**THE EFFECTIVENESS OF ENGLISH CONVERSATION VIDEOS ON
THE LISTENING SKILL OF THE NINTH GRADE STUDENTS
AT SMP NEGERI 4 PALU**

A THESIS

Submited to fullfill one of the Requirements to Obtain a Bachelor's
Degree of Education (S. Pd) in English Tadris Study Program
Faculty of Tarbiyah and Teaching Training
State Islamic UniversityDatokarama Palu

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2023**

STATEMENT OF THE AUTHENTICITY

I hereby declare that this thesis entitled: The Effectiveness of English Conversation Videos on the Listening Skill of the Ninth Grade Students at SMP Negeri 4 Palu has been officially approved as my own work and it has not been and will not be submitted in the whole or in part to another University/Institute for the award of any other degree. If later, this thesis is found to be fabricate either in the whole or in part, I declare that I must comply with the rules and regulations of the university and I must be redy for all the consequences thereafter due to this misconduct.

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APPROVAL PAGE

A thesis entitled **"The Effectiveness of English Conversation Videos on the Listening Skill of the Ninth Grade Students at SMP Negeri 4 Palu"** written by **Tri Purwaningsi,** NIM 19.1.16.0012, a student of English Tadris Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Datokarama Palu, after having through observation and careful correction, each supervisor decide that the thesis has met all the requirements needed for examination.

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A thesis **by Tri Purwaningsi,** NIM: 19..16.0012 entitled **"The Effectiveness of English Conversation Video on the Listening Skill of the Ninth Grade Students at SMP Negeri 4 Palu"** which had been examined in front of the board of examiners of the Faculty of Tarbiyah and Teacher Training in State Islamic University Datokarama Palu on 31 August 2023 has met all the criteria for a scientific paper. Therefore, it can be accepted as the requirement for obtaining bachelor degree in English Tadris Study Program.

<u>**Palu, 31 August 2023**</u>
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ABSTRACT

Name : **Tri Purwaningsi**
NIM : **19.1.16.0012**
Title : **The Effectiveness of English Conversation Videos on the Listening Skill of the Ninth Grade Student's at SMP Negeri 4 Palu.**

This research was based on the problem of student's when their have difficult on leaerning English process, especially in listening skill. It is because when they listen, student's find it difficult to understand verbally, accurately, correctly, and completely the meaning of the speaker. So that it makes student's not interested in learning English.

Related to the problem, the researcher used English Conversation Videos as a media was to know the effectiveness of English Conversation Videos on the Listening skill of student's.

This research was quantitative method and used quasi-experimental design to conducted at SMP Negeri 4 Palu with the population of ninth-grade students. In determining the sample, the researcher used purposive sampling consisting of 31 students. To collected the data, the research was used a pre-test and post-test that were given to the students.

The result shows that, from the pre-test the students's average score is 60 and in the post-test average of the student's scores is 93. It could be seen that, from the average always increased and it was concluded there is an effective of English conversation videos on the listening skill of students.

From the conclusion obtained are suggested to English teachers should be creative and innovative in teaching design, because students more interested learn by using media.

CHAPTER I

INTRODUCTION

A. Background of the Research

In learning language, there are four skills that we need to learn which include speaking skill, writing skill, reading skill, and listening skill, these four skills in learning English are very important especially listening skill. As we know that listening is one of the skills that must be taught to improve the language communication skills of students. In addition, listening skill plays an important role in many aspects of human life such as communication and education.

According to Nordquist, Listening is the active process of receiving and responding to the spoken or sometimes unspoken message.[1] This skill is considered the most important thing to be taught in school because all students can prepare for work under the teacher. Listening is more complicated than just heard. There are some mechanisms that consists of three stages: sensing and attending, comprehension and perception, remembering and responding. So that, in opinion for many students, listening is a difficult skill to master.[2]

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[1] R. Nordquist, "*Listening Definition and Example in Grammar*" (2017).

[2] Sabila Yassaroh, *"The Effect of Using Video on Students' Listening Skill at SMP Wahid Hasyim Malang."* (Repository: Universitas of Islam Malang 2021)

According Susanto Heru, Student is considering a good listener if he can absorb the thoughts that he listens to or that others convey to him verbally, accurately, correctly and completely.[3] So that, when students find it difficult to understand verbally, accurately, correctly and completely the meaning of the speaker, it can be said that these students lack listening skills.

Through pre observation in SMP 4 Negeri Palu, researcher find difficulty for most students to engage in listening activities. Students have difficulty in understanding context and pronunciations to listening when their teacher explains using English with various accents that they are not familiar. Besides that, teacher still use textbooks as a medium in learning. So that, this thing make students are less interesting in participating in learning.

Based on the teacher explanation, the students have some difficulties in listening because they have learning of hampering factors like: lack of communication between the teacher and students, little English language is used in daily life, and the teacher is not able to measure students' listening comprehension and students' motivation. There was less listening and learning because they think that listening is very difficult. So far, the student's ability to learn to listen is generally still at alow level of listening.

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[3] Ibid 1

In relation to the problems need by students, creativity of teacher is particularly important. According Hadi & Rizqiningsih, English teachers should be creative in teaching English and should be upgrade the method.[4] In the modern language teaching era, the existent methods and techniques has been added with a new dimension. The new device is being raised up in language teaching through the development of technology as a media in learning.[5]

Video is one of media commonly used as tool in teaching and learning. Through Video and the teacher guides, students can perform a variety of activities especially listeningby using a wide variety of video, such as video interviews, movie trailers, music videos, also, English conversation videos.As a result, the use of video material is widely used as an instrument to practice listening skill in English language learning.[6]

The researcher makes a video that is expected to help the students improve your listening skills. Based on the premise that teachingvideo listening can be an alternative tool for teaching listening the researcher conducted a study titled "The Effectiveness of English Conversation Videos on the Students' Listening Skillof the Ninth Gradeat SMP Negeri 4 Palu".

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[4] M.S. Hadi & S. Rizqiningsih, *Multiple Intelligences (MI) on Developing Speaking Skills English Language in Focus (ELIF),* Jakarta: Universitas Muhammadiyah 1(2). 127-136. (2019).

[5] Afifah N. A *"The Effect of Using Audio Visual Aids on Students' Listening Skill"* (repository uinjkt:2019)

[6] Arrosyi Dayana Sutrisno, "*The Effect of English Conversation Videos on Students' Listening Skill.*" Ethical Lingua: Journal of Language Teaching and Literature 7.2:389-394. (2020)

B. Formulation of the Research Problem

Based on the background of the research, the researcher formulates the problem research as follows:

Is there any Effectiveness of English Conversation Videos on the Listening Skill of the Ninth Grade Studentsat SMP Negeri 4 Palu?

C. Objective of the Research

Based on the research question above, the objective of the research, as follow to know "The Effectiveness of English Conversation Videos on the Listening Skill of the Ninth Grade Students at SMP Negeri 4 Palu".

D. Significant of the Research

This research will contribute some effect on students, it might offer a new knowledge about other media for English learning process. It also gives the information to teacher about the effect learning listening skills of English conversation videos to helps students learning listening skills.

E. Definition of key terms

To avoid some misunderstanding, the researcher explains operational definition of key terms used in this research are defined:

1. **English Conversation Videos.**

Conversation is a form of cooperative activity in the form of interaction communicative.[7] The video is a tool that can present information, describe processes, explain complex concepts, teach skills, condense or slow down time and affect attitude.[8]

2. **Listening Skill**

Listening is the active process of receiving and responding to the spoken or sometimes unspoken message.[9]

3. **Teaching Listening**

Teaching listening is one of the teachings in learning language which is very important to be taught to students with various methods and techniques.

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[7] Yunita Nugraheni. "*Analisis implikatur pada naskah film Harry Potter and The Goblet of Fire"* Prosiding nasional dan internasional (2010) *https://jurnal.unimus.ac.id/index.php/psn.* *(*Accessed: 2022*)*

[8] Cecep Kustandi dan Bambang Sutjipto. "*Media Pembelajaran Manual dan Digital Edisi Kedua*" (Bogor: Ghalia Indonesia, 2013)

[9] Ibid 2

CAPTHER II

RELATED LITERATURE REVIEW

A. Previous of Research

In this study, researcher takes some reviews from another source. The function of previous studies is to support the researcher or to take the differences between those previous studies.

The first research done by *Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih,*entitled "The Use of Youtube as a Learning Tool in Teaching Listening Skill." The objective of this research is to give knowledgeably and clear explanations about teaching students' listening skills through English videos. The method was qualitative descriptive and share questionnaire to collecting data. The result on this research is YouTube as a necessary tool in classrooms as it appeals to the attention of students and involves their mentality and creativity. [1]

The second research done by Emmy Imawati, entitled "The Use of Video in Teaching Listening in SMP Muhammadiyah 2 Surakarta" This research aimed

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[1] Shadam Hussaeni Handi Pratama, Riyadh Ahsanul Arifin, and Ayang Winda Sri Widianingsih. "*The use of Youtube as a learning tool in teaching listening skill."* International Journal of Global Operations Research 1.3: 123-129. (2020)

to describe how teacher hold listening class using video media. The method uses qualitative descriptive study.

The method to collected data such as observation, interview and documentation. Object of this research is student of Sevent grade of SMP Muhammadiyah 2 Surakarta. The result of the research indicated that the application of learning using video media to listening lessons could make English language learning more enjoyable, students could enjoy the material provided, and could make students more active.[2]

The third research is done by Vina Anggia Nastitie Ariawan and Endah Sulistyani, entitled "Using Video to Improving Listening Comprehension of Fourth Grade Students of Gugus Dewi Sartika Majenang". The research is a quantitative and used a quasi-experimental method with a non-equivalent control group design. Therefore, the populations were fourth-grade students of Gugus Dewi Sartika Majenang and the sample of this research based on a purposive sampling technique.The results of the research indicated that students who were treated with video had better listening skills than students who were not treated. [3]

The fourth research is done by Arrosyi Dayana Sutrisno, entitled "The Effect of English Conversation Videos on Students' Listening Skill". The purpose of this research was to prove that using an English Conversation Videos is

[2] Imawati Emmy and Nur Hidayat. "*The Use of Video in Teaching Listening in SMP Muhammadiyah 2 Surakarta*. Diss. Universitas Muhammadiyah Surakarta (2019)

[3] Vina Anggia Nastitie Ariawan and Endah Sulistyani, "*Using Video to Improving Listening Comprehension of Fourth Grade Students*." Primary Edu:Journal of Primary Education 4.1 (2020): 1-11.

effective in teaching listening skills. This research conducted in SMP Muhammadiyah 1 Wonosobo. The population of this research is eight-grade students, and the sample is 40 students. The method of this research is quantitative and using pre-experimental design. To collected the dataused test. The writer concluded that video can help students to learn listening skill".[4]

