THE EFFECTIVENESS OF USING VIDEO CAPTION MODES

TOWARD STUDENTS' LISTENING COMPREHENSION

FOR THE SECOND GRADE STUDENTS OF AL-IKHLAS TALIWANG

IIBS

A PROPOSAL

Presented as Particular Fulfillment of the Recruitments for the Degree of Bachelor

of

English Education Program

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بسم الله الرحمن الرحيم

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INTRODUCTION

1.1 Background of study

Today, everyone has to prepare reliable resources, especially in science and technology that carried us through the industrial revolution 4.0. Overcoming sufficient knowledges in order to mastering technologies is the key to answer global challenges and its demand. Along with the growth of technology development language acquisition became essential, then enhancing students' English comprehension is essential because English has been approved as a global language of communication.

To master English, everyone has to master all of the four skills, divided into two types, receptive and productive skills. Writing and speaking are productive skills, reading and listening are receptive skills. Renukadevi (2014) stated that listening is the most critical skill, and 45% of language competency requires it. Even listening is essential, this skill is the most challenging toward students in the classroom.

Learning and teaching English aimed to motivate students to use English as their daily language intentionally and deliberately use English as a tool to support their studies. According to Gilakjani and Ahmadi 2011, students' problems while listening are; the quality of the sound system, cultural differences, accent, unfamiliar vocabulary, length, and speed of listening. Besides, the lack of access to technology has become a challenge by students at a boarding school because of the

restrictions on using technological equipment such as smartphones and notebooks, the existing learning methods seem traditional and monotonous. Therefore, learning English is less attractive, boring and the problems already mentioned in listening become harder to disentangle.

The problem that mentioned above is major problem that will be faced by second grade students at junior high school, because the students in the second grade will be required for understanding the information that served in English language, whereas what they have studied in the first grade is understanding for English word, therefore primary capability that they have to improve is listening, because it help students to gain many information and to know the right pronunciation.

Teaching of listening should be made as interesting as possible unless the process will be very boring and students will assume that listening activity or English learning it is hard to understand. The researcher tries to solve this problem by using video in caption mode because watching videos can be an exciting activity for students and in this case, researcher will apply a caption mode to the video in order to help students in capturing the word and facilitate the students to understand, therefore using the caption is useful. New evidence has supported captions in enhancing learners' comprehension (e.g., Rodgers & Webb, 2017). Using technology and Multimedia in language learning is the topic of several studies (for review, see Golonka, et al. 2014; Mahdi, 2014). Multimedia resources offer many advantages to the second language classroom (Brinton, 2001). In particular, video-based instruction is becoming popular in language classrooms (Yang et al., 2010).

1.2 Statement of Problem

Based on the background above, the researcher conducts research concerning using video captions mode to improve students listening comprehension in the second grade of Al-Ikhlas Islamic Boarding School Taliwang in the academic year 2020/2021. The main problem in this research can be stated as following:

1. "How is a video captions mode effective to develop students' Listening comprehension at second grade of Al-Ikhlas Islamic Boarding School Taliwang in academic year 2020/2021?".

1.3 Objective of Study

In line with what has been stated in the statement of the problem, the research tries to determine the effectiveness of video caption through students' listening comprehension at second students of Al-Ikhlas Islamic Boarding School Taliwang in the academic year 2020/2021.

1.4 Significance of Study

The results from this research is to help student in developing their Listening Comprehension at second year student of Al-Ikhlas Islamic Boarding School Taliwang by using Video Caption Modes and this research may useful for researcher and English teacher to keep on trying create a fun and effective learning environment.

1.5 Scope of Study

       The scope of this research is limit to the effectiveness of Legend English Story, duration of video around 15-30 minutes by adding caption modes toward second grade students of Al-Ikhlas Islamic Boarding School Taliwang 2020/2021.

1.6 Definition of Key Terms

       The following definitions is given to make readers have same understanding of perception for some terms use in this research. They are also intending to avoid ambiguity or misinterpretation. They are as follow:

1. *Effectiveness is Producing the result that is wanted or intended, producing successful result (Oxford Advance dictionary, 2015:478)*

2. *Listening Comprehension is the ability to understand the spoken language of native speakers." O 'Malley, Chamot, and Kupper (1989) and an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement. (p.19). Mendelsohn (1994).*

3. *Video Caption is a short film or recording of an even that we can play it through the computer and others, be equipped with the on-screen texts, which the text is describing the situation, occurrence, and the spoken discourse of the film.*

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Listening Comprehension

A. Definition of Listening

Listening is understanding to spoken language for gathering information between individuals or group directly or indirectly through the media such as music, radio, television, film, and video. Listening is an essential part besides speaking in making successful communication (as cited in Pourhosein Gilakjani & Sabouri, 2016) because listening isn't just getting information, but listening involves with all senses that allow us to demonstrate that we're paying attention to the thoughts, feelings, and behaviors of the other person. Other than expectation response provides a clue to teaching listening. In many cases the listener is required to give some kind of response that what has been said by the speaker.

Listening is consisted from auditory discrimination, choosing necessary information, remembering it, and connecting it to the process between sound and form of meaning (Morley, 1972 as cited in Pourhosein Gilakjani & Sabouri, 2016). When non-native listener tries to understand what they heard from the native speaker, then there will be a gap between them. Furthermore, at this point, the listener requires the auditory discrimination for receiving and choosing the necessary information that will be remembered and formed into the right meaning.

Based on the explanations above, it is logical to say that listening is an essential aspect of English comprehension besides the other three as speaking, reading and writing. Jafari and Hashim (2015) emphasized that listening is a channel for

comprehensible input, and more than 50% of the time learners spend in learning a foreign language is devoted to listening.

B. Definition of Listening Comprehension

Listening comprehension is the precursor to reading comprehension, so it is an important skill to develop. Listening comprehension is not just hearing what is said, but it is the ability to understand the words and relate to them in some way. Different from listening, listening comprehension is a process that involves own listener knowledge, grammatical, intonation, speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences and other linguistic clues to construct meaning and understanding the spoken language (Nadig, 2013 as cited in Pourhosein Gilakjani & Sabouri, 2016).

