande state that listening habit may also influence student listening comprehension, a student who likes listening to English songs, improve his listening comprehension automatically. By listening to English songs we can learn how to pronounce a word, understand the meaning of a word and also how to arrange words into a good sentences. We can also get more vocabulary from the song lyrics and learn another language from listening to English songs

Nearly all teachers may agree with the researcher opinion that nowadays students have bad (low frequencies) listening habit. He argues that this kind of thing happened because some factors hindering students from developing listening habit. He postulates Tella’s and Akande’s research which is concerned with children listening habits in Botswana Primary School and its implication for achieving quality education. To sum up, Botswana students do not have a good listening habit and most listen just for the purpose of passing examination. Furthermore, it was revealed that pupils depend largely on the notes given by their teachers as the major source of listening material based on inadequate availability of material, In addition, lack of interesting children’s literature and listening to

English songs are identified as factors hindering students from developing listening habit. Finally, it is shown that students spend only one hour per day to listen (Tella and Akande: 1991).

Finally, the research done by Kaur and Thiyagarajah showed that the students spend less than one hour to listen English material. An international survey has shown that nearly one-half of the UK students listen to English songs for relaxation while a majority of the children from developing countries listening for passing examinations (Majid and Tam: 2007). Further, it is also stated that listening to English songs were the most popular leisure activity (Majid and Tam: 2007). From all the explanation of listening habit it can be concluded that listening habit is pattern of both likeness and taste of listening which can make people either approach or avoid listening situation.

2. Factors Influencing Listening Habit

There are several essential factors that influence the growth of listening habit, they are: repetition, frequency, uniformity, interest, and pleasure (). Meanwhile, it is stated that there are seven aspects that influence listening habit, they are: attitude, motivation, pleasure, willpower, awareness, attention, and facility (Hornby, 2007). Further, there is belief that “listening children become listening adult” (Tella and Akande:1991) Some characteristics can encourage children to explore and experiment with language and various forms of texts. There are six major aspects of the home that contribute to the listening literacy development:

- a. Activities fostering literacy: Adults and older children read and listen to printed text establish a positive attitude toward listening which eventually excites good habit.
- b. Language in the home: children learn to listen depends heavily on their early experience with language.
- c. Economic resources: homes that make such resources available convey to the children the expectation that learning to listen is a desirable.
- d. Social and cultural resources: society and culture are inherent in influences on the perceived of listening for academic and personal success.
- e. Home school connection: involved parents can reinforce the value of the learning listening, monitor children's completion of listening assignments for school, and encourage children through praise and support.
- f. Students' of school literacy activities: The children not only listening for certain material but also for comprehend that are being learnt (Tella and Akande:1991).

It can be concluded that in order to have high frequencies in listening habit, one should learn to listen regularly in long period of time from childhood until adults, and since it can be learnt by following good examples, home characteristics are fully needed.

Furthermore, from the research done by Tella and Akande, Majid and Tam, it can be explored that there are some aspects of listening habit that can be used to measure students' listening habit, they are:

a. The reasons of listening

The likeness and good taste of listening will make people think that listening is enjoyable activities. For students, if they feel that it is enjoyable activities, they will always learn to listen, not because there will be examination but because it has been a habit.

b. Time to spend in Listening

Much time to spend in listening indicate that students have good listening habit.

c. Sources of Listening materials

Those who have good listening habits listen to the material not only from the teacher but also other resources.

Meanwhile, Costa (2000:19), the indicator of listening habits is divided into two, namely good listening habit and bad listening habit. Good listening habit consists of some indicators, they are:

- a. A good listener listens closely for information that is important or useful.
- b. A good listener realizes that looks are not important and will listen for ideas rather than seeking things to criticize
- c. A good listener listens with the mind, not the emotions, and simply jots down a disagreement to ask about later
- d. A good listener wants to see how the facts explain the ideas and the evidence supports arguments, and realizes facts are important only in relation to principles, ideas, and arguments

- e. A good listener realizes each talk is a chance to get facts and ideas that the speaker took hours to prepare
- f. A good listener shuts out distractions and concentrates on the speaker's message
- g. A good listener is intellectually curious and wants to see how the speaker proves his or her points. A good listener is not afraid of new and/or complex ideas
- h. Good listeners use thought speed and any pauses to figure out main ideas, summarizing the high points and looking forward to the rest of the talk.

Bad listening habit also consists of some indicators, they are:

- a. Calling a subject boring. Poor listeners will tune out if they decide the subject is boring
- b. Criticizing the speaker. A poor listener finds fault with the speaker (what they look like, wear, etc.) or says that the speaker can't have anything worthwhile to say
- c. Overreacting. Poor listeners disagree so strongly with the speaker that they miss the rest of the talk
- d. Listening for facts only. Poor listeners don't think about the "big picture" or main ideas that go along with the facts
- e. Faking attention. Poor listeners lock eyes onto the speaker and then relax and daydream
- f. Giving into distractions. Poor listeners will use distractions (footsteps, coughs, door closing) as an excuse to stop listening

- g. Choosing only the easy stuff. Poor listeners want to be entertained and don't want to take the trouble to figure out complex ideas
- h. Wasting thought speed. Poor listeners (because thought speed is faster than speech) will use thought speed to think about personal problems or distractions, thus falling behind the speaker

Carl (1992:99) states that there are five ways to improve listening habit:

- a. Reflect the message talker

Reflecting messages is also known as feedback. Listening as an active process involves communicating. Feedback is information sent from listeners to speakers about the direct experience of the listener: "This is what I understand you to be saying." Feedback thus becomes a method for enhancing the agreement between the direct perspective of the listener and the metaperspective of the speaker-understanding.

Using reflective feedback also aids listeners in determining or understanding the general intent or purpose of an interpersonal communication encounter. It aids the listener in detecting the episode from which the speaker is operating. Reflective feedback aids speakers and listeners in the general management of meaning. By reflecting a speaker's message, we are, in effect, examining (and confirming) the linkages between words (symbols) and their referents.

- b. Be participant – observer

In our interpersonal endeavors most of us have no problem being a participant. It's being an observer too that creates problems. Being able to participate and observe allows us, in a sense, to review our previous behaviors. Being able to see our behaviors as an interaction sequence gives us a clearer

picture of our intentions and purposes in the interaction. An early awareness of our intentions within an interpersonal communication setting puts us on more stable communicative ground in the management and coordination of our behaviors

c. Be Aware of your biases and attitudes

Our constructs and construction systems tend to predispose our thinking. A conscious awareness and exploration of biases and attitudinal sets can help us adjust interpersonally if necessary.

d. Prepare to Report

If you think of having to report what you've heard to someone important to you, you are apt to listen more carefully. The threat of embarrassment is at work here.

e. Analyze Your Listening Errors

We all misperceive at times. Reflecting back on the types of communication behaviors we engaged in when listening errors were made can be quite enlightening. We can learn from our mistakes if we view them in light of the communication contexts in which they occurred.

3. The aspects to Measure Students' Listening Habit

From the explanation above the writer intends to use eight aspects as the synthesis of some theories which are used in measuring the student's habit of listening to English songs, they are:

a. Attitude

It is obvious that attitude will promote students to approach listening situation (Alexander and Filler: 1998).

b. Motivation

The most important thing which can drive people to do something is motivation. It can be said that motivation is the reason why people struggle to do the intended thing. Without motivation people loose their power. Brown (2001:72) states that by having motivation people do effort to gain the best result.

c. Pleasure

One can be said have good listening habit if he does it with pleasure. It can also be said that the activity is done with pleasure when it results the feeling of success (2001:78).

d. Attention

When one has motivation to succeed, he/she will give attention (costa:2000).

e. Facility

It deals with both sources and facility that promote students to develop listening habit. It is stated that in order to acquire a listening habit, the facility is very important (carl: 1992).

f. Frequency

Time indicates whether or not one has good listening habit. Much time to spend in listening indicates that students have good listening habit.

g. Willpower

By having willpower (motivational desire), the attention and concentration of a certain thing will be produced, and finally the habit will come (Hornby, 2007:24).

h. Awareness

One has good habit if he/she has awareness. Listening is taught as a focus of communication studies and customer service. This new stage of awareness will require the individual to think and speak in some way other than dichotomously. It will require seeking the similarities in others and, as a result, diversity, not differences. The purpose of communication will be to connect with (not control) others and find the agreement and harmony in varied perspectives.

From the theories of the factors influencing listening habit above it can be concluded that habit is an effect of repeated act and it is stored in someone's mind because it has been done regularly for a long period. While listening habits happened regularly and reflect the cognitive, neurological and motivational changes that occur when behaviour is repeated. Listening habit also refers to the behaviour which expresses likeness of listening and taste of listening. There are eight aspects that influence listening habit, they are attitude, motivation, pleasure, attention, facility, frequency, willpower, and awareness. Listening habit is also defined as listeners feeling which cause him/her to approach or avoid listening situation which consisted of two indicators they are; if the listener feels that listening is not important so he/she avoids it, it indicates he/she has a bad habit.

But, if the listener feels that it is important so he/she approaches it, it indicates one is said to have good listening habit.

E. Review of Related Research

There are six previous studies which are related to the writer's study. The first thesis is written by Arumsari (2012) that entitled "The Effectiveness of Using Video to teach writing of Narrative Texts Viewed from Students Motivation, An Experimental Research on the tenth Grade SMA Negeri 7 Surakarta in The Academic Year of 2011/2012". The result of the research showed that the students who were taught by using video had better writing skill than those who were taught by power point presentation.

The second thesis entitled "The Effectiveness of Analytical Phonic to Teach Listening Viewed from tudents's Self Confirdence (An Experimental Research for kindergarten Students of Tunas Bangsa Kindergarten, Lagoi, Bintan in The Academic Year of 2010/2011)". The thesis was conducted by Putri Dina Martalinova in 2011. Based on the the research finding, the writer found that the Analytical Phonics Method is more effective than Synthetic Phonics Method for Teaching Listening to the second grade of Tunas Bangsa Kindergatten in The Academic Year of 2010/2011. The students who have high self confidence have better listening achievement in the two teaching method than students who have low self-confidence. There is no effect of teaching methods to the degree of self-confidence. The effect of teaching approach does not depend on the degree of self-confidence.

The third thesis entitled “Improving Students Speaking Skill by Retelling Technique Using Video (A classroom Action Research in Speaking of Class 21 of IKIP PGRI Madiun in the 2010/2011)”. This thesis was conducted by Fitra Pinandhita in 2011. The result of the research shows retelling technique using video is also able to improve students’s speaking skill. It stimulates students to be active. Therefore English teachers are recommended to apply retelling technique using video to teach their students in the speaking class in order to improve their listening skill.