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[4] Arrosyi Dayana Sutrisno "*The Effect of English Conversation Videos on Students' Listening Skill.*" Ethical Lingua: Journal of Language Teaching and Literature 7.2 (2020): 389-394

Based on that previous research, there are any different, to make it easier for readers to analyse the differences, researcher also present them in tabular form as follows:

Table 2.1

No	Title/ Authors/ Year	Objek of the research	Objective of the research	Types	Method	Result
1.	"The Use of Youtube as a Learning Tool in Teaching Listening Skill" *Shadam H, Handi P, Riyadh A, and Ayang W.S. (2018)*	The third semester of college students Ma'soem University	To give knowledgeably and clear explanations about teaching students' listening skills through English video	Qualitative descriptive.	Questionnaire	YouTube is a necessary tool in classrooms as it appeals to the attention of students and involves their mentality and creativity
2.	"The Use of Video in Teaching Listening in SMP Muhammadiyah 2 Surakarta" by Emmy Imawati (2019)	Students SMP Muhammadiyah 2 Surakarta	To describe how teacher hold listening class using video media	Qualitative descriptive	Observation, interview and documentation	The application of learning using video media to listening lessons could make English language learning more enjoyable, students could enjoy the material provided, and could make students more active
3.	"Using Video to Improving Listening Comprehension of Fourth Grade Students of Gugus Dewi Sartika Majenang" by Vina Anggia Nastitie Ariawan and Endah Sulistyani (2020)	Students of Gugus Dewi Sartika Majenang	To know effect of video to improve Listening Comprehension	Quantitative	Quasi Experimental (test)	The video had an effect on the listening skill of fourth-grade students
4.	"The Effect of English Conversation Videos on Students' Listening Skill" by Arrosyi Dayana Sutrisno (2020)	SMP Muhammadiyah 1 Wonosobo	To prove that using an English Conversation Videos is effective in teaching listening skills.	Quantitative	Quasi Experimental (test)	Using English conversation videos on studies in teaching English was effective to improve students' listening skills

B. Theoretical Studies

1. English Conversation

Conversation is a communication interaction carried out two or more people in order to talk about something, such as greeting and discussing something. Through conversation, we can also get information either through telephone calls, videocalls or talking directly to the other person.

According to Rustono, conversation is a verbal interaction that takes place in an orderly and regular manner involves two or more parties in order to achieve certain goals. Gumperz in Rustono, conversation is a form of cooperative activity in the form of interaction communicative.[5]

The Oxford dictionary, conversation is the verbal exchange of news and ideas between people.[6] According to Levinson, define conversation as the familiar kind of talk in which two or more participants freely to take turns in speaking.[7] According to Liddicoat, Conversation is considering as a set of practices in all the participant of that speakers can arrange to initiate action appropriate in a particular context.[8]

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[5] Yunita Nugraheni. "*Analisisimplikatur pada naskah film Harry Potter and The Goblet of Fire.*" Prosiding Seminar Nasional &Internasional. Vol. 3. No. 1. 2010. *Rustono (1999: 48-50)* *https://jurnal.unimus.ac.id/index.php/psn12012010/article/download/107/88*

[6] Kamus oxford "conversation" (1986: 123) *https://jurnal.dharmawangsa.ac.id/index.php (16* November 2022)

[7] Sinaga, Pollung. *Non-Observance Maxims in Indonesian Television Talk Shows*. Diss. UNIMED, 2017.

[8] Baity, Diyanah Nur. "*Conversation repair in selected episodes of british late-night show "graham norton show" (conversation analysis)*". Diss. UIN Sunan Ampel Surabaya, 2019.

The conversation was going well when the speaker and the other person understand each other what the other person is saying. But on the contrary the conversation is not efficient when the listener or the other person does not understand each other's meaning of something being discussed. According to Nunan, conversation analysis is emphasizing the ability of a speaker to be able to produce utterances that can be understood and the ability to be able to interpret the speaker's speech other.[9]

This conversation also has several types, including as structural conversation, functional conversation and situational conversation. As explained in English first, there are types on several classifications of conversation: [10]

1) Structural Conversation.

Grammar specification refers to as structure. Examples of structures include past tense, noun plurals, the comparison of adjectives, and others. The use of the English language both in everyday speech and writing to be precise in the use of any terms as related to time: past, present and future.

2) Functional Conversation

For this conversation use when a formal conversation. Include into the daily conversations that is Greeting, introduction, parting, asking something, gratitude and appreciation, invitation, asking and

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[9] Nunan "conversation" (1993) *https://simdos.unud.ac.id.pdf (*16 January 2023)

[10] Erisa Kurniati. "*Students'listening Habit on English Conversation and The Vocabulary Mastery.*" *Jurnal Ilmiah Dikdaya* 5.2: 29-40. (2017)

giving permission, praising and congratulation, like and dislike expression, apology, commands and requests certainty, expressing capability, and offering something. For the example of conversation:

John : By the way, will you come to my birthday party tonight?

Mary : With my pleasure.

3) Situational Conversation.

Situational Conversation is a conversation lesson aim to establish the ability of students to identify specific functions in communication based on a formal situation. For the example of conversation:

John: Waiter, give me two coffees, please!

2. Video

In general, video is one of the media that is widely used by people in this technological age. With technological developments, through video with various available features such as images and sound in the of audio-visual it makes it easier for users to find information or increase knowledge outside the classroom in a relaxed manner and can be used anytime just by watching it.

According to Cecep Kustandi, video is a tool that can present information, describe processes, explain complex concepts, teach skills, condense or slowdown time and affect attitude.[11] Learning video media is a set of capable components or media displaying images as well as sound at the same time.[12]

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[11] Cecep Kustandi dan Bambang Sutjipto, *Media Pembelajaran Manual dan Digital EdisiKedua*, (Bogor: Ghalia Indonesia:64) 2013.

[12] Sukiman*, Pengembangan Media Pembelajaran*, (Yogyakarta: Pedagogia: P187-188). 2012.

Video becomes an example of authentic materials because it shows real life communication and not intended to use as teaching. Video as an authentic material can be integrated in teaching listening skills and support to develop listening comprehension skill of learners (Harmer). It is because, video offers more useful than the traditional media (Kim). Video is also a powerful teaching media since students learn many things from what they watch (Muslem et al.).[13]

Arief S. Sadiman stated that video is an audio medium visual displays of images and sound. Message served can be in the form of facts (events, important events, news) or fictitious (such as stories), can be informative,educative or instructional.[14] Daryanto revealed that "video media is everything that an audio signal allows can combined with sequential moving images".[15]

In addition, (McKinnon in Muniandy and Veloo) acknowledges that video clips can show settings, actions, emotions and gestures that can provide an important visual stimulus for language practice and learning. This means that videos can be used in teaching English because videos can provide great visual stimulus through a combination of illustrations, sounds, graphics, and text.[16]

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[13] Ni Wayan Febiyanti, et al. "*Significant Effect of Project Based Learning Video on Students' Listening Skill in Pandemic Situation"* Internationa*l* Journal of Elementary Education (Ganesha Universityof Education, Singaraja,Indonesia: Vol.5 no.3) 2021.

[14] Arif S.Sadiman, dkk. "Media Pendidikan, Pengertian, Pengembangan, danPemanfatan." (Jakarta: CV. Rajawali). 1990

[15] Daryanto, "*Media Pembelajaran Peranannya Sangat Penting Dalam Mencapai Tujaun Pembelajaran*" (Yogyakarta: Gava Media, P 88) 2020.

[16] Hasrat Sozanolo Harefa. *"Using Video in Teaching Speaking: An Action Research"* Intelektium 2.1: 1-7(2021)

Video have various basic types that is Off-air programmers, Real-world videos and Language learning videos. As explained byHarmer, there are three basic types of videos which can readily be used in class:

1). Off-air Programmers

This video can be used for a range of activities including prediction, cross culture awareness, and teaching language. However, some off-air video is extremely difficult for the students to understand. For example: programmers recorded from a television channel.

2). Real-World Videos

The teachers need to make their choice based on how engaging and comprehensible the extract is likely. For example: films, comedy, and wild life documentaries.

3). Language learning videos

The advantage of the videos is that they have been designed with students at a particular level in mind. However, the situations and the language are inauthentic. For example: videos to company course books.

3. Listening Skill

Listening skill is one of the skills in mastering the language. Through listening we can understand word by word what we get from the other person or everything we hear. According to Tarigan, Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation

to obtain information, capture content or messages, and understand the meaning of the information conveyed by the speaker through speech or spoken language.[17]

In Rost's book, listening is defined as one of the processes of communication which includes four types of orientation, which are receptive, constructive, collaborative, and transformative orientations. The term "receptive orientation" means receiving what the speaker actually says while the terms "constructive orientation" means constructing and representing meaning. Meanwhile the term "constructive" means negotiating meaning with the speaker and responding while the term "transformative" orientation means creating meaning through involvement, imagination and empathy.[18]

According to Steven Brown, listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge.[19] Listening is the process of receiving, making meaning from, and answering to spoken verbal or nonverbal messages.[20]

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[17] Tarigan "Listening", *http://portaluniversitasquality.ac.id:55555/356/4/BAB%20II.pdf*. (2008: 31) Acsessed (17 January 2023)

[18] Michael Rost, *"Teaching and Researching Listening"* (London: Pearson Education Limited, edition, pp. 2-4) : (2011)

[19] Erisa Kurniati. "*Students'listening Habit on English Conversation and The Vovabulary Mastery.*" Jurnal Ilmiah Dikdaya 5.2 : 29-40: (2017)

[20] Abbas Pourhosein Gilakjani and Narjes Banou Sabouri. "*Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review."* English language teaching, Lahijan Branch, Islamic Azad University, Iran 9.6: 123-133. (2016)

a. **Purpose of Listening**

On learning listening we have to know some purpose by listening. As explained by Hargie in his book indicates the purposes of listening in some contexts. The purposes are as follows:

1). To focus specifically upon the messages being communicated by the other person.

2) To gain a full, accurate insight into the other person's communication.

3) To critically evaluate what others are saying

4) To monitor the nonverbal signals accompanying the other person verbal messages.

b. **Good Listener**

Student is considering a good listener if he can absorb the thoughts that he listens to or that others convey to him verbally, accurately, correctly and completely. In relation to this listening skill, a person must be able to remember facts, be able to relate facts based on the messages they hear, and understand the meaning contained in them in order to understand the intent of the verbal messages they hear.[21]

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[21] Susanto Heru. "*Menumbuhkan Budaya Literasi Menyimak Pada Siswa Dengan Model Pembelajaran Cooperative Tipe Script.*" *Aliterasi: Jurnal Pendidikan, Bahasa, dan sastra Indonesia*. (Universitas Almuslim: 1.1 : 1-11,2020)

There are many elements of listening that occur in three stages. They are hearing, comprehending and remembering.[22]

1). Hearing

It is referred to the response caused by sound waves stimulating the sensory receptors of the ear; it is physical response; hearing is a perception of sounds waves; you must hear to listen, but you need not listen to hear (perception necessary for listening depends on attention). Brain screens stimuli and permits only a select few to come into focus. This selective perception is known as attention, an important requirement for effective listening.

