

**THE USE OF VIDEO MATERIALS TO IMPROVE THE  
TENTH GRADERS' LISTENING ACHIEVEMENT**

**A THESIS**



**By**

**Katarina Cintya Puspita**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA  
2020**

# **THE USE OF VIDEO MATERIALS TO IMPROVE THE TENTH GRADERS' LISTENING ACHIEVEMENT**

## **A THESIS**

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In Partial fulfillment of the requirement for the Degree of  
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By

**Katarina Cintya Puspita**

**1213015017**

**ENGLISH EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
WIDYA MANDALA CATHOLIC UNIVERSITY  
SURABAYA  
2020**

**APPROVAL SHEET**

**(I)**

This thesis entitled **The Use of Video Materials to Improve The Tenth Grader's Listening Achievement** prepare and submitted by Katarina Cintya Puspita, 1213015017 has been approved to be examined by the Thesis Board of Examiners.



Dra. Susana Teopilus, M.Pd.

Thesis Advisor



Hady Sutris Winarlim, S.Pd., M. SC

Examiner 1



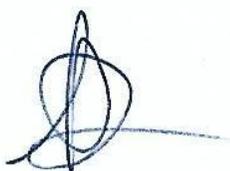
Maria Josephine K.S., M.Pd.

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This thesis entitled **The Use of Video Materials to Improve The Tenth Graders' Listening Achievement** prepared and Submitted by Katarina Cintya Puspita, 1213015017 has been examined and declared PASSED by the Thesis Board of Examiners.



Hady Sutris Winarlim, S.Pd., M.Sc.  
Chair



Maria Josephine K.S., M.Pd.  
Secretary



Dr. V. Luk Prijambodo, M.Pd.  
Dean



Dra. Susana Teopilus, M.Pd.  
Member



Hady Sutris Winarlim, S.Pd., M.Sc.  
Head of Study Program

## STATEMENT OF AUTHENTICITY

### SURAT PERNYATAAN

Bersama ini saya:

Nama : KATARINA CINTYA PUSPITA

Nomor Pokok : 1213015017

Program Studi : Pendidikan BAHASA INGGRIS

Jurusan : Pendidikan BAHASA dan SENI

Fakultas : Keguruan dan Ilmu Pendidikan Unika Widya Mandala Surabaya

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Surabaya, 6 JANUARI 2020  
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KATARINA CINTYA PUSPITA

Mengetahui:  
Dosen Pembimbing I/Tunggal,

DRA. SUSANA TEOPILUS, M.Pd

Dosen Pembimbing II,

## APPROVAL OF THESIS PUBLICATION

### SURAT PERNYATAAN PERSETUJUAN PUBLIKASI KARYA ILMIAH

Demi Perkembangan Ilmu Pengetahuan, saya sebagai mahasiswa Universitas Katolik Widya Mandala Surabaya:

Nama Mahasiswa : Katarina Cirtya Pusrita  
Nomor Pokok : 1213015017  
Program Studi Pendidikan : Bahasa Inggris  
Jurusan : Bahasa dan Seni  
Fakultas : Keguruan dan Ilmu Pendidikan  
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NRP.1213015017

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## ABSTRACT

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Listening is an English skill that is frequently used and it holds an important role for daily communication and learning process. River (1986) points out that learners spend 45% of their time for listening, 30% for speaking, 16% for reading and 9% for writing skills. Learning listening requires concentration and focus in order to get the information from the audio. Sometimes learners lose their concentration and they cannot catch the information from the speaker well. They feel burdened to understand every word in the video materials. This might be caused by the student's limited vocabulary mastery and the condition of the class may be very noisy. In order to solve the problem the researcher suggests using of video materials. Heinich (1993) states that teaching media can stimulate the students' interest and motivate the students more to learn. This research was conducted in order to find out the use of video materials to improve the tenth graders' listening achievement. The design of this study is quantitative pre-experimental single group pretest posttest design. The subjects of the study were the ten graders students of vocational high school in Surabaya. In calculating the data, the researcher used t-test. The result showed that there was a significant improvement in the students' listening achievement. The average score of pre-test was 56,714 and the post-test was 69,857. The t-test calculation showed that the t-test value was higher than t-table value ( $7,589 > 2,052$ ). As a result, the alternative hypothesis was accepted and null hypothesis was rejected which mean that there was a significant improvement in the students' listening achievement after they are taught using video materials.