The fourth thesis that entitled “The Effectiveness of Using Using VCD “Daily Conversation Living English” as an Audiovisual Media in Teaching Listening Viewed from the Students’s Motivation, (An Experimental study at SMK Tunas Pembangunan 2 in The Academic Year of 2011/2012)”. This thesis was conducted by Bertha Budi Hanani in 2011. Based on the research finding VCD technique is more effective than conventional technique for teaching listening, the students having high motivation have better listening competence than students having low motivation and there is an interaction effect between technique and students motivation in teaching listening in SMK Tunas Pembangunan 2 Surakarta.

Fifth thesis that written by Husnul Imaroh (2011) entitled “The Effectiveness of Team Game Tournament (TGT) to Teach Reading Comprehension Viewed from Students Reading Habit ”. And in this case, TGT was an effective in enhancing the students’ reading comprehension. Based on research finding TGT is an effective method to teach reading and the

implication of this teaching method is influenced by the level of students' reading habit, so it is very important that a teacher knows the level of student's reading habit before using this method.

In the last review related study, the thesis entitled "The Use of Audiovisual Media to Improve Listening Comprehension at SMAN 1 Ngawi (Action Research). This thesis was conducted by Rina Fajar Yuliawati in 2011. The result of the study shows that Audiovisual Media successful in improving students listening comprehension.

F. Rationale

1. The difference between using video and using audiotape

The basic idea of teaching and learning using video is to bring the students to learn the target language in the interesting situation. Teacher has to serve the students media in teaching and learning process, in order to keep the main and active role in the teaching and learning process through the video. On the contrary, using video requires different way in teaching learning process especially in listening process. It makes students work cooperatively and it will develop their ability in their social and human relation. In short, using the video is supposed to be more effective, where the students work more actively in joining the learning process. The students tend to have interest during listening and learning process.

On the other hand, Audiotape used by the teacher is supposed to be less effective to improve students' listening comprehension since using Audiotape less

attract the students to involve in the teaching learning process. So using video in learning is supposed to be more effective than using Audiotape way such as playing cassette using tape though with text scripts in a paper.

2. The difference between the students who have good habit in listening to English songs and the students who have bad habit in listening to English songs.

The students who have high level of habit usually have better attitudes in joining the teaching and learning process. They have high interest to pay much attention to the teacher and all of the activities in the class and always do the task well and correctly. They are not bored in joining class because they are more active than the students who have low habit.

The students who have low level of habit (bad habit) usually do not have any interest in joining the learning process and they have little attention to the teaching learning process and the material that is given. The students depend on the teacher all the time in teaching learning process. They are passive to learn in the class. They prefer becoming the follower and listener, and also slower in doing any task.

Thus, it can be assumed that the students who have good habit (high frequencies of habit) have better listening ability than those who have bad habit (low frequencies of habit).

3. Interaction between s of teaching and students' listening habit

The teaching which is used by the teacher in the class gives a big influence for the success of the teaching and learning process. In listening process, the

teacher also needs to use suitable media that will motivate the students in joining the class. Using video is better for the students who have good of habit, because by using the video the teacher also will try to teach listening in groups. The students will be more active and the teacher not only teaches academic content but also considers making the students develop their social relation with other students.

Using Audiotape such as playing cassette using tape in teaching listening seems satisfy the students having bad habit in joining the listening class. They are not active, and just entrust for their teacher's explanation to know the message of the text manually. They are passive in joining listening class, and they are slower in doing the task.

Habit is also quite important to acquire listening competence because understanding of the task requires the habit in listening to English songs. It is dealing with how individuals get interested and become aware to involve and participate actively in teaching-learning process. Therefore, teaching medias and Habit of listening to English songs are supposed to have interaction toward students' listening ability.

G. Hypothesis

Based on the theoretical description and rationale above, the hypothesis can be formulated as follows:

1. Using audiovisual media is more effective than using Audiotape to teach listening for the second grade at SMK PPS 1 Ngrambe Ngawi.

2. The students who have good (high frequencies) habit in listening to English songs have better listening ability than the students who have bad (low frequencies) habit in listening to English songs.
3. There is an interaction between teaching media and students' habit in listening to English songs in teaching listening.



CHAPTER III

RESEARCH METHODOLOGIES

A. Research Method

Research method that is used by the writer in the study is experimental research method. Experimental research, as stated by Fraenkel and Walen (1993:240), is one of the most powerful research methods researched can use. It is claimed as the best way to establish cause-and-effect relationship between variables and directly attempts to influence a particular variable. In an experimental study, researchers look at the effect of at least one independent variable on one or more dependent variables. The independent variable in experimental study is known as experimental variable or treatment variable. The dependent variable, also known as the criterion or outcome variable refers to the results or outcomes of the study. In this kind of study, researchers manipulate the independent variable. They decide the nature of treatment (that is, what is going to happen to the subjects of the study), to whom it is to be applied, and to what extent- Independent variables frequently manipulated in educational research include methods of instruction, types of assignment, learning materials. Meanwhile, dependent variables frequently studied include achievement and interest in a subject.

Related to the study, the experimental research has been chosen because the aim of this study is dealt with revealing the effect of teaching methods and habit as the organism variable towards the listening comprehension of advanced level students. This experimental study involves three kinds of variables. The first

variable is independent variable. This independent variable is also recognized as experimental or treatment variable. The independent variable of this study is the teaching methods. The teaching methods are the factors of this study which are measured, manipulated, or selected to determine their relationship with the observed phenomenon. The teaching methods that are used in this study are using video media and using Audiotape media. These two media s will be treated differently for groups of students. The group that receives in using video media functions as experimental group. On the other hand, the group which receives in using Audiotape media is placed as control group. This comparison group is very important in the experimental research because it serves the purpose of determining whether the treatment has had an effort or whether one treatment is more effective than other (Franker and Walen, 1993: 242). The function of using Audiotape media group as the comparison group is to determine whether using video media works best when it is applied to the advanced level students related to their habit of listening to English songs. The second variable of this study is dependent variable. It is the factor which is observed and measured to determine the effect of the independent variable. The dependent variable in this study is listening comprehension of the advanced level students. The third variable is a kind of variable that will be given different name based on the point of view. The term habit, as the third variable, can be translated into such kinds of variable.

The first is that habit refers to a person who does regularly and has been settled, especially something which is hard to be given up (Hornby, 1987: 385). Meanwhile, in catholic encyclopaedia it is stated that habit is an effect of repeated

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acts and an aptitude to reproduce them (Cathency:1998). Further, habit is something which is stored in someone's mind because it has been done regularly in long period (Jacoby and Keley, 1987:476). It means that someone who has certain habit has done it regularly in long period. For example, if one is in the habit of listening, he/she listens regularly. Wood and Tam (2005: 91) states "Habits reflect the cognitive, neurological, and motivational changes that occur when behaviour is repeated".

Listening habit is closely related to what so called "listening attitude" since it is about learner's feeling which causes him/her to "approach or avoid listening situation (Alexander and Filler: 1998). It means that one is said to have good listening attitude if he/she feels that listening is important so that he/she approaches it, and vice versa, one is said to have bad listening habit if he/she feels that listening is not important at all so that he/she avoids it. More recent opinion is stated by Sangkaeo as cited in Tella and Akande "Listening habit refers to the behaviour which expresses likeness of listening and taste of listening" (Hornby:2007)

Habit is also assumed as secondary independent variable that is selected to determine if it affects the relationship between the primary independent variable and dependent variable. In this study, the writer is interested in studying the effect of independent variable (X), or the teaching methods, on dependent variable (Y), or listening skill mastery of intermediate level students, but suspects that the nature of the relationship between X and Y is altered by the level of a third factor

Z, or the habit level of the students, then Z can be in the analysis as a moderator variable.

B. Experimental Design

After the variables had been identified, the next step is determining the experimental design, according to Wiersma (2001: 67) in its broadest sense, an experimental design is preconceived plan for conducting an experiment. More specially, an experimental design is the structure by which variables are positioned, arranged, or built into experiment. The design includes the independent variables, which must include the experimental variables and possibly other variables, such as organism variables.

In other words, it can be said that experimental design is the structure by which variables are positioned or arranged in the experiment. The purpose of experimental design is to make sense of the result of the study and enhance control.

There are a lot of experimental designs. To choose certain design is the right of researchers but they have to consider the purpose and of their experimental study. The most appropriate experimental design of this study is factorial design. Factorial designs extend the number of relationships that may be examined in an experimental study. They are essentially modification of either the post-test-only control group or pretest-posttest control group designs, which permit the investigation of additional independent variables (Fraenkle and Walen, 1993: 255). The advantage of factorial design is that it allows researchers to study the interaction of an independent variable with one or more other variables,

sometimes called as moderator variables. Factorial design, therefore, is an efficient way to study several relationships with one set of data. Within this design, it is possible to assess the effect of each independent variable separately as well as their conjoint or simultaneous effect or interaction (Tuckman, 1978: 135). Thus, the writer can see how one of the variables might moderate each other. In this study, the factorial design is illustrated as follows:

	Teaching Media	
Habit	A ₁	A ₂
B ₁	A ₁ B ₁	A ₂ B ₁
B ₂	A ₁ B ₂	A ₂ B ₂

Table 1. Description for each cell

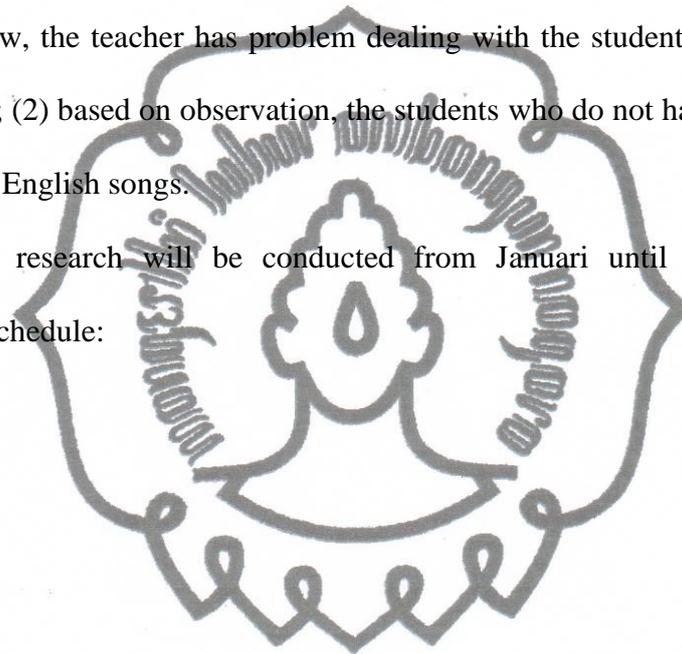
A is used to designate a treatment (the presence of treatment). When treatments are compared, they will be labelled as A₁ and A₂. A represents method of teachings used in this study. A₁ is using audiovisual media and A₂ is using Audiotape media. A₁B₁, A₁B₂, A₂B₁ and A₂B₂ will be used to designate an observation or measurement. B is used to designate the moderate variable. The numbers indicate the level of the variable. Habit levels are the B variable. B₁ represents students having good habit to learn while B₂ represents those having bad habit.