Hamouda (2013) defined listening comprehension as an interactive process in which listeners are involved in constructing meaning. Listeners comprehend the oral input through sound discrimination, previous knowledge, grammatical structures, stress and intonation, and the other linguistic or nonlinguistic clues.

C. Teachers' Role in Listening Activities

According to Harmer (1991), there are some roles for teachers. He is states as follows:

1. A teacher as an Organizer

Teachers should explain what their learners want to do, give clear instructions, and useful feedback to them. Teachers should prepare the listening lesson and guide their learners.

2. A Teacher as a Controller

A teacher accomplishes the whole lesson. It is a teacher's responsibility to arrange what learners do when they should speak and what language they should use. Teachers specify what learners should do in the listening stages.

3. A Teacher as an Evaluator

Teachers evaluate their learners and give them the necessary feedback on their performance. They should determine the level of their learners.

4. A Teacher as a Resource

Teachers give their learners the necessary advice and help them solve their problems, particularly unfamiliar vocabulary or grammatical patterns.

5. A Teacher as a Tutor

Teachers act as a coach and help their learners to develop ideas. Teachers should help their learners to predict missing information.

6. A Teacher as a Prompter

Teachers motivate their learners and give recommendations toward activities that are done by their learners. Teachers should support their learners during every stage of listening activity so that they can be successful.

We can assume that the teacher plays a significant role and has an essential element in a listening activity because every student has different abilities to extract information from the spoken language, therefore the teacher, as an organizer, controller and evaluator, would be required to give the students useful feedback and guide during their studying. Also, some students do not understand what they hear and need another source besides the spoken language. At this rate, the function of a teacher is tremendously essential to become their guidance

and problem solver: particularly unfamiliar vocabulary or grammatical patterns. One of the vital aspects of learning or listening activity is the students' psychological. Thus, the teacher can motivate and inspire the students in their studies.

D. Listening Comprehension Strategies

Fostering students' ability toward listening comprehension, the teacher has to prepare every single component which supports their progress, such as mastering vocabulary, grammar, dialect, and also phonology. Some researchers do approach applying various strategies, there are; cognitive which related to individuals' ability to store their knowledge for later user. Metacognitive knows as the ability to manage their goal through planning, mapping, and drilling to achieve it, in this case, is listening comprehension. And the last is Socio-affective Strategies, which is known with some academics by inviting people to cooperate on their learning process, by sharing their knowledge and experiences so that it can create a conducive condition.

Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) expressed that there are three types of strategies in listening comprehension. They are cognitive, metacognitive, and socio-affective. These strategies can change based on the level of learners.

1. Cognitive Strategies

Cognitive strategies are one of various strategies learning that students use in order to learn more successfully. Cognitive strategies are related to understanding and gathering input in short term memory or long-term memory

for later use. Cognitive strategies begin with receiving, repetition, organizing a new language, summarizing the meaning, guessing meaning from context, using imagery in memorization. Applying cognitive strategy is an exciting method to treat the learning activity and facilitate the learning of knowledge, quoted by Azmi Bingol, Celik, Yidliz, & Tugrul Mart, 2014.

2. Metacognitive Strategies

Metacognitive Strategies refers to methods that use to help students understand the way they learn. For instance, for metacognitive planning strategies, listeners clear the aims of a listening task and apply specific features of the aural language input that make easy the understanding of auditory information. Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) stated that in this strategy students are aware when listening to the text. In this strategy, learners learn how to plan, monitor, and evaluate the collected information from the listening part.

Based on the explanations above, we can say that a metacognitive strategy plays a vital role in enhancing students' learning because a metacognitive strategy helps students to know what to do when they came across the difficulties, for instances planning to study, reviewing the enforceable activities such as students' background, the existing method in the class, students' abilities and an existing culture in the class.

There are two kinds of metacognitive skill: knowledge and regulation. Knowledge deals with the learners' awareness of what is going on, and management of cognition deals with what learners should do to listen effectively.

This will be indicated that the difference between skilled and less-skilled listeners can be understood through their application of metacognitive strategies. Skilled listeners applied twice as many metacognitive strategies as their less-skilled learners, quoted by Abdalhamid **(2012).** Skilled listeners can identify a failure in understanding and activate their background knowledge to get a better comprehension**.**

According to Henner Stanchina (1987), metacognitive strategies mentioned that skilled listeners can permanently explain and what they hear through (1) utilizing their prior knowledge and predictions to create theories on the text; (2) connecting new information with their continuing predictions; (3) making deductions to fill comprehension breaks; (4) assessing their predictions; (5) improving their theories.

3. Socio-affective Strategies

Socio-affective Strategies related to socially mediated activity and trade with others. Socio-affective Strategies are consisting of cooperation and questions for clarification. As commonly accepted, Socio-affective Strategies are the strategy that helps students regulate and control emotions, motivations, and attitude toward learning, as well as help students, learn to contact and interaction with others.

Abdalhamid (2012) expressed that socio-affective strategies are techniques that listeners use to cooperate with others, to check their comprehension, and to reduce their apprehension.

Gardner and MacIntyre (1993) said that affective strategies are very significant because the learning situation and learners' social-psychological factors are closely related to each other. There is a significant relationship between low anxiety and high listening performance: that is, the use of effective strategies makes it easy and improve listening (Aneiro, 1989). O'Malley and Chamot (1987) represented that among the four strategies of listening comprehension, social and affective strategies had the most effect on the learning context. Wilson (2003) said that socio-affective strategies are related to students' interaction with other speakers and their reactions towards learning.

Habte-Gabr (2006) said that in socio-affective strategy, students should know how to decrease anxiety, feel confident during listening activities, and raise motivation in improving listening skill.

E. Major Problems That Learners Face with Listening Comprehension

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014), there are a lot of difficulties that learners may encounter in the listening comprehension processes and the purpose is to be aware of these problems and try to solve them. Some of these problems are as follows:

1. Quality of Recorded Materials

In some classes, teachers use some recorded materials that do not have high quality. The quality of the sound system can impact the comprehending of learners' listening because in listening activity important for students to be able to listen in detail for gaining information properly.