2). Comprehending

This step helps to understand symbols that we have seen and heard, we must analyse the meaning of the stimuli that we have perceived; symbolic stimuli are not only words but also sounds like applause and sights like a blue uniform that has symbolic meanings as well; the meanings attached to these symbols occur. For successful interpersonal communication, the listener must understand the interred meaning and the context assumed by the sender.

3). Remembering

Remembering is important listening process because it means that an individual has not only receive and interpret a message but has also

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[22] Babita tyagi, Listening: "*An important skill and its various*" (Journal International: p2). (2013)

add it the mind's strong bank. In listening, our attention is selective either our memory what is remember may be quite different from what was originally seen or heard.

c. Problem of Listening

To become a person who masters listening skills, one usually faces some problems when listening as state in (Underwood). Sometime there are some difficulties with listening skills of English language learners, namely:[23]

1). Listeners cannot control the speaking speed of the person sharing the message, and they feel that the delivered message is lost before they understand the content of the message. If they understand one message then the other messages are lost at that point.

2). The listener does not have the opportunity to ask the speaker to repeat or explain the message conveyed, for example, when listening to the radio or watching television, so the listener must understand it as it is.

3). The limited vocabulary of the listeners makes it impossible for the listeners to understand the content of the text they hear and can even cause boredom and frustration.

4). The fact that the listeners do not recognize and understand the signals sent by the speaker causes the listeners to misunderstand the content of the message.

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[23] Dewi Kurniawati *"Studi Tentang Faktor-Faktor PenyebabKesulitan BelajarMenyimak Bahasa Inggris Pada Mahasiswa PBI*" (Iain Raden Intan Lampung: 2016)

5). Errors in the interpretation of the received message so that the listeners receive the content of the transmitted message or interpret it in a different way.

6) Inability to concentrate due to various reasons, such as unpleasant substances, physical fatigue, noisy environment, etc.

7) Concern about differences between the teacher's teaching and the material through audio equipment or native English speakers.

4. Teaching Listening

Listening is an important skill to teach. According to Backer in Al-ra washdeh dan Al-zayyed clarified that the following reasons why teaching listening comprehension are important. First, listening is used more frequently than any other form of verbal communication. Second, listening is important to develop of the other skills (Reading, Writing and Speaking). Third, listening is the bedrock for developing communicative competence, improve language usage and help vocabularies. Fourth, pronunciation of words learned exclusively through listening. Last, Successful listening helps to overcome linguistic barriers in lectures as in certain subject matter.

But, on the situation in English Teaching in Junior High School level in Indonesia seems to lessattention on the listening activities. Because, in teaching listening most of the English textbooks are applying paper-based design which is not complete with audioaids.[24] The lack of use of media as a learning resource

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[24] Slamet Utomo, Sri Endang Kusmaryati, and Titis Sulistyowati. "The challenges and difficulties in teaching listening: Exploratory research in a junior high school in Kudus." *Language Circle: Journal of Language and Literature* 14.1: 27-38. (2019)

causes the classroom atmosphere to be not conducive due to the lack of interest in student learning and reciprocity between students and teachers. So, it is very necessary to use the media as a learning resource so that it is able to assist teachers in teaching and to help increase students' interest in learning and students' difficulties in understanding listening.[25]

There were a lot of problems of teaching listening, such as; First, the students hard to catch the idea of the audio because of the authentic materials. The authentic materials used the different accent that students heard daily from their teacher. Second, the media that used in teaching learning listening is uninteresting. The third is many of students that still has a poor vocabulary. So, that makes they found the difficulties to catch the meaning of the audio.

According to Hayrapetyan "These difficulties are of two types:[26]

Table 2.2

No.	Types	Problem
1.	Coming from the listener	• Making prediction what speaker talks • Guessing unknown words or phrase • Recognizing points
2	Coming from Listening material	• Unfamiliar topics • Different accents • Authentic material • Colloquial word • Speed of speech solutions to the problems."

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[25] Barus Risna Wati Br, "Pengembangan Media Video Pembelajaran Pada Mata Pelajaran Bahasa InggrisKelas VIII SMP" (2020)

[26] Nune Hayrapetyan. Teaching Listening: Problems and Solution. p. 210 (2016).