C. Place and Time of the Study

This research is conducted at SMK PPS 1 Ngrambe Ngawi in semester IV in the academic year of 2011/2012. The research is conducted from Januari 2012 to March 2012. It located at Ngawi regency. It has three classes for each level.

This school is chosen as the setting of the study for some reason : (1) based on the interview, the teacher has problem dealing with the student's comprehension in listening; (2) based on observation, the students who do not have good habits in listening to English songs.

The research will be conducted from Januari until March, with the following schedule:



D. Subject of the Study

In research especially in experiments, the term subject is used to mean someone who participates in an experiment. Subjects are the participants in the experiment, those who receive the experimental treatment. Subjects of this study are the second grade students at SMK PPS 1 Ngrambe Ngawi. The symbol S is used to designate a subject. The term subject and the symbol S are commonly used in the literature.

1. Population of the Study

Population refers to the totality of all elements, subjects, or members that possess a specified set of one or more common characteristics that define it (Wiersma, 2001: 459). The population of the study, then, includes all individuals with certain specified characteristics. Fraenkel and Walen (1999: 554) state that population is the group to which the researcher would like the result of the study to be generalizable. Dealing with those definitions of population, it can be said that the population of this study is the students of SMK PPS 1 Ngrambe Ngawi for the academic year of 2011/2012 which consisted of 382 students.

2. Sample of the Study

Sample is the group from which information is obtained, preferably selected in such a way that the sample represents the larger group or population (Fraenkel and Walen, 1993: 556). The number of sample, therefore, can be decided from the number of population involved in the study. The huge number of population requires a specific number. On the other hand, when the population is not too large, population can be involved sample. Mason and Bramble (1997: 113) state that usually the sample is considerably smaller than the population, though in the case of a relatively small population, then sample may be nearly the same size. The sample of this study is the second grade students (the third semester). Further,

Saleh state that sample is group of people, things or places where the data are taken, when the data the population is more than 500, the sample can be more or least 30% of the population. The sample used was the eleventh grade students which consisted of 114 students. Two classes were used in this research, one class for experimental group and another one for control group. The samples are class XI-Ak1 and class XI-Ak2.

3. Sampling

According to Fraenkel and Walen (1993: 556), sampling is the process of selecting a number of individuals (a sample) from a population, preferably in such way that individuals represent the larger group from which they were selected. So, sampling is a way to take sample from population.

The sampling used in this study is cluster sampling technique . This technique is used when the population is divided into groups or classes. So, when the writer is willing to retain the research on SMK PPS 1 Ngrambe population, he can choose whether the tenth, eleventh or twelfth. As he teaches on eleventh year (second grade) so he wants to do the research on eleventh year students and the total number is 114 students. Two classes are used in this research are class XI-k1 and XI-Ak2 which consisted of 76 students, one class for experimental group and another one for control group.

After getting two classes as sample of this research, then the writer determines experimental class and control class, the technique used by the writer is lottery technique. It means that the students of two classes are randomized to be new two classes which have the same characteristics. The similarities of their characteristics are taken from their scores in rapport or average scores from the teacher.

E. Technique of Collecting Data

The collection of data is an extremely important of all research endeavours, for the conclusion of a study are based on what data reveal. As the result, the kind of data to be collected, the method of collection to be used, and the scoring of the data need to be considered with care. The term data is referred by Fraenkel and Walen (1993: 101) as the kinds of information researchers obtain on the subjects of their research. An important decision for every researcher to make during the planning phase of an investigation, therefore, is what kinds of data he or she intends to collect. The device the researcher used to collect data is called an instrument.

In this research, the data is resulted from the listening test and questionnaire of students' habits in listening to English songs. In getting the data of students' listening comprehension, multiple choice tests are used while students' listening to English songs habit is resulted from questionnaire. The writer used closed type questionnaire, in which the responses of the statement is given so that it is easier for the students to answer it.

In this research, to get the data of students' listening comprehension the writer uses objective test for the result of the instrument and questionnaire for the value of students' listening to English songs habit as his instrument. In the objective test, the items are designed in such way so that the scorer is not able to involve his or her judgment or personal feeling. This kind of test will not let the personal biases, perceptions, and interpretation of the scorer come to play during the process of scoring (Mason and Bramble, 1997: 297).

It is also stated that objective test items are simple to respond and simple to score. Students will find it easy when they are responding the test. They do not need to construct their own words in answering the questions. It is very simple to

score the objective test. The answer is only correct and incorrect. He or she does not have to include the subjectivity in scoring students questions. Meanwhile, to value students' habit, he/she uses questionnaire. Questionnaire is used to tap into the knowledge, opinions, ideas, and experiences of learners through asking questions (Wallace, 2004: 124). The questions are usually set out in a very systematic way, and very often the questionnaire is answered by reading the questions, and then ticking responses, or writing in short answer. The use of questionnaire in this study is very efficient in order to save the time although it takes longer time to prepare because it has to be carefully written. To measure the level of students' habit of listening to English songs, he uses Likert's scale. This scale is preferred because it provides a simple way to measure students' habit. Each item pool will be measured on 4 scales; always (4 points), often (3 points), sometimes (2 points), and never (1 Point).

The instrument used in the study has to consider two important things; the validity and reliability. The validity of instrument is that it measures what it is supposed to measure. A more accurate definition is given by Fraenkel and Wallen (1993: 102) that validity revolves around the defensibility of the inferences researchers make from the data collected through the use of instrument. Researchers then use these data to make inferences about the characteristics of certain individuals. But to be any use, these inferences must be correct. All researchers, therefore, want instruments that permit them to draw warranted conclusions about the characteristics of the individuals they study. So, validity is concerned with how well a test measures what it is supposed to measure. The following formula is used to know the validity of listening test:

1. Listening comprehension test

a. The items validity: $r_0 = \frac{\overline{X_i} - \overline{X_t}}{s_t} \sqrt{\frac{p_1}{p_2}}$

Where:

r_0 = coefficient of validity

\bar{X}_i = mean score of correct answer for the item no i

\bar{X}_t = total mean score

S_t = the standard deviation

p_i = the proportion of students who respond correctly for the item no i

q_i = the proportion of students who respond incorrectly for the item no i

In which:

$$S_t^2 = \sqrt{\frac{\sum x^2}{n}} \text{ and } x = X - \bar{X}$$

The validity of students' listening habit is known by giving some items of multiple choice tests to the try out class. The item is valid when $r_0 > r_b$, while the item is invalid when $r_0 < r_b$.

b. The reliability

The second consideration is reliability. Reliability involves the consistency, dependability, or stability of the test score. A reliable instrument is one that gives consistent results. The consistency of result would give the researcher confidence that the result accurately represents the achievement of the individuals involved. The writer uses the Kuder-Richardson formula 20 for counting the reliability. Here is the formula to count the reliability of the instruments.

$$r_{kk} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum pq^2}{S_t^2} \right] \text{ *commit to user*}$$

r_{kk} = the estimated reliability or coefficient of reliability

k = the number of items on the test

p = the proportion of students who respond correctly of each item

$q = 1 - p$

S_t^2 = observed score variance

(Mason and Barnble, 1997 : 27 6)

2. The questionnaire of student's listening habit

a. The item validity : $r_{5t} = \frac{\sum x_i x_t}{\sqrt{(\sum x_i^2)(x_t^2)}}$

Where :

r_{5t} = coefficient of validity

$\sum x_i x_t$ = sum of all item variance

x_i^2 = total variance

x_t^2 = total variance item

The validity of students' listening habit is known by giving some items of closed typed questionnaire to the try out class. The item is valid when $r_0 > r_t$, while the item is invalid when $r_0 < r_t$.

b. the item reliability : $r_{kk} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum s_i^2}{S_t^2} \right]$

Where:

r_{kk} = the estimated reliability or coefficient of reliability

k = the number of items on the test

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$\sum s_i^2$ = the proportion of students who respond correctly of each item

s_i^2 = total of variance

The item is reliable when $r_o > r_t$.

F. Data Analysis

Data analysis relates to the experimental design used. When using factorial design, as the writer does, that includes an independent variable, moderator variable, and dependent variable, the size of analysis of variance is equal number of independent and moderator variables. The term variable in this sense is the same as factor. One statistical device that is appropriate for factorial design is analysis of variance (ANOVA). In ANOVA it is possible to put more than one independent variables into a single study. As noted before moderator variable is included into independent variable. Dealing with this study, the writer uses two independent variables, the teaching media and habit which is divided into two levels; good and bad levels, Because there are two independent variables, ANOVA would be called as 2 x 2 ANOVA.