2. Cultural Differences

Materials should be used in listening activity comes from a variety of linguistic culture. Due Students should be familiar with the cultural knowledge of the language that has a significant effect on the learners' understanding. If the listening task involves completely different cultural materials, then the students may have critical problems in their comprehension.

3. Accent

Unfamiliar accents, both native and non-native can be severe problems in listening comprehension because students would hardly understand and capture the words during listening, it can cause students difficult comprehending the content of listening. Familiarity accent helps learners' listening comprehension. This will undoubtedly interrupt the whole listening comprehension process, and at the same time, an unfamiliar accent makes comprehension impossible for the listeners.

4. Unfamiliar Vocabulary

Listening is the ability to understand for spoken language, then when listening texts contain Unfamiliar word can cause students challenging to know the meaning of words, but if listening texts contain known words, it would be very easy for students. If students know the meaning of words, this can arouse their interest and motivation and can have a positive impact on the students' listening comprehension ability. Many words have more than one meaning, and if they are not used appropriately in their appropriate context, 's students will get confused.

5. Length and Speed of Listening

Length and speed either a vital role in the listening activity, listeners cannot control how fast the speaker, when speaker talks too fast, listeners are not able to capture the main topic of listening, this problem causes misinterpreting and will be difficult for listeners. Every level of listeners has different abilities toward listening comprehension, and then the teacher has to reconcile the difficulties in every stage of listening activity. It will encourage every level of listeners. When listening activity uses the fastest speed speaker and extended length for lower level; then listeners get nowhere during listening activity.

Length and Speed of Listening affecting students' vocabulary acquisition, as if the teacher applies long duration and uncontrolled speed for listeners, it causes listeners not to acquire the words during listening, and they cannot replay the recorder then listening activity will be complicated for students. Teachers decide what and when to repeat listening texts, and it is challenging for teachers to know whether or not their learners understood what they have heard. Listeners do not have high vocabulary knowledge. Speakers may select words that listeners do not know them. Listeners may face an unfamiliar word that can stop them and think about the meaning of that word for a while and miss the next part of the speech. Listeners may lack contextual knowledge. Mutual knowledge and familiar texts can make communication easier for listeners. Listeners can sometimes comprehend the surface meaning of a passage, but they can have substantial problems understanding the whole meaning of a passage unless they are familiar with it. It is not very easy for listeners to concentrate on the listening text. Sometimes the shortest break in

attention can prevent comprehension. If the listening passage is interesting for listeners, the concentration will be natural for them.

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (2014) stated that the level of students can have a significant role when they listen to long parts and keep all information in their mind. It is not easy for lower-level students to listen more than three minutes long and complete the listening tasks. Short listening passages make easy listening comprehension for learners and reduce their tiredness. If the speakers speak too fast, students may have serious problems understanding the words. In this situation, listeners cannot control the speed of speakers, which can create critical problems with listening comprehension.

From these definitions, we can say that the teacher has to know her/his students' ability, it is essential for being a reference in determining the materials for listening activity, and it may be helpful to solve the difficulties such as restricted vocabulary, poor grammar, misinterpretations tasks and abovementioned.

F. **What are the useful suggestions for overcoming students' Listening comprehension difficulties?**

There are some suggestions that are beneficial to students to overcome some of their listening comprehension problems. They are as follows:

1. Listening activities should be provided based on the students' needs and teachers should give authentic listening materials for students that help them understand better the natural speech uttered by native speakers.

2. Teachers should design listening tasks that arouse students' interest and help them learn listening skills and strategies. These tasks not only test the students'

listening comprehension but also motivate them to use various types of listening strategies in order to gain the maximum benefits in doing their activities.

3. Teachers should provide students with different types of input like lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews.

4. Teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.

5. Teachers should help their students to be familiar with the accents of different native speakers. Due to the fact that native speakers have specific accents it is necessary for students to recognize the differences between American and British accents.

6. Listening activities should be presented according to their level of complexities; that is, listening activities should be provided from the very simple texts to the lower level students and moved to the very complicated authentic materials to the advanced students.

7. Teachers should provide background knowledge and linguistic knowledge to their students while listening to different listening materials.

8. Teachers should give their students the necessary feedback on their performance because it can promote their error correction and increase their motivation, and help them to develop their confidence in listening exercises.

9. Teachers should help their students to develop the necessary skills of listening comprehension like listening for understanding particular information, listening for the main ideas, explanation and inference, listening for intended meaning through providing different tasks and activities at different levels.

10. Teachers should use body language such as pointing and facial expressions to reinforce oral messages in their students.

11. Teachers should provide opportunities for developing top-down and bottom-up processing skills because top-down activities motivate students to discuss what they already know about a topic and bottom-up activities give confidence in the understanding of the components of the language such as sounds, words, intonation, and grammatical structures.

12. Teachers should encourage their students to develop listening strategies. Predicting, asking for clarification, and using non-verbal cues are some examples of these strategies that improve learners' listening comprehension ability.

13. Teachers should be appropriately trained in speaking skills. Listening is related to good pronunciation; therefore, teachers should have good and acceptable pronunciation which can help learners to become better listeners.

14. Teachers should ask their learners to always listen to music, documentaries, and news on the radio and television, talk to native speakers face to face or on the Internet so that they can create and reinforce a good habit of listening in themselves.

Based on these suggestions, each focuses on the teachers' role in a listening activity, and some parts mentioned the audio-visual such as Tv, film, and video. It can be visual aids for the teachers while teaching listening. Moreover, the video is more useful with caption modes that can help the students clarify what they heard because sometimes the students do not know the right pronunciation

of the vocab they have learned. Here the video caption modes are needed for developing students' listening comprehension.

2.2 Video Captions

Utilizations of visual aids in teaching will be helpful toward students' comprehension. Therefore, the teacher must be clear about utilizing visual aid that will be applied to the students because if the teacher chooses the wrong method or visual aid would complicate students' comprehension. Accordingly, the researcher tries to solve the problem in the second grades students of Al Ikhlas Islamic school Taliwang IIBS 2020/2021 that the exiting method in the teaching listening method is tedious and difficult to understand. Thus, the researcher will use a video on caption modes as an alternative visual aid for developing students listening comprehension.