C. Conceptual Framework

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                          ┌─────────────────┐
                          │    Students     │
                          └─────────────────┘
                                   │
                ┌──────────────────┴──────────────────┐
                ▼                                      ▼
    ┌─────────────────────┐              ┌─────────────────────┐
    │ Experimental class  │              │    Control class    │
    └─────────────────────┘              └─────────────────────┘
                │                                      │
          ┌───────────┐                          ┌───────────┐
          │ Pre-test  │                          │ Pre-test  │
          └───────────┘                          └───────────┘
                │                                      │
                │                      ┌───────────────────────────┐
                │                      │  Teaching process use     │
                │                      │  English conversation     │
                │                      │         video             │
                │                      └───────────────────────────┘
                │                                      │
          ┌───────────┐                          ┌───────────┐
          │ Post-test │                          │ Post-test │
          └───────────┘                          └───────────┘
                │                                      │
                └──────────►┌──────────┐◄─────────────┘
                            │  Result  │
                            └──────────┘
```
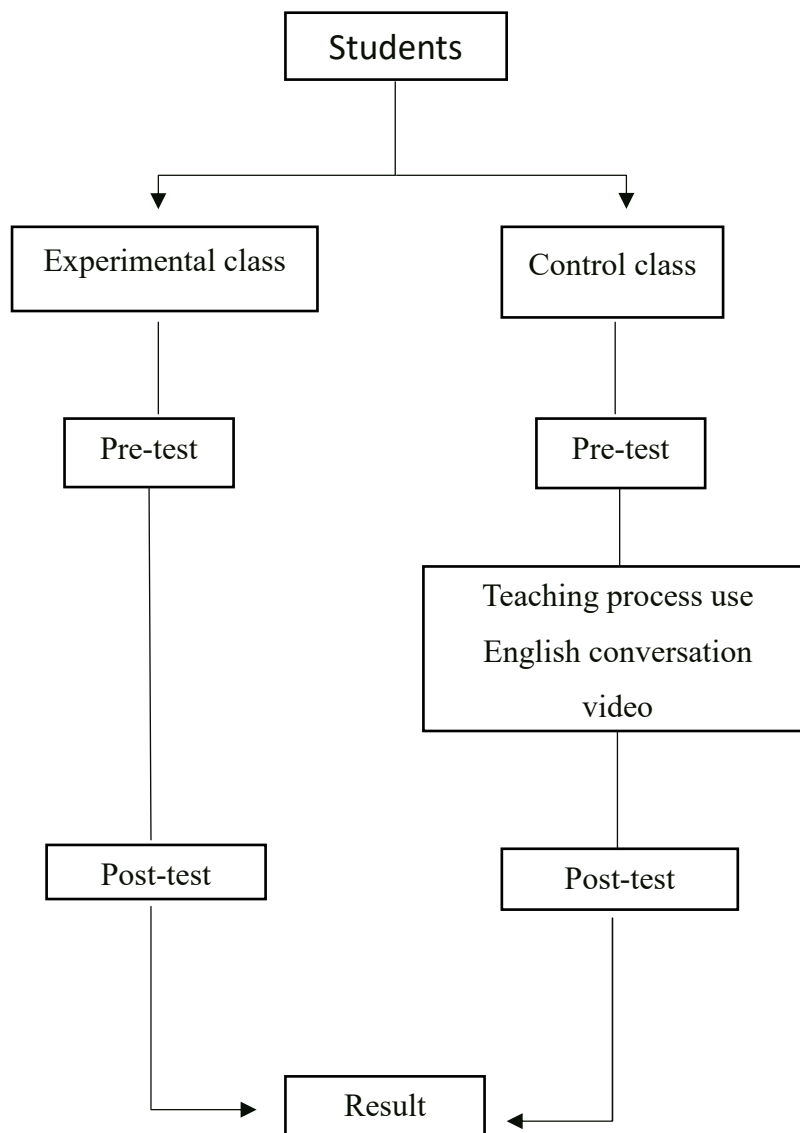
D. Hypothesis

According to Fraenkel Wallenn Yatim Riyanto, Hypothesis is a prediction about the possible outcome of a research. This hypothesis is a temporary answer to a problem posed in the study. This hypothesis is not necessarily correct. Whether or not a hypothesis is true depends on the results of empirical data testing.[27] In this research, the researcher used two types of hypotheses, those are:

1. **Null Hypothesis (H0)**

   Null hypothesis is a hypothesis that states there is no relationship between two groups or there is no difference between the variables X and Y. Null Hypothesis (H0) = There is no effect of English conversation videos on the listening skill of the ninth-grade students at SMP Negeri 4 Palu.

2. **Alternative Hypothesis (Ha)**

   The Alternative Hypothesis is a hypothesis that states the relationship between variables X and Y, or the difference between the two groups. Alternative Hypothesis (Ha) = There is aneffect of English conversation videos on the listening skill of the ninth-grade students at SMP Negeri 4 Palu.

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[27] Fraenkel Wallenn, Defenition of Hipotesis: Universitas Raharja. *https://raharja.ac.id/2020/11/04/hipote* (25 March 2023)

BAB III

RESEARCH METODOLOGY

A.   Design of the Research

This research used quantitative method. According Matthews and Ross quantitative methods are basically applied to the collection of data that is structure and which could be represented numerically.[11] The design of the research is quasi-experimental research. John W. Creswell best defined experimental research as the description and analysis of what will be or what will occur, under carefully controlled condition.[12] Quasi-experimental research is applied because the researcher to control at least one the most dominant variable of the research in this situation about the effect of student's listening skill.

The experimental research is chosen to determine influence an outcome or dependent variable, which is The Effectiveness of English conversation videos on the Listening skill of the ninth grade at SMP Negeri 4 Palu.

The researcher selected two classes to know The Effect of using English Conversation Videos on the Listening skill of the Ninth-grade studentsat SMP

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[11] Hilary Collins, "*Creative Research: The Theory and Practice of Research for the Creative Industries*" AVA Publications. http://news.collinselt.com (18 November 2022).

[12] Yogesh kumar singh, "*Fundamental of research methodology and statistic,* (New Delhi, new age Internasional Publisher, 2006), p.134

Negeri 4 Palu. The first class use as a control group which does not receive any treatment and the other class as an experimental group which is taught by using English Conversation Video.

B. Population and Sample

1. Population

According to Handayani, population is the totality of each element to be studied which has the same characteristics; it can be individuals from a group, event, or something to be studied.[3]

The population of this research are the Ninth-grade students of SMP Negeri 4 Palu which consisted of ten parallel classes. They are IX Anggur,IX Apel, IXCampedak, IX Delima, IX Durian, IX Jeruk, IX Manggis, IX Melon, IX Rambutan, IX Sirsakand IX Strawberi. The number of the population can be looked at in the following table:

Table 3.1

Number	Class	Number of Students
1	IX Anggur	31
2	IX Apel	31
3	IX Campedak	31
4	IX Delima	31
5	IX Durian	31
6	IX Jeruk	31
7	IX Manggis	3
8	IX Melon	31
9	IX Rambutan	31
10	IX Sirsak	31
11	IX Strawberi	31
Total		**341**

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[3] Hani Subakti and Eka Selvi Handayani. "Pengaruh bimbingan belajar terhadap hasil belajar Bahasa Indonesia siswa kelas tinggi di sekolah dasar. *Jurnal Basic edu* 5.1: 247-255. (2021).

2. Sample

Sample is the smallest part of the entire population that is the object of the research. According to Sugiyono, sample is part of the number and characteristics possessed by the population, or a small part of the population members taken according to certain procedures so that they can represent the population.[4]

The sample of the research is selected by using purposive sampling technique. As mentioned by Notoatmodjo, purposive sampling is a sampling technique based on a consideration, such as the characteristics or a population.[5]

The researcher chooses IX Delima class and IX Jeruk class were being the sample in this research. Both of the class have similar characteristics, in this case of similar characteristic mean is same of the gender, number of students and interest to learn. The experiment class is the IX Delima class which consists 31 students and the control class is the IX Jeruk class which consists 31 students. Thus, the total of the sample is 62 students.

C. Variable of the Research

The variable of the research is basically anything that is determined by the researcher was studying so that information about the following is obtained, then conclusions are drawn. In this research, there are two variables, namely the independent variable (X) and the dependent variable (Y).

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[4] Sugiyono. "*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*"(Bandung Alfabeta CV P. 273: 2016)

[5] Notoatmodjo "*Purposive sampling*" https://penerbitdeepublish.com/purposive-sampling (25 January 2023)

Independent variable is selected, manipulated and evaluated while Dependent variable is observed and measured in order to determine the effect of the independent variable. The independent variable in this research is English conversation videos, while the dependent variable is student's listening skill of the Ninth grade at SMP Negeri 4 Palu.

D. Instrument of the Research

Instrument is need to collecting data in conducting research. According to Sugiono, research instrument is a tool used to measure observed natural and social phenomena.[6] According to Purwanto, research instruments are basically tools used to collect the data in research.[7] So, the research should have at least one instrument to be conducted.

In this research, the researcher uses test as research instruments. The test consists of two kinds, they are pre-test and post-test.

1. Pre-tests were used to find out students' listening skill ability and it will be given to the students at the first meeting before giving the treatment.

2. Post-Testwas used to find out whether the improvement of students' English proficiency listening is effective after being treated in the class experimental class while the control class will use the conventional or without treatment.

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[6] Sugiyono,"*Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif (Bandung Alfabeta, 2013),130*

[7] Sukendra, I.Komang and I. Atmaja. "Instrumen Penilitian"

Related to the data sought, the instrument is used in this study is an English language proficiency test where the English language skill test useaudio media in the form video conversation.[8]

Table 3.2 SCORING RUBRICS

Content	4 Points	3 Points	2 Points	1 Points
Hearing	Students are able to identify the sound of the word well heard	Students are able to transcribe sounds the word that is heard with the right writing	Students are less able to identify the sound of the word well heard	Students are less able to copy sounds the word that is heard with proper writing
Compre hension	Students showed a very good general understanding of all information, completing all the questions	Students showed a good general understanding of the information, with most questions completed	Students did not understand a lot of information able to complete some of questions.	Students did not understand enough information to answer questions.
Remem bering	Students are able to write return a word or sentences heard with writing correct	Students are able to repeat conversation video on the learning theme correctly	Students are less able to write return a word and sentence heard with writing correct	Students are less able to repeat sounds conversation video based on the learning theme correctly

Source:Thesis siti Nurhidayanti,UIN Palu.

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[8] Lord, Patricia, at.al. *"Handbook for Research in Cooperative Education and Internship"* (USA: Lawrence ErlbaumAssociates.120: 2011)

E. Technique of Collection Data

Data collection is defined as the procedure of collecting, measuring and analyzing accurate insights for research using standard validated technique.[9] So, this research, for collection the data researcher usesTest.

According to Arikunto Test is a question which is used to measure competence, knowledge, intelligence, and ability of talent which is control by individual or class to collected data.[10]