In counting 2x2 ANOVA, there are some steps. These steps have to done orderly. Here are the steps of 2x2 ANOVA:

The data are analyzed using the following ways:

Main Effect \ Simple Effect	Video	Audiotape	Sum
Good Habit	Group 1 $\sum X$ \bar{X}	Group 3 $\sum X$ \bar{X}	$\sum X_{r1}$ \bar{X}_{r1}
Bad Habit	Group 2 $\sum X$ \bar{X}	Group 4 $\sum X$ \bar{X}	$\sum X_{r2}$ \bar{X}_{r2}
Total			$\sum X_{r2}$ \bar{X}_{r2}
	$\sum X_{c1}$ \bar{X}_{c1}	$\sum X_{c2}$ \bar{X}_{c2}	

The data are analyzed using the following ways:

1. the total sum squares:

$$\sum x_t^2 = \sum X_t^2 - \frac{(\sum X_t)^2}{N}$$

2. The sum of squares between groups:

$$\sum x_b^2 = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} + \frac{(\sum X_4)^2}{n_4} - \frac{(\sum X_t)^2}{N}$$

3. The sum of squares within groups:

$$\sum x_w^2 = \sum x_t^2 - \sum x_b^2$$

4. The between – columns sum of squares:

$$\sum x_{bc}^2 = \frac{(\sum X_{c1})^2}{n_{c1}} + \frac{(\sum X_{c2})^2}{n_{c2}} - \frac{(\sum X_t)^2}{N}$$

5. The between – rows sum of squares:

$$\sum x_{br}^2 = \frac{(\sum X_{r1})^2}{n_{r1}} + \frac{(\sum X_{r2})^2}{n_{r2}} - \frac{(\sum X_t)^2}{N}$$

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6. The sum of squares interaction:

$$\sum x_{\text{int}} = \sum x_b^2 - (\sum x_{bc}^2 + \sum x_{br}^2)$$

The number of degrees of freedom associated with each source of variation:

df for between – columns sum of squares = C – 1

df for between – rows sum of squares = R – 1

df for interaction (C – 1) (R – 1)

df for between – groups sum squares = G – 1

df for within – columns sum squares = $\sum ((n-1))$

df for total sum of squares = N – 1

Note:

C = number of columns

R = the number of rows

G = the number of group

n = the number of subject in one group

N = the number of all subject in all group

Here is the table for summarizing 2x2 ANOVA

Source of variance	SS	Df	MS	F ₀	F _{t(0.05)}
Between columns (Media of teaching)					
Between rows (level of habit)					
Columns by rows (interaction)					
Between groups					
Within groups					
Total					

Table 3. The Summary for 2 x 2 Factorial Design

To find which means are significantly different from one another, there is Tukey's test. The Tukey Test is a post hoc test designed to perform a pairwise comparison of the means to see where a significant difference lies. Tukey's test, named after John Tukey, is statistical test generally used in conjunction with an

ANOVA. It compares all possible pairs of means, and is based on a studentized range distribution q (this distribution is similar to the significant difference) test/ the test compares the means of every treatment to the means of every other treatment, and identifies where the difference between two means is greater than the standard error would be expected to allow. The formula for this test is as follow:

- a. Between column $q : \frac{\bar{X}k_1 - \bar{X}k_2}{\sqrt{\text{Error variance} / n}}$
- b. Between column $(\text{HM}) q : \frac{\bar{X}k_1 b_1 - \bar{X}k_2 b_2}{\sqrt{\text{Error variance} / n}}$
- c. Between column $(\text{LM}) q : \frac{\bar{X}k_1 b_2 - \bar{X}k_2 b_2}{\sqrt{\text{Error variance} / n}}$ or $q = \frac{\bar{X}k_2 b_2 - \bar{X}k_2 b_2}{\sqrt{\text{Error variance} / n}}$

The test statistic is found by dividing the difference between the means by the Square root of the ratio of the within group variation and the sample size.

$$\text{TS} : q = \frac{\bar{x}_i - \bar{x}_j}{\sqrt{s_w^2 / n}}$$

G. Statistical Hypothesis

In this study the writer proposes for hypotheses. These hypotheses are based on the formulation of the problems are presented in the previous chapter and will be illustrated through null hypotheses.

1. The difference between video (A_1) and audiotape (A_2) in teaching listening at the vocational high school.

a. $H_0 : \mu_{A1} = \mu_{A2}$

H_0 means that there is no difference between video (A_1) and audiotape (A_2) in teaching listening at the vocational high school.

b. $H_a: \mu_{A1} > \mu_{A2}$

H_a means that video (A_1) is more effective than audiotape (A_2) in teaching listening at the vocational high school.

2. The difference between students who have good habit of listening to English songs (B_1) and those who have bad habit of listening to English songs (B_2).

a. $H_0: \mu_{B1} = \mu_{B2}$

H_0 means that there is no difference in listening skill between students who have good habit (B_1) and those who have bad habit of listening to English songs (B_2).

b. $H_a: \mu_{B1} > \mu_{B2}$

H_a means that the students who have good listening habit (B_1) have better listening skill than those who have bad habit of listening to English songs (B_2).

3. Interaction between the teaching media used (video and audiotape) (A) and students' habit of listening to English songs (B) in teaching listening at the vocational high school.

a. $H_0: AXB = 0$

H_0 means that there is no interaction between the teaching media used (video and audiotape) (A) and students' habit of listening to English songs (B) in teaching listening at the vocational high school.

b. $H_a: AXB > 0$

H_a means that there is an interaction between the teaching media used, video and audiotape (A), and students' habit of listening to English songs (B) in teaching listening at the vocational high school.

CHAPTER IV

THE RESULT OF THE STUDY

This chapter discusses the result of the study which is divided into four discussions as follows: the description of the data, the normality and homogeneity test, hypothesis testing, and the discussion of the result of the study.

A. Description of the Data

The data presented are the result of the listening test. They included the mean, mode, median, standard deviation, and frequency distribution then followed by histogram and polygon. The descriptions of the data are based on the groups analyzed which are divided into eight groups:

1. The scores of listening test of the students having good habit in listening to English songs who are taught using Video “Fun English” teaching (A_1B_1)
2. The scores of listening test of the students having bad habit in listening to English songs who are taught using Video “Fun English” teaching (A_1B_2)
3. The scores of listening test of the students having good habit in listening to English songs who are taught using Audiotape teaching (A_2B_1)
4. The scores of listening test of the students having bad habit in listening to English songs who are taught using Audiotape teaching (A_2B_2)
5. The scores of listening test of the students who are taught using Video “Fun English” teaching (A_1)
6. The scores of listening test of the students who are taught using Audiotape teaching (A_2)
7. The score of listening test of the students having good habit (B_1)
8. The score of listening test of students having bad habit (B_2)

Below are the descriptions of eight groups above:

1. The data of listening test of the students having good listening to English songs habits who are taught by using video (A_1B_1)

Descriptive analysis of the data of A_1B_1 shows that the score is 64 up to 87. The mean is 79.36, the mode is 78.83 the median is 79.8 and the standard deviation is 5.9. Histogram and polygon are presented in table 3 and figure 2.

Table 4. Frequency Distribution of A_1B_1

Class limit	F	x	x^2	fx	fx^2
64 - 67	1	65.5	4290.25	65.5	4290.25
68 - 71	1	69.5	4830.25	69.5	4830.25
72 - 75	1	73.5	5402.25	73.5	5402.25
76 - 79	6	77.5	6006.25	465	216225
80 - 83	5	81.5	6642.25	407.5	166056
84 - 87	5	85.5	7310.25	427.5	182756
Sum	19	453	34481.5	1508.5	579560

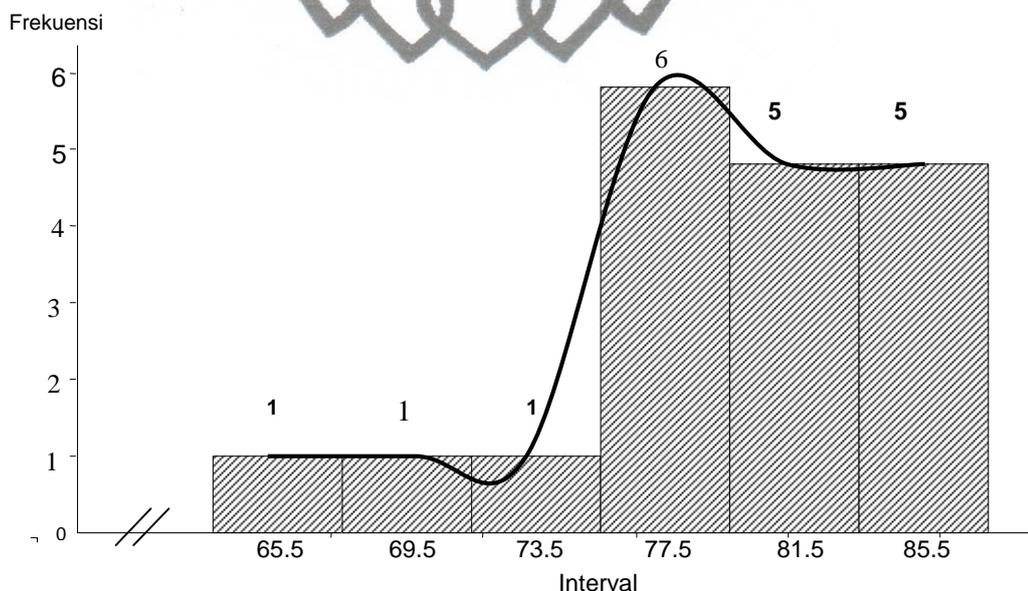


Figure 2. Histogram and Polygon of Data A_1B_1

- The data of listening test of the students having bad listening to English songs habits who are taught by using Video (A_1B_2)

Descriptive analysis of the data of A_1B_2 shows that the score is 53 up to 76. The mean is 62.36, the mode is 62.9, the median is 62.5 and the standard deviation is 5.81. Histogram and polygon are presented in table 4 and figure 3.

Table 5. Frequency Distribution of A_1B_2

Class limit	F	x	x^2	fx	fx^2
53 - 56	4	54.5	2970.25	218	47524
57 - 60	3	58.5	3422.25	175.5	30800.3
61 - 64	6	62.5	3906.25	375	140625
65 - 68	4	66.5	4422.25	266	70756
69 - 72	1	70.5	4970.25	70.5	4970.25
73 - 76	1	74.5	5550.25	74.5	5550.25
Sum	19	387	25241.5	1179.5	300226

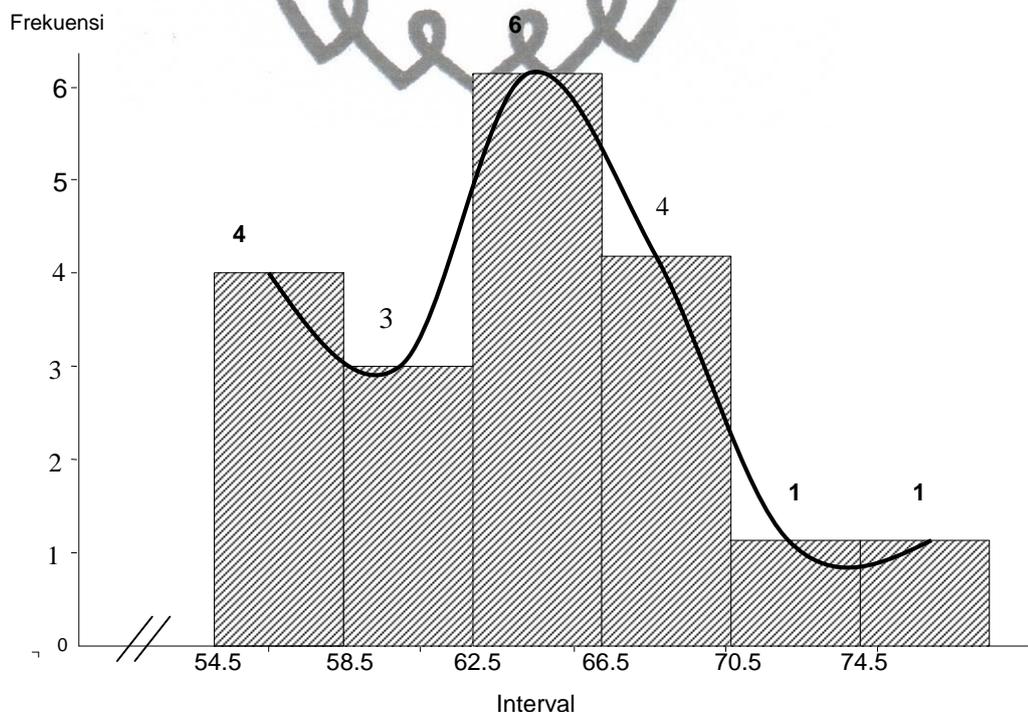


Figure 3. Histogram and Polygon of Data A_1B_2

3. The data of listening test of the students having good listening habits who are taught by using Audiotape (A_2B_1)

Descriptive analysis of the data of A_2B_1 shows that the score is 54 up to 75. The mean is 64.36, the mode is 64.5, the median is 64 and the standard deviation is 7.11. Histogram and polygon are presented in table 5 and figure 4.