According to Yang, Huang, Tsai, Chung, & Wu, 2009 stated that using videos or films as a learning resource has received a great deal of attention from researchers and has been successfully applied to various educational applications. Videos which provide for students simultaneous visual and aural that can help the student to capture the words from the content of listening then make them easy to get information nor conclude the point of listening content. Applying video as visual aid for listening will be more useful by adding caption, which caption is text that appear on-screen in English language with an English speaker during playing the video. Primary function of caption is helping students to capture the words according to the video.

When students watch videos in a foreign language, the contribution of comprehending and connecting the foreign language and its meaning is limited if they cannot understand what they have heard. Therefore, using captions useful in enhancing the effectiveness of listening comprehension. Therefore, in this research, the term captions refer to on-screen English text combined with an English soundtrack. This research refers to English audio with the simultaneous appearance of English texts on the screen. Furthermore, the target words represent the target lessons' new or critical vocabulary in the following discussions. Based on these definitions, we can understand that video caption is one of the most attractive methods that teachers can use while learning to stimulate students' participation and enthusiasm for various educational purposes.

2.3 Procedure of using Video Captions in Learning Activity

According to Basaran and Durmusoglu K 2012, the procedure of given video caption for facilitating students to improve their listening comprehension is the researcher is conducting during the subjects' regularly scheduled class hour in the media lab for about 40 minutes for each group. The participants were informed about the study and assured that their scores on the test would not affect their course grades. Each group saw the DVD episode only once in one of the two conditions: English captions and no captions. After each group viewed the DVD episode, the multiple-choice test was carried out. Each participant was given a test booklet including instructions. They were given 20 minutes to complete the test. While scoring the multiple-choice test, one point was awarded for each correct answer.

2.4 Hypothesis

   Bailey (1978) defined hypothesis as a proposition in testable form and predicts a particular relationship between two or more variables. If a researcher thinks that a relationship exists, he should first state it as a hypothesis and then test the hypothesis in the field. And Grinnell (1988) stated as written in such a way that it can be proven or disproven by valid and reliable data. From these definitions, the writer concludes hypothesis as a written explanation of a phenomenon or reasoned proposal suggesting a possible correlation between multiple phenomena that can be proven or disproven by valid and reliable data.

   Hypothesis from this research can be two types of hypothesis namely, alternative hypothesis (H_A) and null hypothesis (H_N).

1. Alternative hypothesis (H_A)

    The using of Video Caption gives an effect in Listening comprehension.

2. Null hypothesis (H_N)

    The using of Video Caption does not give an effect in Listening comprehension.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research will be focused on students' listening comprehension development by using video captions. Because to enhance listening ability, it can be aids by visual sense of media or videos, and it can be even more useful by caption.

The research is difficult without using an accurate method. The function of the method in a research activity is very important, because the success or the failure of the research depends on the method used. In this research, intent a pre-test post-test and the participant delegate to experimental and control groups. To achieve the purpose, 40 items listening comprehension test will be provided for both of the groups, to see the possible effect of the presence of captions and only the experimental group will receive the treatment. This the design of the research which is depicting in the following table is quasi-experimental.

Table 3.1

Research Design

(Farimah Ghasemboland, Zohreh Nafissi; 2012)

Experimental group	T1	X	T3
Control group	T2	O	T4

X (Treatment), O (no treatment), T1 and T2 (pre-tests), T3 and T4 (post-tests)

3.2 Population and Sample

A. Population.

Population is aggregation or individuals which is the source information in a study (Soetriono and Hanafie: 2007: 175). The population in this research is all students at second grade of Al-Ikhlas Islamic Boarding School in Academic Year 2020/2021, which totally consist of 53 students.

B. Sample

According to Soetriono and Hanafie, sample is a part of the population that through to represent. In this research, the researcher will take 100% from population students at second grade of Al-Ikhlas Islamic Boarding School in Academic Year 2020/2021 of Al-Ikhlas Islamic Boarding School which divide into two classes 2B consist of 27 students as experimental class and 2C consist of 26 students as control class.

3.3 Technique data collection

This research uses Experimental with comparison group design and doing pre-test and post-test as the methods of data collection.

A. Experimental Teaching

In doing experimental teaching, the researcher is choosing two classes for sample, experimental and control class. The allocation time for each meeting is 2 x 45 minutes. However, the treatments are given for four meetings in experimental class. In teaching process, the researcher applies video caption mode to experimental class meanwhile the researcher does not apply video caption mode in control class.

1. Experimental Class

   Concerning to the technique data collection in this research, the researcher does the research for four meetings.

   a. Pre-test

      First meeting, the researcher greets students and ask them for watching the video entitle "Beauty and the Beast" then ask students to note the difficult vocabulary. The researcher gives the test that consist of 40 items in multiple-choice as pre-test to the students and ask them to answer the pre-test according to the video. The pre-test given to students in class 2B and 2C in order to aware students listening comprehension before the researcher gives treatments to the students.

   b. Treatment

      On the second meeting, the researcher begins her research by greeting students and reviewing watch the video such as previous meeting. The researcher applies caption mode in the experimental group and she doesn't apply it in the control group. While playing the video every student has to note the difficult vocabulary or phrase that will be submitted and discuss at the of the video. After all students clearly understand about the difficult vocabulary, the researcher asks several students for retelling the story that they watched in the video and at the end of the lesson, researcher gives students quiz questions that consist of 20 items in multiple-choice. The third meeting researcher treats as the

second meeting before giving post-test in the fourth meeting. The treatment for experimental class will use two videos entitled "The Lazy Girl" and "The Golden Bird".

   c. Post-test

At the fourth meeting, at this meeting, the researcher reviews the video and reminds the difficult vocabulary and the story that they've got in the previous meeting. The researcher gives the student a final test (post-test) similar to the per-test that consist of 40 items in multiple-choice.

2. Control Class

The researcher doesn't apply the use of Video caption in control class. The researcher asks the student for watching a video entitle "Beauty and the Beast". While playing the video every student has to note the difficult vocabulary or phrase that will be submitted and discuss at the of the video. After all students clearly understand about the difficult vocabulary and phrase, the researcher asks several students for retelling the story that they watched in the video. The researcher treats control group for two meetings, because there is no treatment that will be applied to control class. The class ended after researcher gives them a final test as a post-test.