There are two kinds of test, First, pre-test is design to measure the initial stage of student's listening skills. Second, post-test is design to investigating whether the treatment applying English conversation video in teaching listening.

F. Technique of Data analysis

Data analysis is designed to predict the effect of changes in one (several) event on one (several) other event, as well as predicting other events. Event can be expressed as a change in the value of a variable (Ikbal Hasan)[11]

The analysis of the research findings is based on the T-test analysis. The analysis covers standard scores, mean scores, standard deviation of the experimental and control class that are derived from pre-test and post-test.

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[9] Ruslin, *The Learning Experience of Automotive students at vocational school in Indonesia.* Representative of school Stakeholders Sussex University, UK. Unpublished Disertation.122.

[10] Suharsimi Arikunto, *Prosedure Penelitian:Suatu Pendekatan Praktik,* (Jakarta: PT. Asdi Mahasatya, 2006) 150

[11] Iqbal Hasan, *Analisis Data Penelitian dengan Statistik,* (Jakarta: Bumi Aksara, 2006)

The analysis of the result of the pre-test and post-test in control class is calculate by computing. The individual scores obtain in each test. The same way implementing for concluding the results of the pre and post-test in control class.

The standard scores of the pre and post-test in both experimental and control classes are presented as follows: [12]

1. **The formula that was used to find the student's standard score**

$$\sum = \frac{x}{n} x100$$

Where:

$\sum$ = Standard score

x = Raw score

n = Maximum score

2. **The scale was used in classifying the students score is.**

Table 3.3 scoring classifying[13]

No.	Score	Classification
1.	81-100	Very good
2.	71-80	Good
3.	61-71	Avenge
4.	51-60	Poor
5.	0-50	Very poor

On the basis of the standard scores calculating, the mean scores of the pre-test and post-test both the experimental and the control classes are calculated by applying the following formula:[14]

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[12] Ibid

[13] Siti Nurhidayah*"The Effectiveness of Songs Creations in Improving Students' Listening Skill at The Third Grade of SDI Radhatul Jannah Palu"* 2022.

$$\overline{X}_1 = \frac{\sum X_1}{n_1}$$

$$\overline{X}_2 = \frac{\sum X_2}{n_2}$$

Where:

$\overline{X}_1$ = Mean score in experimental class

$\overline{X}_2$ = Mean score in control class

$\sum X_1$ = Sum of scores in experimental class

$\sum X_2$ = Sum of score in control class

n_1 = Number of scores in experimental group

n_2 = Number of scores in control group

The mean score of deviation for the pre-test and post-tests of the control and the experimental classes are calculated in the following ways:[15]

$$SD = \sqrt{\frac{SS1}{N-1}}$$ **Where:**

$$SS_1 \quad = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1}$$

$$SS_2 \quad = \sum X_2^2 - \frac{(\sum X_2)^2}{n_2}$$

Where:

SS1 = Sum of squares in experimental group

SS2 = Sum of squares in control group

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[14] Ibid 29
[15] Ibid 29

$\sum X_1{}^2$ = Sum of squared scores in control group

$\sum X_2{}^2$ = Sum of squared scores in experimental group

After computing all formula above, researcher proved the significance between the mean score of post-tests in experimental group and control group,researcher used the following formula as proposed bySugiono:[16]

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where:

t = Test of significant

$\overline{X_1}$ = Mean scores in experimental class

$\overline{X_2}$ = Mean scores in control class

SS_1 = Sum of squares in experimental class

SS_2 = Sum of squares in control class

n_1 = Number of scores in experimental class

n_2 = Number of scores in control class

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[16] Ibid 26

CHAPTER IV

FINDING AND DISCUSSION

A. **Findings**

These findings of the research are based on the results of the data analysis. The listening test consisted of pre-test and post-test. The pre-test was given to find out the students' listening skill before doing a treatment to the students using video conversation, and the post-test was given to find out the improvement of the students' listening skill after giving the treatment.

1. **The Classification of Students' Pre-Test Score in Experimental and Control Class**

Table 4.1 The Pre-Test Score of Experimental Class IX Delima

No	Students (Initial name)	Pre -Test Experimental Group				
		Hearing	Comprehension	Remembering	Total	Score
1.	ADTY	3	2	2	7	58
2.	AGNS	3	2	3	8	67
3.	ALF	3	2	2	7	58
4.	ALZ	2	2	2	6	50
5.	ANDK	3	2	3	8	67
6.	ANSC	2	2	2	6	50
7.	ANSK	1	2	2	5	42
8.	BS	2	2	2	6	50
9.	BTHRN	3	2	3	8	67
10.	DVG	2	2	1	5	42
11.	DSWT	2	2	3	7	58
12.	EMR	3	3	2	8	67

No	Students (Initial name)	Pre -Test Experimental Group				
		Hearing	Comprehension	Remembering	Total	Score
13.	FZOR	2	2	2	6	50
14.	FTRA	2	2	2	6	50
15.	HMZA	2	2	3	7	58
16.	IMD	2	2	1	5	42
17.	JSSY	3	2	3	8	67
18.	JAN	2	2	2	6	50
19.	MT	2	2	2	6	50
20.	MCHL	3	3	4	11	92
21.	MA	2	2	3	7	58
22.	MF	2	2	2	6	50
23.	MR	3	2	2	7	58
24.	MAQ	3	2	2	7	58
25.	NAM	3	4	3	11	92
26.	NAW	2	2	2	6	50
27.	NA	3	2	3	8	67
28.	SN	3	4	3	10	83
29.	WSNU	3	2	3	8	67
30.	WLN	2	2	2	6	50
31.	ZQW	3	4	3	10	83
	Total					1850

Table 4.2 The Distribution of Frequency and Percentage Score of Experimental

Class score in the Pre-Test

No	Classification	score	frequency	Percentage
1	Excellent	86-100	2	6%
2	Very Good	76-85	2	6%
3	Good	66-75	7	23%
4	Average	56-65	7	23%
5	Poor	36-55	13	42%
6	Very Poor	0-35	0	0
	TOTAL		31	100%

Table 4.2 above shows the rate percentage score of experimental class in the pre-test from 31 students, there were 7 (23%) students obtained good score, 2 (6%) students obtained very good score, 2 (6%) students obtained excellent score and in under of score students obtained 13 (42%) in category poor score and 7 (23%) in average score.

Table 4.3 The Pre-Test Score of Control Class IX Jeruk

No	Students (Initial name)	Pre -Test control Group			Total	Score
		Hearing	Comprehension	Remembering	Total	Score
1.	AF	3	4	3	10	83
2.	ADND	2	2	2	6	50
3.	DA	3	4	3	10	83
4.	DZ	3	4	3	10	83
5.	NKLF	3	4	3	10	83
6.	AS	3	4	3	10	83
7.	AQL	3	3	4	10	83
8.	MA	3	3	4	10	83
9.	FN	3	4	3	10	83
10.	BGS	2	2	2	6	50
11.	RFAT	2	2	2	6	50
12.	AYA	2	2	2	6	50
13.	IPA	3	4	3	10	83
14.	SLW	3	3	4	10	83
15.	IGA	3	3	4	10	83
16.	MDG	3	4	3	10	83
17.	RFLYS	3	4	3	10	83
18.	MI	3	3	4	10	83
19.	RA	3	3	3	9	75
20.	PS	3	4	3	10	83
21.	NSYL	2	2	2	6	50
22.	MR	2	2	2	6	50
23.	TR	2	2	2	6	50
24.	MH	2	2	2	6	50
25.	FRL	2	2	1	5	42

No	Students (Initial name)	Pre -Test control Group				
		Hearing	Comprehension	Remembering	Total	Score
26.	MF	3	4	3	10	83
27.	FA	2	2	2	8	67
28.	HDYT	4	3	3	10	83
29.	MSY	3	4	3	10	83
30.	SR	2	2	2	6	50
31.	CNDY	3	4	3	10	83
					Total	2217

Table 4.4 The Distribution of Frequency and Percentage Score of Control Class score in the Pre-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	0	0%
2	Very Good	76-85	19	61%
3	Good	66-75	2	6%
4	Average	56-65	0	0%
5	Poor	36-55	10	32%
6	Very Poor	0-35	0	0
	Total		31	100%

Table 4.4 above shows the rate percentage score of control class in the pre-test from 31 students, there were 2 (6%) students obtained good score, 19 (61%) students obtained very good score and in under of score students obtained 13 (42%) in category poor score and 7 (23%) in average score.

Based on the table 4.2 and 4.4, it can be concluded that the rate percentage in the pre-test for control class was higher than experimental class.

2. The Classification of Students' Post-Test Score in Experimental and Control Class

Table 4.5 The Post -Test Score of Experimental Class IX Delima

No	Students (Initial name)	Post -Test Experimental Group				
		Hearing	Comprehension	Remembering	Total	Score
1.	ADTY	4	4	4	12	100
2.	AGNS	4	4	4	12	100
3.	ALF	4	4	4	12	100
4.	ALZ	4	4	4	12	100
5.	ANDK	4	3	3	10	83
6.	ANSC	4	3	4	11	92
7.	ANSK	3	4	3	10	83
8.	BS	3	4	4	11	92
9.	BTHRN	4	3	4	11	92
10.	DVG	3	4	4	11	92
11.	DSWT	3	3	4	10	83
12.	EMR	4	3	4	11	92
13.	FZOR	3	4	4	11	92
14.	FTRA	4	4	4	12	100
15.	HMZA	3	4	4	11	92
16.	IMD	3	3	3	9	75
17.	JSSY	4	4	4	12	100
18.	JAN	3	4	4	11	92
19.	MT	3	4	4	11	92
20.	MCHL	4	4	4	12	100
21.	MA	4	4	4	12	100
22.	MF	3	4	4	11	92
23.	MR	4	3	3	11	92
24.	MAQ	4	4	4	12	100
25.	NAM	4	4	4	12	100
26.	NAW	4	4	4	12	100
27.	NA	4	4	4	12	100
28.	SN	3	4	4	11	92
29.	WSNU	4	4	4	12	100

No	Students (Initial name)	Post -Test Experimental Group				
		Hearing	Comprehension	Remembering	Total	Score
30.	WLN	3	3	3	9	75
31.	ZQW	4	4	3	11	92
					Total	2895

Table 4.6 The Distribution of Frequency and Percentage Score of Experimental

Class score in the post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	26	84%
2	Very Good	76-85	3	10%
3	Good	66-75	2	6%
4	Average	56-65	0	0%
5	Poor	36-55	0	0%
6	Very Poor	0-35	0	0
	Total		31	100%

Table 4.6 above shows the rate percentage score of experimental class in

the post-test from 31 students, there were 2 (6%)students obtained good score, 3

(10%) students obtained very good score, 26 (84%) students obtained excellent

score and in under of score students obtained (0%).

Table 4.7 The Post-Test Score of Control Class IX Jeruk

No	Students (Initial name)	Post -Test Control Group				
		Hearing	Comprehension	Remembering	Total	Score
1.	AF	3	4	4	11	92
2.	ADND	3	4	3	10	83
3.	DA	4	4	3	10	83
4.	DZ	3	4	3	10	83
5.	NKLF	3	4	3	10	83
6.	AS	3	4	3	10	83
7.	AQL	3	3	4	10	83
8.	MA	3	3	4	10	83
9.	FN	3	4	3	10	83

No	Students (Initial name)	Post -Test Control Group				
		Hearing	Comprehension	Remembering	Total	Score
10.	BGS	2	3	3	8	67
11.	RFAT	3	4	4	11	92
12.	AYA	3	4	3	10	83
13.	IPA	3	4	3	10	83
14.	SLW	3	3	4	10	83
15.	IGA	3	3	4	10	83
16.	MDG	3	4	3	10	83
17.	RFLYS	3	4	3	10	83
18.	MI	3	3	4	10	83
19.	RA	3	3	4	10	83
20.	PS	3	4	3	10	83
21.	NSYL	3	3	4	10	83
22.	MR	3	2	3	8	67
23.	TR	3	3	2	8	67
24.	MH	3	2	3	8	67
25.	FRL	3	2	3	8	67
26.	MF	3	4	3	10	83
27.	FA	2	2	2	8	67
28.	HDYT	3	3	2	8	67
29.	MSY	3	4	3	10	83
30.	SR	2	3	3	8	67
31.	CNDY	3	4	3	10	83
Total						2467

Table 4.8 The Distribution of Frequency and Percentage Score of Control Class score in the post-Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86-100	2	6%
2	Very Good	76-85	21	68%
3	Good	66-75	8	26%
4	Average	56-65	0	0%
5	Poor	36-55	0	0%
6	Very Poor	0-35	0	0
Total			31	100%

Table 4.6 above shows the rate percentage score of control class in the post-test from 31 students, there were 8 (26%) students obtained good score, 21 (68%) students obtained very good score, 2 (6%) students obtained excellent score and in under of score students obtained (0%).