Table 6. Frequency Distribution of A_2B_1

Class limit	F	x	x^2	Fx	Fx^2
54 - 57	6	55.5	3080.25	333	110889
58 - 61	1	59.5	3540.25	59.5	3540.25
62 - 65	3	63.5	4032.25	190.5	36290.3
66 - 69	3	67.5	4556.25	202.5	41006.3
70 - 73	4	71.5	5112.25	286	81796
74 - 77	2	75.5	5700.25	151	22801
Sum	19	391	26021.5	1222.5	296323

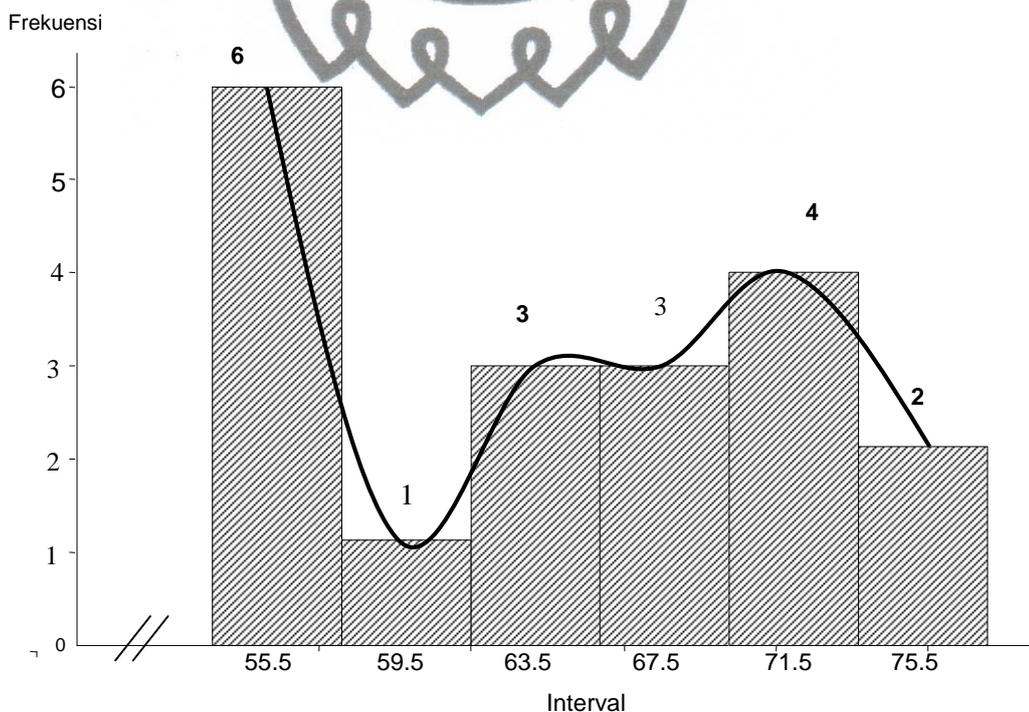


Figure 4. Histogram and Polygon of Data A_2B_1

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- The data of listening test of the students having bad listening to English songs habits who are taught by using Audiotape (A_2B_2)

Descriptive analysis of the data of A_2B_2 shows that the score is 53 up to 76. The mean is 68.73, the mode is 70.5, the median is 69.6 and the standard deviation is 6.2. Histogram and polygon are presented in table 6 and figure 5.

Table 7. Frequency Distribution of A_2B_2

Class limit	f	X	x^2	fx	fx^2
53 - 56	1	52.5	2756.25	52.5	2756.25
57 - 60	2	58.5	3422.25	117	13689
61 - 64	1	62.5	3906.25	62.5	3906.25
65 - 68	3	66.5	4422.25	199.5	39800.25
69 - 72	7	70.5	4970.25	493.5	243542.25
73 - 76	5	74.5	5550.25	372.5	138756.25
Sum	19	385	25027.5	1297.5	442450.25

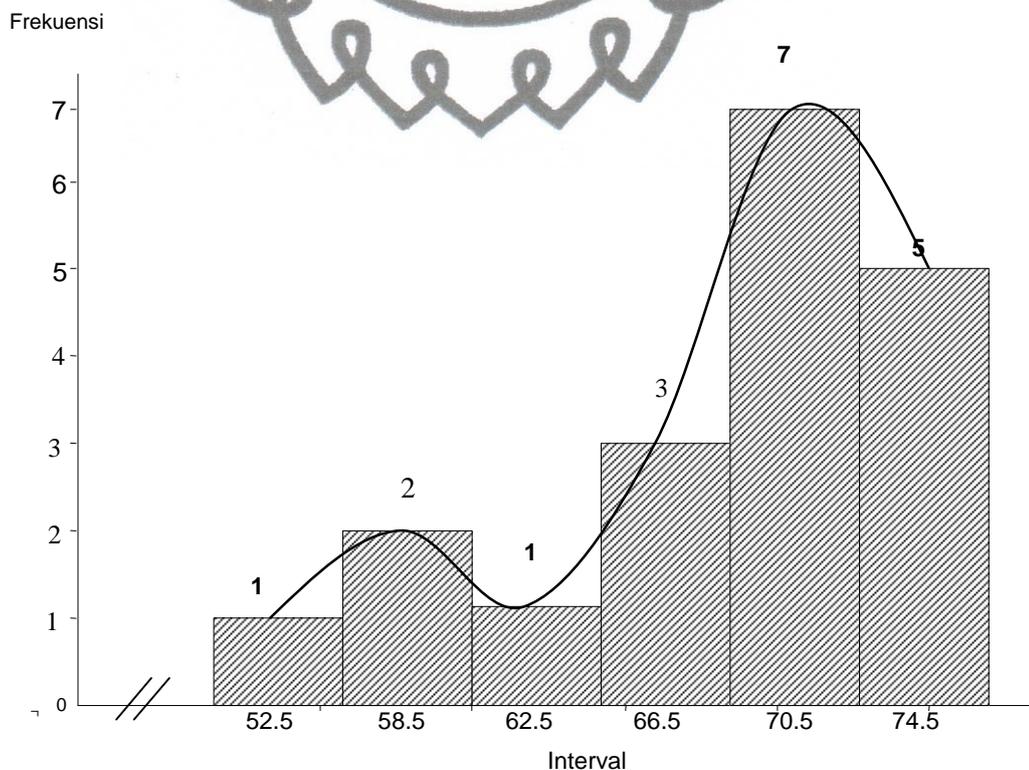


Figure 5. Histogram and Polygon of Data A_2B_2

5. The data of listening test of the students who are taught by using video (A_1)

Descriptive analysis of the data of A_1B_1 and A_1B_2 shows that the score is 53 up to 87. The mean is 70.86, the mode is 61.5, the median is 75.2 and the standard deviation is 10.36. Histogram and polygon are presented in table 7 and figure 6.

Table 8. Frequency Distribution of A_1

Class limit			f	x	x^2	fx	fx^2
53	-	58	4	55.5	3080.25	222	49284
59	-	64	9	61.5	3782.25	553.5	306362
65	-	70	4	67.5	4556.25	270	72900
71	-	76	6	73.5	5402.25	441	194481
77	-	82	8	79.5	6320.25	636	404496
83	-	88	7	85.5	7310.25	598.5	358202
Sum			38	423	30451.5	2721	1385726

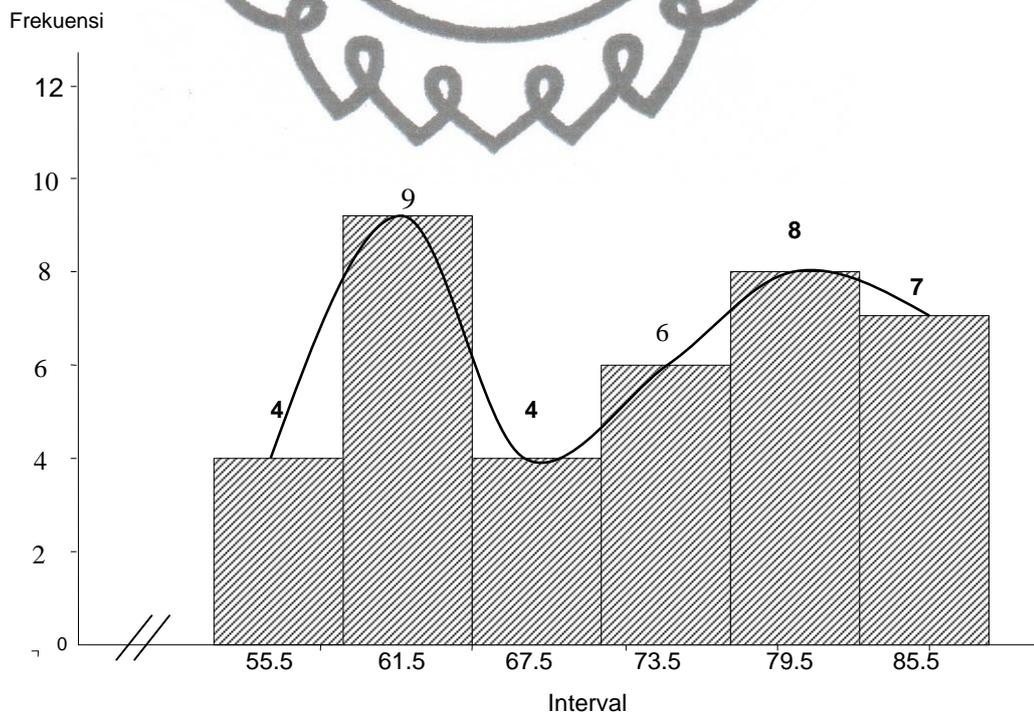


Figure 6. Histogram and Polygon of Data A_1

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6. The data of listening test on the students who are taught by using Audiotape (A_2)

Descriptive analysis of the data of A_1B_1 and A_2B_2 shows that the score is 53 up to 76. The mean is 66.5, the mode is 70.25, the median is 69.5 and the standard deviation is 6.9. Histogram and polygon are presented in table 8 and figure 7.