3.4 Technique Data Analysis

The data gather from experiment is analyzed using the t-test. The steps of processing data are following:

The data obtained through testing of mean deviation of the score. The researcher will find the mean deviation score of pre-tests; the researcher using the formula as following:

Calculating the mean of students' score through caption mode, the researcher using the following formula:

1. Mean deviation of experimental group

$$MX = \frac{\Sigma\, x}{N}$$

    MX   : Mean score of pre-test experimental group

    $\Sigma\,^{x}$: Sum of X

    N   : Sample

2. Mean deviation of control group

$$MY = \frac{\Sigma\, y}{N}$$

    MY   : Mean score of post-test control group

    $\Sigma\,^{y}$: Sum of y

    N   : Sample

After obtaining the mean from pre-test and pos-test, the researcher will combine them to get the mean score from two groups (experimental and control).

From calculating mean of mean score, the researcher will use formula as follow:

3. Sum of square mean deviation

$$\Sigma x^2 = \Sigma x^2 - \frac{(x)^2}{N}$$

And

$$\Sigma xy^2 = \Sigma y^2 - \frac{(y)^2}{N}$$

      After that, the researcher will calculate using t-test of mean different the formula as follows:

4. T- test for significant result

$$\text{t-test} = \frac{Mx - My}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

t   : the degree of deviation quadrate

Mx   : mean the score in experimental class

My   : mean of the score in control class

Σx^2 : the total deviation square of experimental class

Σy^2 : the total deviation square of control class

Nx   : The number of the students in experimental class

Ny   : the number of the student in control class

5. Degree of freedom

      After knowing the effectiveness of video capture, the researcher will match the hypothesis will be accepted or not by using degree of freedom formulated as follow:

$$d.f = (Nx + Ny - 2)$$

df   : degree of freedom

Nx   : the number of the students in experimental class who took the test

Ny   : the number of students in control class who took the test

If the value of t-test is greater than of t-table, the hypothesis is accepted

(Arikunto, 2002: 227)

3.5 Research Instrument

According to Arikunto (2013:192), Instrument as an aid for completing a method in the research. And according to Nana Sujana, as a data collecting tool, it should be prepared well, to create reliable and accountable data. In this research, the researcher going to use several instruments mention as bellow.

1. Observation sheet

These sheets use to record everything while learning process running, and also contain notes about problems arises during learning.

2. Test

The test is dividing into two parts: first, the researcher asks the student for watching the video, then answering the question that as pre-test. And after completing the first test, the researcher going to give a treatment for the experimental group, at the end the writer will give a final test as post-test for both groups.

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NAME :

CLASS :

CHOOSE THE RIGHT ANSWER FOR THE QUESTIONS BELOW ACCORDING TO THE VIDEO!

1. How many daughters of the wealthy merchant?
   a. Seven daughters
   b. Five daughters
   c. Two daughters
   d. Three daughters
2. Where do they live?
   a. In the forest
   b. In the beautiful island
   c. In the land far away
   d. In the city
3. Who is the prettier daughter of the wealthy merchant?
   a. Beauty
   b. Beast
   c. Pretty
   d. Cocky
4. Who is the wiser daughter of the wealthy merchant?
   a. Cocky
   b. Beauty
   c. Grumpy
   d. Foolish
5. How did her two sisters fell?
   a. Angry
   b. Jealous and mean
   c. Happy
   d. Sad
6. What might the two sister's interest in?
   a. Spending their father's money
   b. Holiday
   c. Travel somewhere
   d. Shopping
7. What has beauty always dreamed of?
   a. Have a huge palace and beautiful garden
   b. To marry handsome prince and stay in the beautiful palace together
   c. To marry handsome prince and around the world together
   d. Have beautiful house and the gate made of shining gold

8. Why did her fate change?
   a. Due to a terrible storm
   b. Get screwed
   c. Their house burned out
   d. Their father unemployment
9. What did beauty said to pacify her father?
   a. Don't worry about it, I'll find the trunk full of gold for you
   b. Don't worry father, I'll make another ship for you
   c. Don't worry father, all will be fine soon, we will find the way out of it
   d. Don't worry about it, we still have many ships
10. What was the real wealth for beauty?
    a. The trunk full of gold
    b. Family
    c. Her sisters
    d. Her father
11. Why did the servants leave the house?
    a. Because of merchant's poverty
    b. The merchant unpaid their salary
    c. The servant feels uncomfortable
    d. The servant breaks loose
12. Who was running the house after the servants left?
    a. All of the family
    b. Beauty
    c. The father
    d. The merchant
13. What did the two sisters do, after they become poverty?
    a. Kept complaining to their father
    b. Left the house and their father
    c. Suicide
    d. Be thief in the city
14. What was beauty always pray for?
    a. To marry handsome prince
    b. Her father would be wealthy again
    c. To bring back the happiness on her father's face
    d. To build a huge palace for her father
15. What news did the father received?
    a. One of his ship was sailing into the harbor
    b. One of his ship burned out
    c. His ship was hijacked by pirates
    d. One of his ships disappear in the sea
16. What did the father say before leave?

     a. "Tell me what should I get for each of you?"

     b. "I hope you guys to take care at home"

     c. "My lovely daughters pray for my save"

     d. "Clean the house and wait till I back"