There is difference in students' ability in listening skill after giving treatment by using conversation video. It can be seen in tables 6 and 8. In experimental class there were 26 (84%) in excellent grade, 3 (10%) in very good grade, and 2 (6%) in good grade. Meanwhile, in the control class also did, there were 2 (6%) in excellent, 21 (68%) in very good and 8 (26%) in good grade.

3. **The mean score in Experimental and Control Class.**

After calculating the result of the students score, the mean score and the standard deviation of both classes can be presented as follows:

a. **The Mean Score of Experimental Class**

1. Pre-Test

$$\overline{X}_1 = \frac{\sum X_1}{n_1}$$

$$= \frac{1.850}{31}$$

$$= 60$$

2. Post-Test

$$\overline{X}_1 = \frac{\sum X_1}{n_1}$$

$$= \frac{2.895}{31} = 93$$

b. **The Mean Score of Control Class**

1. Pre-Test

$$\overline{X_2} \quad = \frac{\sum X_2}{n_2}$$

$$= \frac{2.217}{31}$$

$$= 71,5 \rightarrow 72$$

2. Post-Test

$$\overline{X_2} \quad = \frac{\sum X_2}{n_2}$$

$$= \frac{2.467}{31}$$

$$= 79,5 \rightarrow 80$$

4. **The Standard deviation score of Experimental Class and Control Class**

a. **The Standard deviation of experimental class**

1. Pre-Test

$$SD \quad = \sqrt{\frac{SS1}{N-1}} \quad \textbf{Where:} SS_1 = \sum X_1^2 - \left(\frac{\sum X_1}{n_1}\right) 2$$

Table 4.9 The Pre- Test Score of Experimental Class Delima

No	Students (Initial name)	Pre -Test Experimental Group					
		Hearing	Comprehension	Remembering	Total	Score	X^2
1.	ADTY	3	2	2	7	58	3364
2.	AGNS	3	2	3	8	67	4489
3.	ALF	3	2	2	7	58	3364
4.	ALZ	2	2	2	6	50	2500
5.	ANDK	3	2	3	8	67	4489

No	Students (Initial name)	Pre -Test Experimental Group					
		Hearing	Comprehension	Remembering	Total	Score	X^2
6.	ANSC	2	2	2	6	50	2500
7.	ANSK	1	2	2	5	42	1764
8.	BS	2	2	2	6	50	250
9.	BTHRN	3	2	3	8	67	4489
10.	DVG	2	2	1	5	42	1764
11.	DSWT	2	2	3	7	58	3364
12.	EMR	3	3	2	8	67	4489
13.	FZOR	2	2	2	6	50	2500
14.	FTRA	2	2	2	6	50	2500
15.	HMZA	2	2	3	7	58	3364
16.	IMD	2	2	1	5	42	1764
17.	JSSY	3	2	3	8	67	4489
18.	JAN	2	2	2	6	50	2500
19.	MT	2	2	2	6	50	2500
20.	MCHL	3	4	4	11	92	8464
21.	MA	2	2	3	7	58	3364
22.	MF	2	2	2	6	50	2500
23.	MR	3	2	2	7	58	3364
24.	MAQ	3	2	2	7	58	3364
25.	NAM	3	4	3	11	92	8464
26.	NAW	2	2	2	6	50	2500
27.	NA	3	2	3	8	67	4489
28.	SN	3	4	3	10	83	6889
29.	WSNU	3	2	3	8	67	4489
30.	WLN	2	2	2	6	50	2500
31.	ZQW	3	4	3	10	83	6889
Total						1850	113719

$$SD = \sqrt{\frac{SS1}{N-1}} \qquad \textbf{Where:}$$

$$SS_1 \quad = \sum X_1^2 - \left(\frac{\sum X_1}{n_1}\right) 2$$

$$= 113719 - \left(\frac{1850}{31}\right) 2$$

$$= 113719 - \left(\frac{3422500}{31}\right) \rightarrow 113719 - \left(\frac{3,42}{31}\right)$$

$$= 113719 - 0,11032 \rightarrow 113719 - 0,11$$

$$= 113,718 \qquad \rightarrow 114$$

$$SD = \sqrt{\frac{SS1}{N-1}} \rightarrow \qquad = \sqrt{\frac{114}{31-1}}$$

$$= \sqrt{\frac{114}{30}}$$

$$= \sqrt{3,8} \rightarrow \sqrt{4} = 2$$

2. Post-Test

$$SD \qquad = \sqrt{\frac{SS1}{N-1}} \quad \textbf{Where:} \qquad SS_1 = \sum X_1^2 - \left(\frac{\sum X_1}{n_1}\right)2$$

Table 4.10 The Post - Test Score of Experimental Class Delima

No	Students (Initial name)	Post -Test Experimental Group					
		Hearing	Comprehension	Remembering	Total	Score	x2
1.	ADTY	4	4	4	12	100	10000
2.	AGNS	4	4	4	12	100	10000
3.	ALF	4	4	4	12	100	10000
4.	ALZ	4	4	4	12	100	10000
5.	ANDK	4	3	3	10	83	6889
6.	ANSC	4	3	4	11	92	8464
7.	ANSK	3	4	3	10	83	6889
8.	BS	3	4	4	11	92	8464
9.	BTHRN	4	3	4	11	92	8464
10.	DVG	3	4	4	11	92	8464
11.	DSWT	3	3	4	10	83	6889
12.	EMR	4	3	4	11	92	8464
13.	FZOR	3	4	4	11	92	8464
14.	FTRA	4	4	4	12	100	10000
15.	HMZA	3	4	4	11	92	8464
16.	IMD	3	3	3	9	75	5625

No	Students (Initial name)	Post -Test Experimental Group					
		Hearing	Comprehension	Remembering	Total	Score	x2
17.	JSSY	4	4	4	12	100	10000
18.	JAN	3	4	4	11	92	8464
19.	MT	3	4	4	11	92	8464
20.	MCHL	4	4	4	12	100	10000
21.	MA	4	4	4	12	100	10000
22.	MF	3	4	4	11	92	8464
23.	MR	4	3	3	11	92	8464
24.	MAQ	4	4	4	12	100	10000
25.	NAM	4	4	4	12	100	10000
26.	NAW	4	4	4	12	100	10000
27.	NA	4	4	4	12	100	10000
28.	SN	3	4	4	11	92	8464
29.	WSNU	4	4	4	12	100	10000
30.	WLN	3	3	3	9	75	5625
31.	ZQW	4	4	3	11	92	8464
Total						2895	271949

$$SD = \sqrt{\frac{SS1}{N-1}} \quad \text{Where:}$$

$$SS_1 = \sum X_1^2 - \left(\frac{\sum X_1}{n_1}\right)2$$

$$= 271949 - \left(\frac{2895}{31}\right)2$$

$$= 271949 - \left(\frac{8.381.025}{31}\right) \rightarrow 271949 - \left(\frac{8.381}{31}\right)$$

$$= 271949 - 270,35 \rightarrow 271949 - 270$$

$$= 27.679 \rightarrow 272$$

$$SD = \sqrt{\frac{SS1}{N-1}} \rightarrow = \sqrt{\frac{272}{31-1}} = \sqrt{\frac{272}{30}}$$

$$= \sqrt{9,07} \rightarrow \sqrt{9} = 3$$

b. **The Standard deviation of Control Class**

1. Pre-Test

$$SD = \sqrt{\frac{SS1}{N-1}} \quad \text{Where:} SS_1 = \sum X_1^2 - \left(\frac{\sum X_1}{n_1}\right) 2$$

Table 4.11 The Pre- Test Score of Control Class Jeruk

No	Students (Initial name)	Pre -Test Control Group					
		Hearing	Comprehension	Remembering	Total	Score	X2
1.	AF	3	4	3	10	83	6889
2.	ADND	2	2	2	6	50	2500
3.	DA	3	4	3	10	83	6889
4.	DZ	3	4	3	10	83	6889
5.	NKLF	3	4	3	10	83	6889
6.	AS	3	4	3	10	83	6889
7.	AQL	3	3	4	10	83	6889
8.	MA	3	3	4	10	83	6889
9.	FN	3	4	3	10	83	6889
10.	BGS	2	2	2	6	50	2500
11.	RFAT	2	2	2	6	50	2500
12.	AYA	2	2	2	6	50	2500
13.	IPA	3	4	3	10	83	6889
14.	SLW	3	3	4	10	83	6889
15.	IGA	3	3	4	10	83	6889
16.	MDG	3	4	3	10	83	6889
17.	RFLYS	3	4	3	10	83	6889
18.	MI	3	3	4	10	83	6889
19.	RA	3	3	3	9	75	5625
20.	PS	3	4	3	10	83	6889
21.	NSYL	2	2	2	6	50	2500
22.	MR	2	2	2	6	50	2500
23.	TR	2	2	2	6	50	2500

No	Students (Initial name)	Pre -Test Control Group					
		Hearing	Comprehension	Remembering	Total	Score	X2
24.	MH	2	2	2	6	50	2500
25.	FRL	2	2	1	5	42	1764
26.	MF	3	4	3	10	83	6889
27.	FA	2	2	2	8	67	4489
28.	HDYT	4	3	3	10	83	6889
29.	MSY	3	4	3	10	83	6889
30.	SR	2	2	2	6	50	2500
31.	CNDY	3	4	3	10	83	6889
Total						2217	165269

$$SD = \sqrt{\frac{SS1}{N-1}} \quad \text{Where:}$$

$$SS_1 = \sum X_2^2 - \left(\frac{\sum X_1}{n_2}\right)2$$

$$= 165269 - \left(\frac{2217}{31}\right)2$$

$$= 165269 - \left(\frac{4,915,089}{31}\right) \rightarrow 165269 - \left(\frac{4915}{31}\right)$$

$$= 165269 - 158,5483 \rightarrow 165269 - 158$$

$$= 165,111 \rightarrow 165$$

$$SD = \sqrt{\frac{SS1}{N-1}} \rightarrow = \sqrt{\frac{165}{31-1}} = \sqrt{\frac{165}{30}}$$

$$= \sqrt{5,5} \rightarrow \sqrt{5}$$

$$= 2,23 \rightarrow 2$$

2. Post-Test

$$SD = \sqrt{\frac{SS1}{N-1}} \quad \text{Where:} SS_1 = \sum X_1^2 - \left(\frac{\sum X_1}{n_1}\right)2$$

Table 4.12 The Post - Test Score of Control Class Jeruk

No	Students (Initial name)	Post -Test Control Group					
		Hearing	Comprehension	Remembering	Total	Score	X2
1.	AF	3	4	4	11	92	8464
2.	ADND	3	4	3	10	83	6889
3.	DA	4	4	3	10	83	6889
4.	DZ	3	4	3	10	83	6889
5.	NKLF	3	4	3	10	83	6889
6.	AS	3	4	3	10	83	6889
7.	AQL	3	3	4	10	83	6889
8.	MA	3	3	4	10	83	6889
9.	FN	3	4	3	10	83	6889
10.	BGS	2	3	3	8	67	4489
11.	RFAT	3	4	4	11	92	8464
12.	AYA	3	4	3	10	83	6889
13.	IPA	3	4	3	10	83	6889
14.	SLW	3	3	4	10	83	6889
15.	IGA	3	3	4	10	83	6889
16.	MDG	3	4	3	10	83	6889
17.	RFLYS	3	4	3	10	83	6889
18.	MI	3	3	4	10	83	6889
19.	RA	3	3	4	10	83	6889
20.	PS	3	4	3	10	83	6889
21.	NSYL	3	3	4	10	83	6889
22.	MR	3	2	3	8	67	4489
23.	TR	3	3	2	8	67	4489
24.	MH	3	2	3	8	67	4489
25.	FRL	3	2	3	8	67	4489
26.	MF	3	4	3	10	83	6889
27.	FA	2	2	2	8	67	4489
28.	HDYT	3	3	2	8	67	4489
29.	MSY	3	4	3	10	83	6889
30.	SR	2	3	3	8	67	4489
31.	CNDY	3	4	3	10	83	6889

No	Students (Initial name)	Post -Test Control Group					
		Hearing	Comprehension	Remembering	Total	Score	X2
Total						2467	197509

$$SD = \sqrt{\frac{SS1}{N-1}} \quad \textbf{Where:}$$

$$SS_1 = \sum X_2^2 - \left(\frac{\sum X_2}{n_2}\right)2$$

$$= 197509 - \left(\frac{2467}{31}\right)2$$

$$= 197509 - \left(\frac{6.086.089}{31}\right) \rightarrow 197509 - \left(\frac{6.086}{31}\right)$$

$$= 197509 - 196,322$$

$$= 197,312 \qquad \rightarrow 197$$

$$SD = \sqrt{\frac{SS1}{N-1}} \rightarrow = \sqrt{\frac{197}{31-1}} = \sqrt{\frac{197}{30}}$$

$$= \sqrt{6,56}$$

$$= 2,56 \rightarrow 3$$

Tabel 4.13 The Mean Score and Standard Deviation of Experimental Class and

Control Class in the Pre-test and the Post-Test

Class	Pre-Test		Post -Test	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	60	2	93	3
Control	72	2	80	2

The table above shows the mean and the standard deviation of the experimental and the control class in a pre-test and post-test.

5. The score of T-Test.

The significant score between experimental and control class can be known by using t-test. The result of t-test can be seen as follow:

$$\overline{X}1 = 93 \qquad\qquad SS1 = 272$$

$$\overline{X}2 = 80 \qquad\qquad SS2 = 197$$

1. T-Test

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{93 - 80}{\sqrt{\left(\frac{272 + 197}{31 + 31 - 2}\right)\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{13}{\sqrt{\left(\frac{469}{60}\right)\left(\frac{2}{31}\right)}}$$

$$t = \frac{13}{\sqrt{7{,}82\,(0{,}06)}} \longrightarrow \frac{13}{\sqrt{8\,(0{,}06)}}$$

$$t = \frac{13}{\sqrt{0{,}48}}$$

$$t = \frac{13}{0{,}692} \longrightarrow \frac{13}{0{,}7}$$

t-count $t = 18{,}571$

2. T-table

For level of significance (D) = 0.05

Degree of freedom (df)   = (N1+N2)-2 = 31+31-2 = 60

t-Count   = 18,571

Table 4.14 Distribution of t-table

DF	α Two tail test					
	0,5	0,2	0,1	0,05	0,02	0,01
	(α One tail test)					
	0,25	0,1	0,05	0,025	0,01	0,005
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,694	1,350	1,771	2,160	2,650	3,012
14	0,692	1,345	1,761	2,145	2,624	2,977
15	0,691	1,341	1,753	2,131	2,602	2,947
16	0,690	1,337	1,746	2,120	2,583	2,921
17	0,689	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,688	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797

DF	α Two tail test					
	0,5	0,2	0,1	0,05	0,02	0,01
	(α One tail test)					
	0,25	0,1	0,05	0,025	0,01	0,005
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
31	0,682	1,309	1,696	2,040	2,453	2,744
32	0,682	1,309	1,694	2,037	2,449	2,738
33	0,682	1,308	1,692	2,035	2,445	2,733
34	0,682	1,307	1,691	2,032	2,441	2,728
35	0,682	1,306	1,690	2,030	2,438	2,724
36	0,681	1,306	1,688	2,028	2,434	2,719
37	0,681	1,305	1,687	2,026	2,431	2,715
38	0,681	1,304	1,686	2,024	2,429	2,712
39	0,681	1,304	1,685	2,023	2,426	2,708
40	0,681	1,303	1,684	2,021	2,423	2,704
41	0,681	1,303	1,683	2,020	2,421	2,701
42	0,680	1,302	1,682	2,018	2,418	2,698
43	0,680	1,302	1,681	2,017	2,416	2,695
44	0,680	1,301	1,680	2,015	2,414	2,692
45	0,680	1,301	1,679	2,014	2,412	2,690
46	0,680	1,300	1,679	2,013	2,410	2,687
47	0,680	1,300	1,678	2,012	2,408	2,685
48	0,680	1,299	1,677	2,011	2,407	2,682