Table 9. Frequency Distribution of A_2

Class limit	F	x	x^2	fx	fx^2
53 - 56	5	54.5	2970.25	272.5	74256.3
57 - 60	5	58.5	3422.25	292.5	85556.3
61 - 64	4	62.5	3906.25	250	62500
65 - 68	5	66.5	4422.25	332.5	110556
69 - 72	12	70.5	4970.25	846	715716
73 - 76	7	74.5	5550.25	521.5	271962
Sum	38	387	25241.5	2515	1320547

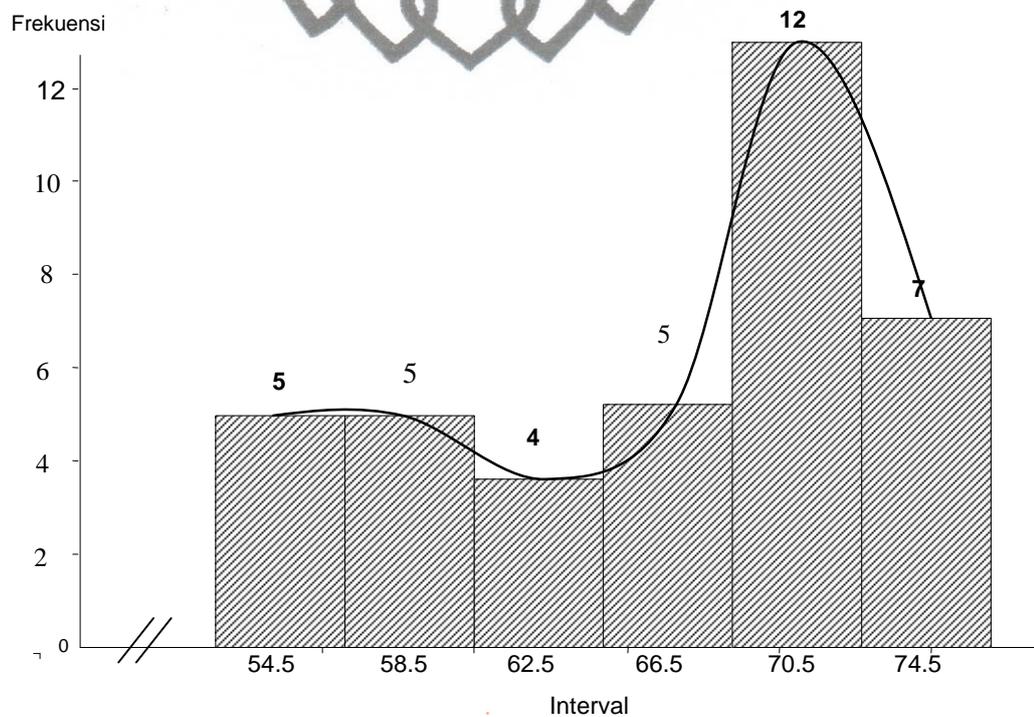


Figure 7. Histogram and Polygon of Data A_2

7. The data of listening test of the students having good listening to English songs habits (B_1)

Descriptive analysis of the data of B_1 shows that the score is 53 up to 87. The mean is 71.86, the mode is 69.5, the median is 73 and the standard deviation is 9.96. Histogram and polygon are presented in table 9 and figure 8.

Table 10. Frequency Distribution of B_1

Class limit	F	x	x^2	fx	fx^2
53 - 58	2	55.5	3080.25	111	12321
59 - 64	3	61.5	3782.25	184.5	34040.3
65 - 70	9	67.5	4556.25	607.5	369056
71 - 76	9	73.5	5402.25	661.5	437582
77 - 82	8	79.5	6320.25	636	404496
83 - 88	7	85.5	7310.25	598.5	358202
Sum	38	423	30451.5	2799	1615698

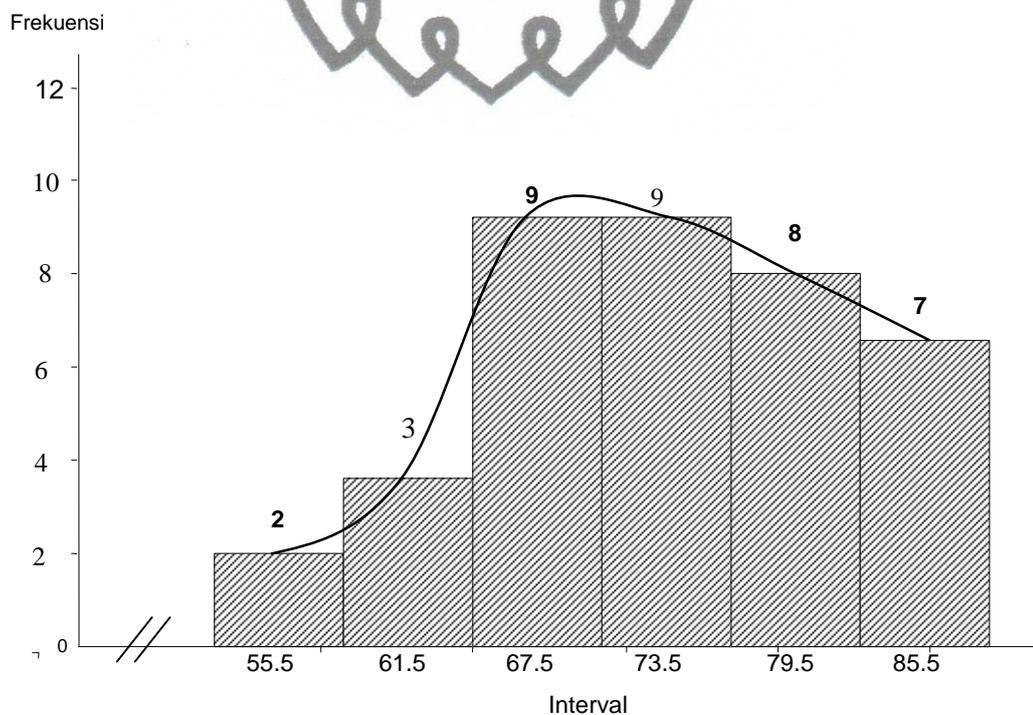


Figure 8. Histogram and Polygon of Data B_1

8. The data of listening test of the students having bad listening to English songs habits (B_2)

Descriptive analysis of the data of B_2 shows that the score is 53 up to 76. The mean is 65.66, the mode is 64.5, the median is 65.1 and the standard deviation is 6.76. Histogram and polygon are presented in table 10 and figure 9.

Table 11. Frequency Distribution of B_2

Class limit	f	x	x^2	fx	fx^2
53 - 56	5	54.5	2970.25	272.5	74256.3
57 - 60	5	58.5	3422.25	292.5	85556.3
61 - 64	7	62.5	3906.25	437.5	191406
65 - 68	7	66.5	4422.25	465.5	216690
69 - 72	8	70.5	4970.25	564	318096
73 - 76	6	74.5	5550.25	447	199809
Sum	38	387	25241.5	2479	1085814

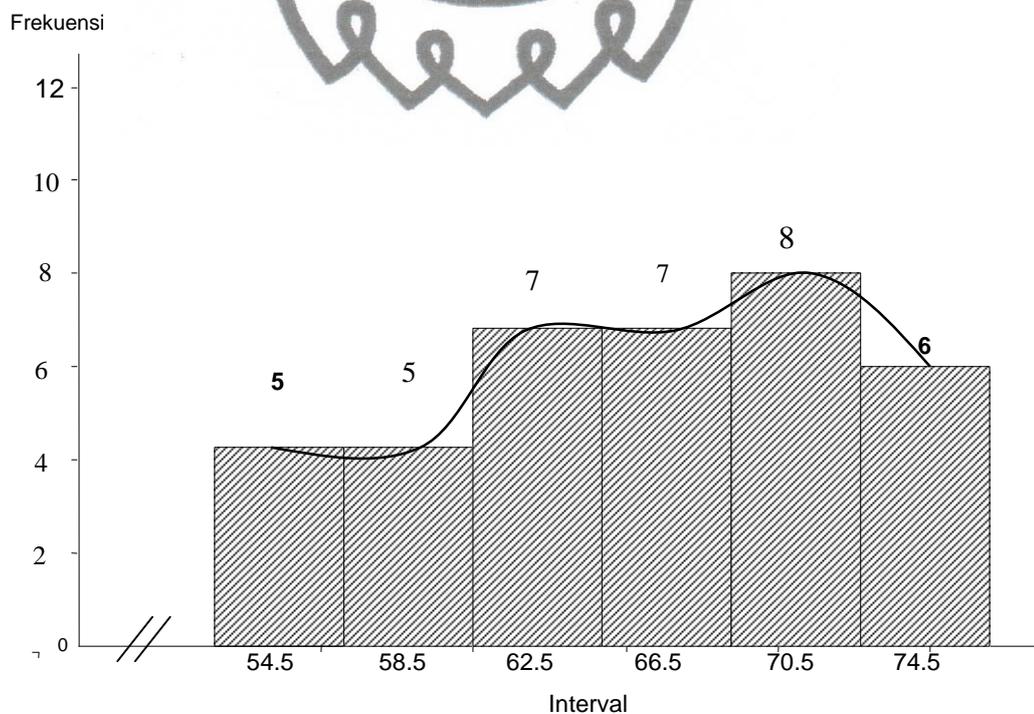


Figure 9. Histogram and Polygon of Data B_2

B. Normality and Homogeneity Test

The normality and homogeneity test must be done before analyzing the data by using inferential analysis. The function of normality test is to know whether the sample is in normal distribution or not, while homogeneity test is to know whether the data are homogeneous or not. The description of each test is as follows:

1. Normality Test

The sample is on normal distribution if L_o (L obtained) is lower than L_t at the level of significance (α) = 0.05 or $L_o < L_t$.