17. What the beauty's sisters wanted?

     a. A new shoes and diamond

     b. A new dresses and jewelry

     c. The ring that made of gold

     d. Glass shoes

18. What the beauty asked to her father?

     a. A gold necklaces

     b. Jasmine flower

     c. Scarlet rose

     d. A ring with diamond

19. How was the ship when her father reached harbor?

     a. The ship was completely isolated

     b. The ship full of gold

     c. The ship was ready to sail

     d. The ship looks very crowded od the crew

20. What happened toward the crew?

     a. The crew partied on the ship

     b. The crew ran off with remaining cargo of the ship

     c. The crew stay in keep the cargo saves on the ship

     d. The crew was lined up waiting for his presence

21. Why her father was broken hearted?

     a. The ship was completely isolated and the crew ran off with remaining cargo of the ship

     b. Because he didn't get the ship in the harbor

     c. The ship was taken by pirates

     d. Because the ship was sailed

22. What happened to the father when he across into the forest?

     a. He lost into dense forest

     b. He met the wolf

     c. He was finding the fairy's village

     d. He fell into the abyss

23. How was the forest at the time?

     a. The rain was falling and soak the leaves

     b. It was dark and no light

     c. It was really hot and arid

     d. The snow was falling like all the ocean water has turned to snow

24. What did the father find in the forest?

     a. Treasure

b. A huge, beautiful palace

c. The witch

d. The dwarfs

25. What the gate made of?
    a. Silver
    b. Diamond
    c. Gold
    d. Black stone

26. Why the palace seemed very strange?
    a. No snow had fallen in the palace
    b. The palace very beautiful but the palace in the middle of the dark forest
    c. The palace was very clean, but no one there
    d. The flowers and fruits were very fertile but no gardener there

27. What did the father do, when he sees the dining table?
    a. He ignores it and looking for someone in the palace
    b. He sits and eats all what on the dining table
    c. He sits and wait until someone comes
    d. He wraps up what on the dining table

28. What was the father found, when he wakes up?
    a. He found a pair of clothes
    b. He found a pile of money on the table
    c. The monster was stand front of him
    d. The group of dwarfs stand around him

29. What the breakfast was ready on the table?
    a. Fried rice, milk, and an apple
    b. Sandwich, milk, and an orange
    c. Milk, fresh juices, and breads
    d. Fried chicken, fresh juices, and breads

30. Why the beast mad on the merchant?
    a. Because the merchant ate all his dishes
    b. Because the merchant stolen his gold
    c. Because the merchant gathered his rose
    d. Because the merchant slept on his bed

31. How the monster looks like?
    a. Short, with blue eyes and charming face
    b. Fat, with long ears and nose
    c. Tall, with white hair and slanted eyes
    d. Tall, with blood eyes, teeth and claws sharp as a knife

32. What was the monster offered to the merchant, for saving merchants life?
    a. Looking for a hundred red roses and bring it to the monster

b. To bring one of his daughters to the palace

c. To pay a scarlet rose that was gathered with a box full of diamond

d. To bring all of his daughters to the palace

33. How long was the monster giving to the merchant for keeping his promise?

a. A week

b. Three days

c. A month

d. A year

34. What was beauty ask to her father when he arrive?

a. "Where is my gift, daddy?"

b. "Oh daddy, give me my gift"

c. "How are you daddy?"

d. "Where is my scarlet rose, daddy?"

35. What was father's massage to beauty before they left?

a. Go back home beauty, don't spoil your life

b. Get the jewelry from the monster, beauty

c. Go back home beauty, and bring all the delicious dishes in the palace

d. Don't leave me alone, beauty

36. How was the palace when they arrive?

a. The palace was too dark and no light

b. The palace was brilliantly lighted

c. The palace was very dirty

d. The palace was very crowded

37. What was beauty find in the first door?

a. She found a lion in the room

b. She found the dirty room

c. She found handsome prince laying on the bed

d. She found a beautifully decorated room

38. Why beauty looks so sad?

a. She has no money

b. She lost he glass shoes

c. She was hungry

d. She began to long for the sight her father and sisters

39. How long was the monster giving to beauty for seeing her father?

a. A month

b. Two days

c. A week

d. Two weeks

40. What happened to the monster when beauty fall in love with him?

a. The monster back again as the charming prince
b. The monster dead with peaceful
c. The monster disappears in the air
d. The monster turned into a statue and remembered forever

QUIZ QUESTION 1

NAMA :

CLASS :

CHOOSE THE RIGHT ANSWER FOR THE QUESTIONS BELOW ACCORDING TO THE VIDEO!

1. Who are living in the house of far away village?
    a. Husband and his wife
    b. Husband and his daughter
    c. Mother and her daughter
    d. Husband, wife, two daughters
2. Why does the lazy giry became lazy?
    a. Because she is beautiful
    b. Because her mother is a kind mother
    c. Because her mother always ask to do anything
    d. Because her mother never ask to do anything
3. What does the lazy girl doing in all day?
    a. She always study hard
    b. She always pray in all day
    c. She always sit all day and doing nothing
    d. She always work hard and do everything
4. What is the dad's feeling when he see his daughter work in all day?
    a. He fell heart ached
    b. He fell happy
    c. He fell sick
    d. He fell good
5. Who is become too weak?
    a. The step mother
    b. The father
    c. The lazy girl
    d. Two daughter
6. What is the dilligent girl will do to prove that she would take care of her father?
    a. She will go to school
    b. She will go to city
    c. She will looking for work
    d. She will looking for vagetable
7. What is the bad plan of step mother when she listened the dilligent girl will work to get earn money?
    a. She will order the dilligent girl to work as a servent in wealthy family
    b. She will pay for her study in the school
    c. She will not give money for about a year

  d. She will order the lazy girl to do work all day
8. What is the massage from her father before she go to looking for work?
  a. My efforts will be reward
  b. Never say no to anybody asking for help and be dilligent
  c. Never give up and where there's will there's way
  d. Don't help anyone who ask help to you
9. How long the journey takes?
  a. She walked everyday and not find anything and she lose hope
  b. She walked from hill to hill but she found nothing. She walked for days but didn't see anybody and yet she didn't lose hope.
  c. She walked to the mountain and she lose hope
  d. She run around the hill and always felt tired
10. What is the dried talking tree ask for help?
  a. The tree ask for getting rid of dry branches
  b. The tree ask to shower the ground
  c. The tree ask to cut the branches
  d. The tree ask for cleaning leafes falled
11. Does the dilligent girl help whoever in need during the jorney?
  a. Yes, she does
  b. No, she does'nt
  c. Yes, but one help only
  d. Yes, but two helps only
12. Where was she got the work?
  a. She got it at the river
  b. She got it in the farm
  c. She got it in the house
  d. She got it in the hospital
13. Who are live in the house?
  a. 2 fairies
  b. 3 farmer
  c. 7 doctors
  d. 7 fairies
14. What is the duty to work?
  a. She have to clean all the six rooms everyday
  b. She have to clean all the six rooms everyday without enter the seventh room
  c. She have to clean the seventh room everyday
  d. She have to open the seventh room everyday
15. Why does the dilligent girl was got the golden and silve coints before back home?
  a. Because the dilligent girl was very honest in her work
  b. Because the dilligent girl was very busy in her work
  c. Because the dilligent girl was very happy in her work
  d. Because the dilligent girl was very lazy in her work
16. Why the dilligent girl get the good deed in return?