49	0,680	1,299	1,677	2,010	2,405	2,680
50	0,679	1,299	1,676	2,009	2,403	2,678
51	0,679	1,298	1,675	2,008	2,402	2,676
52	0,679	1,298	1,675	2,007	2,400	2,674
53	0,679	1,298	1,674	2,006	2,399	2,672

DF	α Two tail test					
	0,5	**0,2**	**0,1**	**0,05**	**0,02**	**0,01**
	(α One tail test)					
	0,25	**0,1**	**0,05**	**0,025**	**0,01**	**0,005**
54	0,679	1,297	1,674	2,005	2,397	2,670
55	0,679	1,297	1,673	2,004	2,396	2,668
56	0,679	1,297	1,673	2,003	2,395	2,667
57	0,679	1,297	1,672	2,002	2,394	2,665
58	0,679	1,296	1,672	2,002	2,392	2,663
59	0,679	1,296	1,671	2,001	2,391	2,662
60	0,679	1,296	1,671	2,000	2,390	2,660

Tabel 4.15. Distribution Value of the t-test and the t-table

Variable	T-test Value	T-table Value
Post Test	18, 571	2,000

The t-table above shows that the t-test value was higher than the t-table value. The result of the test shows that there was significant difference between the t-table and the t-test (18, 571). It means that t-table was lower than t- test. The result of the t-test statistical analysis shows that there was significant difference between the experimental class and the control class. The statement was proved by the t-test value (18,571) which higher than the t-table value (2,000), at the level of significance 0.05 and the degree of freedom (N1 + N2) – 2 = (31 + 31) – 2= 60.

6. Testing Hypothesis

In this research, the researcher proposed alternative hypothesis (Ha) and null hypothesis (H0), with explanation as follows:

Ha   : The use of English conversation videos is effective on the listening skill of the ninth-grade students at SMP Negeri 4 Palu.

H_0 : The use of English conversation videos is not effective on the listening skill of the ninth-grade students at SMP Negeri 4Palu.

The assumption of this hypothesis as follows:

If the t-counted > t-table, the alternative hypothesis (Ha) was accepted and the null hypothesis (H_0) was rejected. It means tha tthe use of English conversation videos is effective on the listening skill of the ninth-grade students at SMP Negeri 4 Palu. Otherwise, if the t-counted < t-table, the alternative hypothesis (Ha) was rejected and the null hypothesis (H_0) was accepted. It indicates that there is no effect of English conversation videos on the listening skills of students at the ninth grade of SMP Negeri 4 Palu.

B.   Discussion

This section discusses about the effect English conversation videos on the listening skill of students at the ninth grade of SMP Negeri 4 Palu. Before conducting the treatment to the experimental class, I gave the pretest to both classes, they are experimental and control classes. Then I continued to give the post-test to both classes as well. Based on the result of the post-test to both classes, I found that the significant scores change between two classes. In the post-test result of experimental class, the mean score is 93 which is meanthat, the students were active in listening skill.

They was understand, remembering and good at delivering their ideas from what their listen because there were some points that make video conversation in

learning English was effective. They were: It was for boosting their mood, make them enjoy the process in class, the class more fun, learning process more fun and easier to understood. So, it making them ready to fill the test based on what their listen on video conversation.

So, related to the achievement that there two (2) students who got good category, three (3) got very good category, students which is meant that they are successful and even some of the them are excellent. Meanwhile, the mean score of post-tests at control class is 80, it indicates that there are only a few students achieved the criteria of success, and the rest are failed. It was caused by some factors such as difficult to understand about what the speaker said when their listening, and students still difficult to analysis the vocabulary from speaker on the video conversation. So, it making them not ready to fill the test based on what theirlisten on video conversation. Thus, related to their performance in the posttest, it can be measured that almost all the students are still low in listening skill.

CHAPTER V
CONCLUSION

A. Conclusion

Based on the result data analysis the t-test is 18,571 while the t-table is 2,000 using a level of significance is 0.05 and a degree of freedom 60. The result of the t-table is 2,000 while the calculation of the t-test is 18,571. It can be seen from that; the value of t-test was higher than value of t-table value. It means that, the use of English conversation videos is effective on the listening skill of the ninth-grade students at SMP Negeri 4 Palu.

B. Suggestion

From the conclusion above researcher would like to propose some recommendations to be considered as follows:

1. As the English teachers, they should be creative and innovative in designing teaching media. Teachers should be able to find new ways in delivering material to students to make learning process become more effective. Moreover, the use of media can help students who have problems or difficulties in learning English. In this case, teachers can use English conversation videos to improve students' listening skill.

2. This research is expected to give useful information toward the readers about English conversation videos to improve students' listening skills. It can be used as reference of research related to this research.

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APPENDICES

PENGAJUAN JUDUL SKRIPSI

Nama : Tri Purwaningtyas
TTL : Labuan, 10 Juli 2001 NIM : ...
Program Studi : Tadris Bahasa Inggris (TBI) Jenis Kelamin : Perempuan
Alamat : ... Semester : V
Judul : ... HP : 0851 2806 2504

Judul I: The Effect of English Conversation on the ... speaking skills of study through conversation at the eight grade of MTs DDI Labuan.

☐ Judul II
Improving the students reading comprehension through aestetic reading method at the Eight grade of MTs DDI Labuan Kec. Tawaeli Kab. ...

☐ Judul III
The effect of English Conversation videos on the listening skills of students at the ninth grade of MTs DDI Labuan.

Palu, 29 Juni 2022
Mahasiswa

Nama: Tri Purwaningtyas
NIM: ...

Telah disetujui penyusunan skripsi dengan catatan:

Recommendation: - Use google scholar reference for ...
- artikel no older than 2018

Pembimbing I: Dr. Hj. Nuraenawati, M.Hum
Pembimbing II: M Tanwin Reftawaeli, M.Pd

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Ketua Program Studi

Dr. Arifuddin M. Arif, S.Ag., M.Ag
NIP. 19751107 200701 1 018

Huaim, S.Pd., M.Pd., M.Sn., Ph.D
NIP. 19890215 199203 1 013

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكارما بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460165/Fax. 0451-460165
Website: www.uindatokarama.ac.id Email: tarbiyah@uindatokarama.ac.id

Nomor   : 490 /Un.24/FI/PP.00.9/04/2023   Palu, 12 April 2023
Sifat   : Penting
Lamp   : -
Hal   : Undangan Menghadiri Seminar Proposal Skripsi

Kepada Yth.

1. Dr. Hj. Nur Asmawati, S.Ag., M.Hum.   (Pembimbing I)
2. Muhammad Taufik An. S.Petunsali, S.S., M.Hum   (Pembimbing II)
3. Rusli, S.Pd., M.Pd., M.Sc., Ph.D   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah
dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan
dipresentasikan oleh:

Nama   : Tri Purwaningsi
NIM   : 19.1.16.0012
Jurusan   : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effect of English Conversation Videos on the
               Listening Skill of Students at the Ninth Grade of SMP
               Negeri 4 Palu

Maka dengan hormat diundang untuk menghadiri Seminar Proposal
Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Kamis, 13 April 2023
Waktu   : 14.00 Wita - Selesai
Tempat   : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Ketua Jurusan TBIG

Rusli, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690215 199203 1 015

Catatan : Undangan ini dibuat/copy 6 rangkap, dengan rincian:
   a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
   b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
   c. 1 rangkap untuk Ketua Jurusan
   d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
   e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
   f. 1 rangkap untuk ditempel pada papan pengumuman.
   g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Kamis, tanggal 13 April 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama : Tri Purwaningsi

NIM : 19.1.16.0012

Program Studi : Tadris Bahasa Inggris (TBIG)

Judul Proposal : The Effect of English Conversation Videos on the Listening Skill of Students at the Ninth Grade of SMP Negeri 4 Palu

Tgl / Waktu Seminar : 13 April 2023/14.00 Wita

NO.	NAMA	NIM	SEM / PRODI	TTD	KET.
1.	Mardin	18.1.16.0090	8 / TBI		
2.	Zulfayanti	191160071	8 / PAI		
3.	Nur Mulawani	190165?	8 / MP		
4.	Fera? Salabiah Jamaluu	191160001	TBI		
5.	Ikrima	201160040	TBI		
6.	Idu Rahah Lambaong	201160060	TBI		
7.	Fajri Lihawa	201160042	TBI		
8.	Nikita Sari	201160061	TBI		
9.	Tasan cahya Utami Wijiniat	201155047	PIAUD / 6		
10.	Fini Ilmiah	201160090	6 / PAUD		
11.	Nilam Cahya	201160095	6 / PIAUD		

Palu, 12 April 2023
Penguji

Pembimbing I.

Dr. Hj. Nur Asmawati, S.Ag., M.Hum
NIP. 19740726 200003 2 002

Pembimbing II.

Muh. Tasrin AM, S. Pattawari, S.S., M.Pd.
NIP. 980000000000100188

Haslik, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690825 199203 1 013

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Haslik, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690825 199203 1 013

SURAT KETERANGAN SELESAI PENELITIAN
Nomor: KP 17/suj.421.5/Diklat

Memperhatikan Surat Universitas Tadulako Fakultas Keguruan dan Ilmu Pendidikan Nomor 17243/n.24/I.1/PP.00.9.5/2023 Tentang Izin Penelitian untuk Menyusun Skripsi, Maka Kepala Sekolah Menengah Pertama (SMP) Negeri 4 Palu, Menerangkan kepada:

Nama	: TRI FEBRIANI PUTRI
Nit. Stambuk	: 191160012
Jurusan	: Pendidikan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

Benar bahwa mahasiswa tersebut namanya diatas telah selesai Melakukan Observasi / Penelitian serta mengambil data/sampel di SMP Negeri 4 Palu dan pelaksanaan penelitian pada tanggal 30 Mei sampai 8 Agustus 2023, dengan judul

"The Effect Of English Conversation Videos On The Listening Skill of
Students at The Ninth Grade Of SMP Negeri 4 Palu"

Demikian keterangan ini kami buat untuk di gunakan seperlunya.

2023

Hj. .... Wibawa, S.Pd., M.Pd
NIP. 19830512 201105 2 003

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

	NAMA		Tri
	NIM		
	PRODI/JURUSAN		Tadris Bahasa Inggris

NO	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1		Edwin			
2					
3					
4					