No	Data	The number of Sample	L obtained (L_o)	L Table (L_t)	Alfa (α)	Distribution of Population
1	A_1B_1	19	0.108	0.195	0.05	Normal
2	A_1B_2	19	0.168	0.195	0.05	Normal
3	A_2B_1	19	0.166	0.195	0.05	Normal
4	A_2B_2	19	0.149	0.195	0.05	Normal
5	A_1	38	0.119	0.143	0.05	Normal
6	A_2	38	0.118	0.143	0.05	Normal
7	B_1	38	0.127	0.143	0.05	Normal
8	B_2	38	0.087	0.143	0.05	Normal

Table 12. The Normality Test

2. Homogeneity Test

The purpose of homogeneity test is to know that the data are homogenous. If χ_o^2 is lower than χ_t at the level of significance (α) = 0.05 or $\chi_o^2 < \chi_t$, it can be concluded that the data are homogenous.

Table 13. The Homogeneity Test

Sample	Df	1/(df)	S_i^2	Log S_i^2	(df) log S_i^2
19 (A ₁ B ₁)	18	0.5	34.69	1.540	27.72
19 (A ₂ B ₁)	18	0.5	50.58	1.703	30.67
19 (A ₁ B ₂)	18	0.5	33.80	1.528	27.52
19 (A ₂ B ₂)	18	0.5	38.98	1.590	28.63
	72				114.550

$$\begin{aligned}\chi^2 &= 2.303\{B - (\sum \log S_i \times n-1)\} \\ &= 2.303(115.026 - 114.550) \\ &= 1.096\end{aligned}$$

Based on the calculation above, it can be seen that the χ_o^2 (1.096) is lower than χ_t at the level of significance (α) 5% = 7.81. Because $\chi_o^2 < \chi_t$ (1.096 < 7.81), the data are homogenous.

C. Hypothesis Testing

After knowing that the data are normal and homogeneous, hypothesis testing can be conducted. The data analysis is done by using multifactor analysis of variance (ANOVA) 2 x 2. H_0 is rejected if $F_o > F_t$, it means that

there is a significant difference. After knowing that H_0 is rejected, the analysis is continued to know the difference between the two groups and cells using Tukey test. To know which group is better, the mean scores of the groups and cells are compared. The 2x2 ANOVA and Tukey test are listed follows:

1. Summary of a 2 x 2 Multifactor Analysis of Variance

Source of Variance	SS	df	MS	F_o	$F_{t0,05}$	$F_{t0,01}$
Between column	353.89	1	353.89	8.96	4.00	7.08
Between row	475.77	1	475.77	12.04	4.00	7.08
Column by row (interaction)	2451.02	1	2451.02	62.03	4.00	7.08
Between group	3280.68	3	1093.56	-	-	-
Within group	2844.94	72	39.51	-	-	-
Total	6125.63	75	-	-	-	-

Table 14. Multifactor Analysis of Variance

Listening Habits	Video (A ₁)	Audiotape (A ₂)	Sum
Good (B ₁)	Group 1 Data = 19 $\Sigma X = 1508$ $\bar{X} = 79.36$	Group 2 Data = 19 $\Sigma X = 1223$ $\bar{X} = 64.36$	Data = 38 $\Sigma X = 2371$ $\bar{X} = 71.86$
	Group 3 Data = 19 $\Sigma X = 1185$ $\bar{X} = 62.36$	Group 4 Data = 19 $\Sigma X = 1306$ $\bar{X} = 68.73$	Data = 38 $\Sigma X = 2491$ $\bar{X} = 65.55$
Bad (B ₂)	Group 3 Data = 19 $\Sigma X = 1185$ $\bar{X} = 62.36$	Group 4 Data = 19 $\Sigma X = 1306$ $\bar{X} = 68.73$	Data = 38 $\Sigma X = 2491$ $\bar{X} = 65.55$
Total	Data = 38 $\Sigma X = 2693$ $\bar{X} = 70.86$	Data = 38 $\Sigma X = 2529$ $\bar{X} = 66.55$	Data = 76 $\Sigma X = 5222$ $\bar{X} = 68.71$

Table 15. The Mean Score

Based on the table above, it can be concluded that:

- a) Because F_o between columns (8.98) is higher than F_t at the level of significance (α) = 0.05 (4.00) and F_t at the level of significance (α) = 0.01 (7.08), the difference between columns is significant. therefore, the null hypothesis which states that there is no difference in effectiveness between video and audiotape is rejected. Because the mean score of students who are taught using video is 70.86 higher than the mean score of students who are taught using audiotape is 66.55, it can be concluded that video is more effective than audiotape to teach listening.
- b) Because F between rows (12.04) is higher than F_t at the level of significance (α) = 0.05 (4.00) and F_t at the level of significance (α) = 0.01 (7.08), the difference between rows is significant. Therefore, the null hypothesis which states that there is no difference in listening comprehension between students having good listening habits and those having bad listening habits to English songs is rejected. Because the mean score of students having good listening habits is 71.86 higher than the mean score of students having bad listening habits is 65.55, it can be concluded that the students having good-listening habits have better listening comprehension than students having bad-listening habit to English songs.

c) Because $F_{\text{interaction}}$ (62.03) is higher than F_t at the level of significance (α) = 0.05 (4.00) and F_t at the level of significance (α) = 0.01 (7.08), there is an interaction effect between two variables, the teaching media and students' listening habits to English songs on the students' listening comprehension. Therefore, the null hypothesis which states that there is no interaction between teaching media and listening habits to English songs in teaching listening is rejected.

2. Summary of Tukey Test

The finding of q is found by dividing the difference between the means by the square root of the ratio of the within group variation and the sample size.

Between group	q_0	q_t 0.05	q_t 0.01	Meaning
$A_1 - A_2$	4.24	2.95	4.00	Significant
$B_1 - B_2$	6.13	2.95	4.00	Significant
$A_1B_1 - A_2B_1$	10.33	3.11	4.39	Significant
$A_1B_2 - A_2B_2$	4.36	3.11	4.39	Significant

Table 16 Summary of Tukey Test

a. Using Video compared with Audiotape

$$q = \frac{(\bar{X}_{A_1} - \bar{X}_{A_2})}{\sqrt{\text{error variance} / n}} = \frac{70.86 - 66.5}{\sqrt{39.51 / 38}} = \frac{4.36}{1.03} = 4.24$$

Because q_0 between columns A_1 and A_2 (4.24) is higher than q_t at the level of significance (α) = 0.05 (2.95) and q_t at the level of significance (α) = 0.01 (4.02), it means that the effect of teaching listening by using video to the eleventh class students of SMK PPS 1 Ngrambe Ngawi in academic 2011/2012 differs significantly from that of teaching listening using audiotape. Based on calculation result the mean score of students who are taught using video A_1 (70.86) is higher than using audiotape A_2 (66.5), it can be concluded that using video is more effective than teaching listening using audiotape.

- b. Students who have good listening habit to English songs compared with students who have bad listening habits to English songs.

$$q = \frac{(\bar{X}_{B_1} - \bar{X}_{B_2})}{\sqrt{\text{error variance} / n}} = \frac{71.82 - 65.55}{\sqrt{39.51 / 38}} = \frac{6.27}{1.03} = 6.13$$

Because q_0 between rows B_1 and B_2 (6.09) is higher than q_t at the level of significance (α) = 0.05 (2.95) and q_t at the level of significance (α) = 0.01 (4.00), the students having good listening habits to English songs differ significantly from those having bad listening habits to English songs for listening test. Because the mean score of students having good listening habit to English songs B_1 (71.86) is higher than students having bad listening habit to English songs B_2 (65.55). It can be concluded that the students having good listening habits to English songs have better listening comprehension than those having bad listening habits to English songs.

- c. Using video compared with audiotape for students having good listening habits to English songs.

$$q = \frac{(\bar{X}_{A_1B_1} - \bar{X}_{A_2B_1})}{\sqrt{\text{error variance} / n}} = \frac{79.36 - 64.27}{\sqrt{23.34 / 11}} = \frac{15.09}{1.46} = 10.33$$

Because q_o between cells A_1B_1 and A_2B_1 (10.33) is higher than q_t at the level of significance (α) = 0.05 (3.11) and q_t at the level of significance (α) = 0.01 (4.39), video differs significantly from audiotape for the students who have good listening habits to English songs. Because the mean score of A_1B_1 (79.36) is higher than A_2B_1 (64.27), it can be concluded that video is more effective than audiotape to teach listening for students having good listening habits to English songs.

- d. Using video compared with audiotape for students having bad listening habits to English songs.

$$q = \frac{(\bar{X}_{A_1B_2} - \bar{X}_{A_2B_2})}{\sqrt{\text{error variance} / n}} = \frac{62.36 - 68.73}{\sqrt{39.51 / 38}} = \frac{6.37}{1.46} = 4.36$$

Because q_o between cells A_1B_2 and A_2B_2 (4.36) is higher than q_t at the level of significance (α) = 0.05 (3.11), audiotape differs significantly from video for the students having bad listening habits. Because the mean score of A_2B_2 (68.73) is higher than A_1B_2 (62.36), it can be concluded that audiotape is more effective than video to teach listening for students having bad listening habits to English songs.

- e. Based on the result of point c and d, teaching listening using video is more effective than teaching listening using audiotape for students having

good listening' habit to English songs and teaching listening using audiotape is more effective than using video for students having bad listening's habit to English songs, therefore it can be concluded that there is an interaction between teaching and students' listening habit to English songs.

D. Discussion

This research is one of the efforts to generate some improvement in teaching listening to the eleventh grade students of the vocational high school. It has been discussed in the previous chapter that using video is one of the alternative to obtain the intention. The following is the elaboration discussions of the research findings.

1. Using audiovisual media/video is more effective than audiotape.

Based on the finding of the study, the researcher draws a conclusion that the implementation of using video is more effective than using audiotape to help students in improving their listening skill. Listening is usually considered difficult by the learners. Using Video as a teaching media helps the students develop tactical ways to learn new material with use of questioning and accessing information from reliable sources. This media can be effective in promoting independence in learning. The ages and stages of development will determine the role of the teacher in guiding students through using video process. Vaughan (2002:120) states that characteristics of a good multimedia

are provide contexts and allows for integrations of sub-skill. Using video can also add a special, extra dimension to the learning experiences, seeing language in use one of the advantages of video is that students not only hear language, but also they see it (Harmer, 2001:282). On the contrary, using Audiotape makes students depend on the teacher explanation and translation almost all the times in listening class. The teacher will be engaged in many planning decisions, such as deciding what he/she wishes to teach, and how he/she will go about the listening process (brown, 2001:11). The students wait until all the words are translated by the teacher to get message of the text given to them. This does not promote achievement in creativity, thinking and problem solving. Therefore, using video is more effective than audiotape.