a. Because she always getting tired
b. Because she alyaws help everyone all who need help
c. Because she smile everyday
d. Because she help the talking dried tree only

17. Why does the step mother shocked when the dilligent girl came?
    a. Because the daughter cry all day
    b. Because her husband was very ill
    c. Because the daugter and father was poor
    d. Because she see the husband healthy and the daughter wealthy

18. What does the step mother ask her daughter to do?
    a. to go to school
    b. to looking for silver and gols coins
    c. to go to hospital
    d. to loocking for food

19. What happened to the lazy girl when she open the seventh room?
    a. The lazy girl roll on the silver and gold coins
    b. The lazy girl was struged by hoeny bee and she was bruised all over
    c. The lazy girl back home in happines
    d. The lazy girl was covered by pearls

20. What is the lesson from from this story?
    a. Laziness doesn't pay you anything only a humble and honest heart will be rewarded
    b. Laziness pay you anything only a humble and honest heart will not be rewarded
    c. Laziness, humble and honest heart will be rewarded
    d. a humble and honest heart will not be rewarded

QUIZ QUESTIONS 2

NAMA :

CLASS :

CHOOSE THE RIGHT ANSWER FOR THE QUESTIONS BELOW ACCORDING TO THE VIDEO!

21. Who owned the most special apple tree in the world?
    e. The King
    f. The gardener
    g. The son
    h. The kingdom
22. What was the apple made of?
    e. Silver
    f. Rubies
    g. Gold
    h. Diamond
23. What was gardener do every day?
    e. Counting the apples and hand it over the king
    f. Watering the apples
    g. Reaping the apples and hand it over the king
    h. Ploughing up the apple tree
24. Why the king was angry?
    e. Because of the apple tree is missing
    f. Because of an apple is missing
    g. Because the gardener takes an apple for his son
    h. Because an apple was eaten by the bird
25. What happened to the eldest son?
    e. He fell a sleep
    f. He saw the bird
    g. He eats the apple
    h. He damned into a fox
26. How many sons of the gardener?
    e. Two sons
    f. Five sons
    g. Three sons
    h. Ten sons
27. When youngest son heard the rustling noise?
    e. Nine o'clock
    f. Ten o'clock
    g. Eleven o'clock
    h. Twelve o'clock
28. What was came?
    e. The golden bird

f. The thief

g. The bird

h. The fox

29. What was dropped?

    e. A small bird

    f. A golden leave

    g. A golden feather

    h. A golden apple

30. Who was walked took upon to the kings' task?

    e. The gardener

    f. The eldest son

    g. The princess' brother

    h. The youngest son

31. What was the eldest son saw in the wood?

    e. The golden bird

    f. The fox

    g. The lion

    h. The horse

32. What would he saw in the village?

    e. The river

    f. The golden tree

    g. The inn

    h. The castle

33. Which was inn that recommended by the fox?

    e. The shabby inn

    f. The beautiful inn

    g. The huge inn

    h. The lightness inn

34. How was the first inn?

    e. The inn was very clean

    f. People were fighting in the inn

    g. People were sleeping in the inn

    h. People were dancing, singing and feasting

35. What did the eldest son do in the first inn?

    e. He was eating and drinking

    f. He was sleeping

    g. He was dancing and singing

    h. He was fighting

36. What happened when the youngest son opened the door of the cage?

    e. The bird ran out the cage

    f. The bird let out the loud scream

    g. The bird was pecking the son

    h. The bird was singing

37. What was happened when he took the golden saddle?

    e. The saddle disappeared

f. The horse ran away

g. The groom awoke and cried out loud

h. The horse disappeared

38. How the youngest son enters to the kingdom?

    e. He walked into the kingdom and meet with the king together with his brothers

    f. He dressed himself as a poor man and secretly came to the kings' court

    g. He jumped into the kings' court

    h. He was undercovering himself as a rich man

39. what was the favour that asked by fox?

    e. To bring the golden bird

    f. To get the golden horse

    g. To kill the fox

    h. To marry the beautiful princess

40. What was happened when the fox was being killed?

    e. The fox was changed into a man

    f. The fox wasn't changed into a man

    g. The son was changed into a fox

    h. The fox married the beautiful princess

LESSON PLAN 1

School	: Al-Ikhlas Islamic Boarding School Taliwang
Class/ Semester	: II KMI/ I
Time Allocation	: 2 x 45 minutes
Skill	: Listening Skill
Title	: Beauty and The Beast
General Objectives	:After completion of the class, the students are able to understand spoken English and improve their Listening comprehension.
Specific Objectives	:At the end of the lesson the pupils should be able: 1. To understand about a new difficult vocabulary according to the video 2. To take the lesson of the story.
Learning Method	: 1. Observation 2. Discussion
Visual Aid	: 1. A video file of "Beauty and The Beast in English''.

Steps of Teaching	Time	Steps of Teaching Implementation	Explanation
Greeting	5 minutes	Teacher says salam	Teacher enter and say Salam
		Reading Attendant Sheet	Teacher read attendant sheet
		Praying together	By reciting Al-Fatihah
Main Activities			
Presentation	5 minutes	Explaining the procedure of listening activity	Before we going to the lesson, I would like to show you a short video, you have to watch it and find some difficult vocabulary or phrase that we will discuss it at the end of the video. And I'll give you a test according to the video at the off the lesson.