5					
6					
7					
8					
9			Hidayah		
10			Tri purwaningsih		

BUY A DRESS ON THE SHOP

Name _____

Please listen carefully the video conversation & fill completes the blank conversation below!

Women : Good morning, madam. How *can* I help you?
Madam : Well, I am finding _a dress_ for a Birthday party tonight
Women : What colour do you like?
Madam : I like red
Women : And _do you want_ in _long_ dress?
Madam : I think the long one will be more suitable.
Women : of course, madam _____ I will find a suitable dress
Madam : Okay, thanks
Women : Do you like this dress madam?
Madam : Hmmm. This one is beautiful, but I don't like sleeves. Is there anything without sleeves?
Women : Does what for your mount
Madam : This is it.
Women : Do you want to buy anything else ?
Madam : okay, I will try it on. Where is the fitting room?
Women : The fitting room is over there
Madam : Okay
Women : _____ modam?
Madam : I like this one, but have you got it in _a one size_ I think I have gained weight with the dress
Women : What's problem Its not a good fit?
Madam : It is just right. I will take it
Women : Do you want to buy anything else?
Madam : No thanks. It is enough
Women : It is 80 US dollars _____ or by credit card?
Madam : Credit card please
Women : This is _____ and your _____ Thanks and see you again, madam

- I like red
- Yes, I have madam
- Credit card
- Do you want to buy anything else
- A skirt
- I don't like sleeves

- Of course, madam
- How much does it cost
- How can I help you?
- A dress
- A long dress
- What is problem with the dress

- A large size
- The bill
- Over there
- Birthday Party
- Please wait for view minutes
- Do you like this dress madam

- Do you want to pay in cash
- Do you want to try it on

NAMA : _____
KELAS : _____
_____ : _____

Please listen carefully the video conversation to fill completes the blank conversation below:

Woman : Good morning, madam. _____
Madam : Well, I am finding _____ for a _____ party tonight.
Woman : What colour do you like?
Madam : _____
Woman : And _____ or _____ dress?
Madam : I think the long one will be more suitable
Woman : _____ I will find a suitable dress
Madam : Okay, thanks
Woman : _____
Madam : Hmmm. This one is beautiful, but _____ Is there anything without sleeves?
Woman : _____
Madam : This is it
Woman : _____
Madam : okay, I will try it on. Where is the fitting room?
Woman : The fitting room is _____
Madam : Okay
Woman : _____ madam?
Madam : I like this one, but have you got it in _____ I think I have gained weight.
Woman : _____ Its that a good fit?
Madam : It is just right, I will take it.
Woman : _____
Madam : No thanks, It is enough _____
Woman : It is 50 US dollars _____ or by credit card?
Madam : Credit card please.
Woman : That is _____ and your _____ Thanks, and see you again, madam

- I like it
- Yes, I have madam
- Credit card
- Do you want to buy anything else
- A skirt
- I don't like sleeves
- Do you want to pay in cash
- Of course, madam
- How much does it cost
- How can I help you?
- A dress
- A long dress
- What is problem with the dress
- Do you want to try it on
- A large size
- The bill
- Over there
- Birthday Party
- Please wait for view minutes
- Do you like this dress madam

Post Test
A BIG FAMILY

Please listen carefully the video conversation to fill completes the blank conversation below!

Tom : Hi Linda .
Linda : Hello Tom
Tom : Our summer vacation is starting in 10 days! I'm so excited .
Linda : Yes, dream! I'm so exciting
Tom : What are you to do?
Linda : I'm going to Canada for about 5 days with my family. How about you?
Tom : I will stay home .
Linda : Why?
Tom : Because 10 more days is also My brother's birthday .
Linda : Do you have a brother? only know you have twin sisters
Tom : Yes, I have. That is the youngest of my family. My brother is bigger than yours .
Linda : Was... would you tell me about your family?
Tom : Yes. Do you want to see a picture of my family?
Linda : Yes, of course!
Tom : Here it was taken last year .
Linda : Oh, is this your brother?
Tom : Yes. That's my youngest brother his name is john .
Linda : Oh, he is cute
Tom : Umm, he looks like me when I was a kid. We both have black hair and brown eyes just like father.
Linda : I recognize you, Tom. You is a green T-shirt
Tom : Right, that's. The other people are my parents and in the right corner are my twin sister.
Linda : So, there are six people in your family
Tom : Yes, a big family.
Linda : Your parents look so beautiful !
Tom : My parents use to be very famous when they were in college .
Linda : I think so
Tom : Yeah. My father is a head taller than my mother. He has already blade hair and 6 very And my mom has black straight hair and is very beautiful, and has big blue eyes
Linda : You're handsome, Tom. Tom I think you inherit good looks from your parents.

Tom   : hahaha thanks for you compliment.
Linda : Tell me your parent's name?
Tom   : My mother's name is Kate and my father's name is Ed.
Linda : What does your father do?
Tom   : He's a doctor. He works at the local Hospital.
Linda : How about your mother?
Tom   : My mother is a school teacher. She a loving and caring person.
Linda : Wooah... your parents are both talented people.
Tom   : Thanks.
Linda : How old are your parents?
Tom   : My father is 50 and My mother is 49 years old. I your younger than my father.
Linda : Your mother is the same age as my mother.
Tom   : Oh really? Did your mother study in Jamestown high school?
Linda : Yes, my mother studied there.
Tom   : Amazing, I know our mother went to the same high school.
Linda : I will go home and ask my mom.
Tom   : Haha, ok.

• Do you have a brother	• Six people in your family	• My father is a doctor
• I'm so excited	• Jamestown high school	• My brother is only two years
• Right, that's me	• I'm going to Canada	• Big blue eyes
• Hospital	• He's name is John	• Black hair and is very handsome
• Last year	• I will stay home	• My mother's name is Kate
• My mother is 49	• Beautiful	• My mother is a school teacher
• A head taller	• Black hair	• Do you want to see a picture of my family
• My father's name is Ed	• My brother's birthday	• Brown eyes
• My father is 50	• In school	• Your handsome too
• Linda		

Post Test
A BIG FAMILY

Please listen carefully the video conversation to fill completes the blank conversation below!

Tom   : Hi _Linda_
Linda   : Hello Tom
Tom   : Our summer vacation is starting in 10 days! I'm _so excited_
Linda   : Yes, even I am excited
Tom   : What are you to do?
Linda   : _I'm going to canada_ for about 5 days with my family. How about you?
Tom   : _I will stay home_
Linda   : Why?
Tom   : Because 10 more days is also _____
Linda   : Do _you have a brother_? I only know you have twin sisters
Tom   : Yes, I have. That is the youngest of my family _____
Linda   : Wait... would you tell me about your family?
Tom   : Yes. Do _you want to see a picture_ ?
Linda   : Yes, of course!
Tom   : Here I was taken _last year_
Linda   : Oh, is this your brother?
Tom   : Yes. That's my youngest brother. He's _name is john_
Linda   : Uh, he's so cute
Tom   : Umm, he looks like me when I was a kid. We both have _black hair_ and _brown eyes_ just like father.
Linda   : I recognize you, Tom. You in a green T-shirt.
Tom   : _yeah that's me_ The other people are my parents and in the right corner are my twin sister.
Linda   : So there are _six people in your family_
Tom   : Yes, a big family.
Linda   : Your parents look so _beautiful_
Tom   : My parents use to be very famous when they were _in school_
Linda   : I think so
Tom   : Yeah. My father is _a head waiter_ than my mother. He has already _short hair and is very busy_ And my mom has black straight hair and is very beautiful, and has _a big nose_
Linda   : _Your handsome too_ Tom. I think you inherit good looks from your parents

Tom : Hahaha thanks for you compliment.
Linda : Tell me your parent's names?
Tom : _____ is ____, and my father's name is ____
Linda : What does your father do?
Tom : ____ father is a ____. He works at the local _____
Linda : How about your mother?
Tom : ____ mother's is a ____ of ____ a loving and caring person.
Linda : Woaah... your parents are both talented people.
Tom : Thanks
Linda : How old are your parents?
Tom : ____ father is 54 ___ and ___ mother 7 is 50years old, 1 year younger than my father.
Linda : Your mother is the same age as my mother.
Tom : Oh really? Did your mother study in _____?
Linda : Yes, my mother studied there.
Tom : Amazing, I know our mothers go _____ in high school
Linda : I will go home and ask my mom.
Tom : Haha, ok.

• Do you have a brother	• Six people in your family	• My father is a doctor
• I'm so excited	• Jamestown high school	• My brother is only two years
• Right, that's me	• I'm going to Canada	• Big blue eyes
• Hospital	• He's name is John	• Black hair and is very handsome
• Last year	• I will stay home	• My mother's name is Kim
• My mother is 49	• Beautiful	• My mother is a school teacher
• A head taller	• Black hair	• Do you want to see a picture of my family
• My father's name is Ed	• My brother's birthday	• Brown eyes
• My father is 50	• In school	• Your handsome son
• Lunch		

DOKUMENTATION ON THE RESSEACH

	α untuk Uji Satu Pihak (one tail test)					
	0,25	0,10	0,05	0,025	0,01	0,005
dk	α untuk Uji Dua Pihak (two tail test)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

<div align="center">CURICULUM VITAE (CV)</div>

1. Self-Identify

Full Name	: Tri Purwaningsi
Place and Date of Birth	: Lalombi,10^{th} July 2001
Nim	: 191160012
Address	: Jln. Lasaganti, Tinggede Selatan, Kec. Marawola,Sigi, Central Sulawesi
Mobile Phone Number	: 085326862506
Email	: tripurwaningsi07@gmail.com

2. Identify of Parents

Parents Name

Father	: Den RuswantonSandiyardja
Mother	: Suriani

Parents Mobile Number

Father	: 081376446970
Mother	: -
Parent's Regional Address	: Sibowi, Vatutampina, Kec. Tanambulava, Kab, Sigi, Central Sulawesi

3. Education

Elementary	: SD InpresSibowi
Junior High School	: MTs DDI (Darud Da'wah walIrsyad) Lonja
Senior High School	: MA DDI (Darud Da'wah walIrsyad) Lonja
University	: State Islamic University UIN Datokarama Palu

4. Organization

1) Was a member of the PRAMUKA Organization at Madrasah Aliyah DDI Lonja

2) Was a member of the PASKIBRA Organization at Madrasah Aliyah DDI Lonja

3) Was a member of the EDSA (English Department Students Association) as a member of INFOKOM (Information and Communication) at State Islamic University UIN Datokarama Palu

4) Was a member of the LPM (Lembaga Pers Mahasiswa)State Islamic University UIN Datokarama Palu