2. The students having good listening habits have better listening comprehension than students having bad listening habits.

Students who have good habit in listening to English song perform better achievement in listening than those having bad habit. Winkel (1996: 150) states that learning with good habit plays an important role to promote the spirit of learning so that students with good habit have strong energy to perform learning. Moreover, Ur (1993: 19) asserts that it is an important part of the teacher's job to motivate the learners. In addition, Brown (1994:152) says that habit is an inner drive, impulse, emotion, or desire that moves one to a particular action. In more technical terms, he explains that habit refers to the choices people makes as to what experiences or goals they will expert in that respect. The students having *commit to user* good habit are always active, creative, curious,

having good participation in the teaching and learning process. They have their own spirit to study for gaining their best competency and skill. When teacher uses of video “Fun English” as an alternatives in teaching listening comprehension, the students can easily understand the material given by the teacher and they are more motivated in learning. They feel exciting to learn English especially in listening by using new that is rarely used by their teacher. Most of the students like to watch something new in their study like Video “Fun English”. This teaching will create the learning atmosphere more interesting. The experiment itself, usually use in the language room or multimedia room. So the students were easier to received the lesson. On the contrary, the students with bad habit in listening to English song face problem with most of the academic processes. The students are difficult to maintain their motivate in listening, they get confused to recognize or understand the spoken messages, and possibly acting on the basis of what has been heard Myers and Myers (1999: 143). Some of them still get difficulty in finding the factual information, and still do not know the meaning of each sentence. Singer (1984: 29) states that students having good habit will interest to teacher, material given, and situation will get high score of English. In relation with listening, Underwood (1997: 1) idea that good listeners can work out what speakers mean when they use particular words in particular ways on particular occasion, and not simply to understands the words themselves, instead the incoming sound needs to be processes involving any available cues like background noises, the speakers, and the setting. So the challenging faced

by the students with bad habit are always the difficulties of catching the the text comprehension. And it will direct continually if they do not improve their skill by themselves. From other point of view, students with good habit usually have certain learning strategy, therefore, they have prepared the stages on their own face to deal with the materials. As the result, students who have good habit in listening to English song have better listening achievement than the students having bad habit.

The level of listening habits can contribute to students' listening comprehension. One of the aspects of students having good listening habit is having long time to listen. It is stated by Tella and Akande (1991) that much time in listening indicates students have good listening habit. The students having long time to listen tend to improve their listening strategies. It is stated by Guthrie, et al. as cited by Gray (2008: 5) that by spending a large amount of time listening, students will increase the use of cognitive strategies as discriminating sound, identifying main idea, understanding inferential the information, understanding certain information and responding the significant statement proportion of the text. For the students who use strategies above intensively, it will be easier for them to understand the text and finally come to comprehension. It is supported by Pan (2006:1) who says that the more listening strategies used by the listener, there will be better comprehension. Furthermore, the study by Leppanen, et al. shows that the amount of listening (in which much time is spent in listening for students having good listening habit), contributes to the development of word recognition skills of

the students (Hornby, 2007:214). In another theory, when the students want to improve their language proficiency, they need to develop good listening to English songs habits. It is stated by Nuttal (1982) and Krashen & Terrel (1983) that good listener with good listening habits usually have higher language proficiency, and on the contrary poor listener with poor listening habits usually have lower language proficiency. Furthermore, the level of students' listening habits influences students' performance in listening comprehension-test. It is based on the study by Pratheba, which shows there is a relationship between listening habit and listening comprehension tests; in which the students having good listening habit have higher listening comprehension-score than the students having bad listening.

From the explanation above, it can be concluded that the students having good listening habits to English songs have better listening comprehension than students having bad listening habit to English songs.

3. There is an interaction between teaching media and listening habits to English songs in teaching listening.

Teaching media can influence students in mastering the learning materials. Choosing media of teaching precisely contributes positive impact to the students' achievement in the end teaching and learning process. Students having good listening habit perform very well in the class when they are taught by using video, when students have good habit is listening to English songs, the result will be better learning achievement. Furthermore, the good listening habit students tend to be more active in the teaching and learning

process as well as tend to approach listening situation by giving attention to the material. They approach listening situation, get used to the text, and then have better comprehension. This is as what Alexander and Filler (1998:146) that listening habit deals with the willingness to approach or avoid listening situation; in which good listening habit-students are those who have willingness to approach listening situation. The characteristic of Video which needs students' activeness in the teaching and learning process and attention to always approach listening situation, have relationship with good listening habit-students who have willingness to approach listening situation and give attention to it. When good listening habit-students are taught using video, they will get better comprehension. So, the use of video is effective for the students having good listening habits to English songs.

On the contrary, in Audiotape's classroom situation, students need guidance and support in comprehending English text type and Audiotape serves the students with step by steps guidance through its stage or cycle, the teacher's role is very dominant. Students are only asked to listen to the teacher's presentation and do the things asked by the teacher. This is as what Arends (1997: 64) says that Audiotape classroom is teacher-centered approach rather than students-centered approach; where teacher is placed in the dominant role. Students' passiveness in the audiotape classroom situation can be seen from the phases in which teacher controls all the learning processes all the times. It is stated by Arends (1997: 75) that in Audiotape from the beginning until the last step, teacher's roles are very dominant and students' needs to teacher's guidance are very dominant too. The bad listening habit

students tend to be passive in the classroom. They tend to avoid listening situation rather than approach it. The willpower to listen the text as well as understand the contents of the text is bad because it has been explained by the teacher using direct explanation on the texts during classroom activities. It is stated by Alexander and Filler (1998:147) that listening habit deals with the willingness to approach or avoid listening situation; in which bad listening habit students are the students who tend to avoid listening situation. In the end, it can be conclude that, there is an interaction between teaching media and listening habits in teaching listening.

E. Weaknesses of the Research

This research has been designed and prepared carefully in order to get the representative and trusted data. However, some unpredictable factors may occur and influence this research. To avoid misinterpretation and ambiguity of the research, the reseracher attempts to describe the weaknesses of the research as follows:

1. The listening test conducted in the research is only the form of objective test with four options, so it cannot fully measure all aspects in listening achievement.
2. The listening achievement tested to students refers only to listening comprehension skill. Listening as another skill is not applied in the achievement test.
3. The listening achievement tested only focuses on cognitive aspect. The other aspects of students' achievement such as affective and psychomotor are not included in the test.

4. To have better understanding on statistical calculations, the writer doesn't use SPSS or any other program intended to do statistical work. Otherwise, the writer used manual excel. It consumes a lot of time and energy.



CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer states that the research findings are as follows:

1. Audiovisual media is more effective than Audiotape media to teach listening for the eleventh year students of SMK PPS 1 Ngrambe Ngawi in the academic year of 2011/2012
2. Students having good listening habits to English songs have better listening comprehension than students having bad listening habits to English songs for the eleventh year students of SMK PPS 1 Ngrambe Ngawi in the academic year of 2011/2012
3. There is an interaction effect between the two variables, the teaching media and the degree of listening habits to English songs for teaching listening for the eleventh year students of SMK PPS 1 Ngrambe Ngawi in the academic year of 2011/2012.

Based on the research findings above, it can be concluded that audiovisual media/video is proved as a media which is effective to teach listening for the eleventh year students of SMK PPS 1 Ngrambe Ngawi in the academic year of 2011/2012. The effectiveness is affected by student's frequencies listening to English songs which are mentioned as a habit.

commit to user

B. Implication

Listening is a language skill which is fully needed for vocational school students. There are many media which can be used to teach listening. The media used in this research is video and audiotape. The application of the media is also viewed from students' listening habits to English songs. The implications of the research are:

1. The result of this research indicates that using Video of teaching listening to the eleventh students of SMK PPS 1 Ngrambe Ngawi at academic year of 2011/2012 is an effective teaching. A teacher who teaches listening gives students the opportunity to develop their own ideas. Video is one of teaching requiring good habit in listening to English songs in learning. Because, it offers possibility for the students to explore, experience, or observe the material by themselves with help of teacher. In this point, teacher job is only assisting and giving triggering question in which students are free to answer from any sources. Since, video provides context and allows for integration of sub-skill. The students who have good habit in listening to English songs will have be able to comprehend the material with their own effort, because they have been having high frequencies in listening English text. When the students are in bad habit in listening to English songs, they need to be taught appropriate that will help them to comprehend the material. One media that is useful for this situation is audiotape. Using audiotape, their teachings need more teachers' guidance.

2. The level of the students' listening habit to English songs can be seen from the amount of time is spent in listening and their willingness to approach or avoid listening situation. The level of listening habits to English songs can contribute to students' listening comprehension. It means that the good listening habit students have much time in listening as well as have strong willingness to approach listening situation so that good listening habit students have better listening comprehension, and vice versa. It is, then, teacher's role to improve students' level of listening habit. Teacher can check students' level of listening habit by provide them exercises on listening comprehension in classroom activity.
3. The implementation of video and Audiotape depends on the level of students' listening habit. Video classroom which needs students' activeness to approach listening situation is suitable for the students having good listening habit. While audiotape classroom needs teachers' activeness to guide the students, it is suitable for the students having bad listening habit. Since the implementation of both teaching is effected by the level of students' listening habit, it is important that teacher knows the level of students' listening habits before he/she uses the media.

C. Suggestion

1. For Teachers
 - a. Teacher can use video to teach listening interchangeably to improve students listening comprehension. *commit to user*

- b. Teacher should consider that the implementation of the teaching in listening material is also depends on listening to English song habits, so that teacher should know the level of listening habit.
- c. Teacher should give extra attention for students having bad listening habit so they can improve the level their listening habit and come to better achievement.

2. For Students

- a. The students can improve listening comprehension by using video and increasing the frequencies in listening to English songs.
- b. The students must be active and involves thoroughly in teaching and learning process in order to improve their listening competence and English achievement.
- c. The students who have bad listening habit should increase the level of listening habit by spending more time in listening and have positive attitude toward listening.

3. For other researcher

- a. The researchers can implement video in different field with different point of view
- b. The researchers can use it as a reference for other studies.