	30 minutes	Showing the video entitle "Beauty and the Beast in English'' to the students in the both classes (experimental class and control class). And ask them to note the difficult vocabulary or phrase.	Ok now put your pen and book up, find the vocabulary or phrase that you don't understand, write it on your book, and we will discuss it at the end of the video
	10 minutes	Discussing about the difficult vocabulary that student's found	according to the difficult vocabulary that student's found and ask them to prepare for pre-test
Practice	40 minutes	Dividing pre-test paper to students	Students do the test
Closing Activities			
Closing	2 minutes	Teacher will give feedback toward learning process/ or evaluating learning process	
	3 minutes	Motivate students in learning	

Taliwang, September 2020
Teacher,

FATHIATUL MU'AWANAH

LESSON PLAN 2

School	: Al-Ikhlas Islamic Boarding School Taliwang
Class/ Semester	: II KMI/ I
Time Allocation	: 2 x 45 minutes
Skill	: Listening Skill
Title	: The Lazy Girl
General Objectives	:After completion of the class, the students are able to understand spoken English and improve their Listening comprehension.
Specific Objectives	:At the end of the lesson the pupils should be able: 1. To understand about a new difficult vocabulary according to the video 2. To take the lesson of the story. 3. To retell the story according the video that they've watched
Learning Method	: 1. Observation 2. Discussion
Visual Aid	: 1. A video file of "The Lazy Girl''.

Steps of Teaching	Time	Steps of Teaching Implementation	Explanation
Greeting	5 minutes	Teacher says salam	Teacher enter and say Salam
		Reading Attendant Sheet	Teacher read attendant sheet
		Praying together	By reciting Al-Fatihah
Main Activities			

Presentation	5 minutes	Explaining the procedure of listening activity	Before we going to the lesson, as the last lesson, I would like to show you a short video, you have to watch it and find some difficult vocabulary or phrase that we will discuss it at the end of the video. And at the end of the lesson some of you will come forward for retelling the story then I'll give you a test according to the video.
	20 minutes	Showing the video entitle "The Lazy Girl'' without caption to the students in the control class, And ask them to note the difficult vocabulary or phrase.	Ok now put your pen and book up, find the vocabulary or phrase that you don't understand, write it on your book, and we will discuss it at the end of the video
	10 minutes	Discussing about the difficult vocabulary that student's found	according to the difficult vocabulary that student's found and ask them to prepare for quiz
Practice	20 minutes	three till five students retell the story	Students retell the story
	25 minutes	Dividing paper test to students	Students do the test
Closing Activities			
Closing	2	Teacher will give feedback toward learning process/ or evaluating learning process	
	3	Motivate students in learning	

Taliwang, September 2020

Teacher,

LESSON PLAN 3

School	: Al-Ikhlas Islamic Boarding School Taliwang
Class/ Semester	: II KMI/ I
Time Allocation	: 2 x 45 minutes
Skill	: Listening Skill
Title	: The Lazy Girl
General Objectives	:After completion of the class, the students are able to understand spoken English and improve their Listening comprehension.
Specific Objectives	:At the end of the lesson the pupils should be able: 1. To understand about a new difficult vocabulary according to the video 2. To take the lesson of the story. 3. To retell the story according the video that they've watched
Learning Method	: 1. Observation 2. Discussion
Visual Aid	: 1. A video file of "The Lazy Girl''.

Steps of Teaching	Time	Steps of Teaching Implementation	Explanation
Greeting	5 minutes	Teacher says salam	Teacher enter and say Salam
		Reading Attendant Sheet	Teacher read attendant sheet
		Praying together	By reciting Al-Fatihah
Main Activities			

Presentation	5 minutes	Explaining the procedure of listening activity	Before we going to the lesson, as the last lesson, I would like to show you a short video, you have to watch it and find some difficult vocabulary or phrase that we will discuss it at the end of the video. And at the end of the lesson some of you will come forward for retelling the story then I'll give you a test according to the video.
	20 minutes	Showing the video entitle "The Lazy Girl'' with caption modes to the students in the experimental class, And ask them to note the difficult vocabulary or phrase.	Ok now put your pen and book up, find the vocabulary or phrase that you don't understand, write it on your book, and we will discuss it at the of the video
	10 minutes	Discussing about the difficult vocabulary that student's found	according to the difficult vocabulary that student's found and ask them to prepare for quiz
Practice	20 minutes	three till five students retell the story	Students retell the story
	25 minutes	Dividing paper test to students	Students do the test
Closing Activities			
Closing	2	Teacher will give feedback toward learning process/ or evaluating learning process	
	3	Motivate students in learning	

Taliwang, September 2020
Teacher,

LESSON PLAN 4

School	: Al-Ikhlas Islamic Boarding School Taliwang
Class/ Semester	: II KMI/ I
Time Allocation	: 2 x 45 minutes
Skill	: Listening Skill
Title	: Beauty and The Beast
General Objectives	:After completion of the class, the students are able to understand spoken English and improve their Listening comprehension.

Specific Objectives	:At the end of the lesson the pupils should be able:
	  1. To understand about a new difficult vocabulary according to the video
	  2. To take the lesson of the story.

Learning Method	: 1. Observation 2. Discussion
Visual Aid	: 1. A video file of "Beauty and The Beast in English''.

Steps of Teaching	Time	Steps of Teaching Implementation	Explanation
Greeting	5 minutes	Teacher says salam	Teacher enter and say Salam
		Reading Attendant Sheet	Teacher read attendant sheet
		Praying together	By reciting Al-Fatihah
Main Activities			

	5 minutes	Explaining the procedure of listening activity	Before we going to the lesson, I would like to show you a short video, you have to watch it and find some difficult vocabulary or phrase that we will discuss it at the end of the video. And I'll give you a test according to the video at the off the lesson.
Presentation	30 minutes	Showing the video entitle "Beauty and the Beast in English'' to the students in the both classes (experimental class and control class). And ask them to note the difficult vocabulary or phrase.	Ok now put your pen and book up, find the vocabulary or phrase that you don't understand, write it on your book, and we will discuss it at the end of the video
	10 minutes	Discussing about the difficult vocabulary that student's found	according to the difficult vocabulary that student's found and ask them to prepare for post-test
Practice	40 minutes	Dividing post-test paper to students	Students do the test
Closing Activities			
Closing	2	Teacher will give feedback toward learning process/ or evaluating learning process	
	3	Motivate students in learning	

Taliwang, September 2020

Teacher,