THE EFFECT OF NATIVE SPEAKER VIDEO RECORDING ON STUDENTS LISTENING COMPREHENSION OF SMA PGRI MAROS

SKRIPSI

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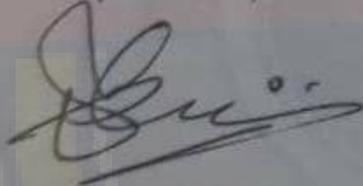
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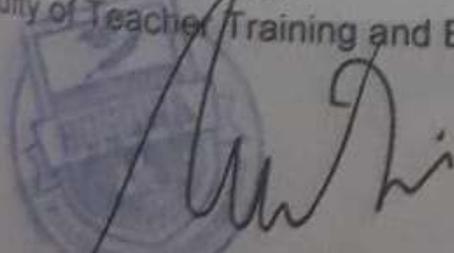
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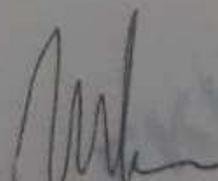
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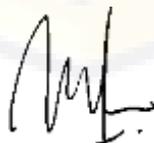
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Pernyataan

Dengan ini saya menyatakan bahwa skripsi dengan judul "the effect of native speaker video recording on students listening comprehension of sma pgri maros" beserta seluruh isinya adalah benar-benar karya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko/sanksi apabila ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, September 2018

Yang membuat pernyataan

Fauziah Nurchasanah

ABSTRACT

Fauziah Nurchasanah. 2018. *The Effect of Native Speaker Video Recording on Students' Listening Comprehension of SMA PGRI Maros.* (Guided by Hj. St. Haliah Batau and Hj. Restu Januarty).

The research aims to know the effect of native speaker video recording on students' listening comprehension in learning English. The result of this research is expected to be useful for the teacher to show the best teaching method in motivated students to be more motivated in learning English

This research employed Quasi-experimental design. The populations were students of class XI which consists of 56 students and the samples were 28 students of First semester in 2018/2019 academic year. The data collection is done by giving WH-Questions which consists of 8 questions and filling in the blank questions that consists of 18 numbers (Pre-test and Post-test) using inferential statistic.

The result of the research show that The p-Value of post test is higher than α $(0.00>0.05)$ The result indicates that the alternative hypothesis (H1) is accepted and of course the null hypothesis (Ho) is rejected, it shows that using native speaker video recording has effect on students' listening comprehension of class XI SMA PGRI Maros in *Asking Information on the Telephone.*

Key words : effect, video recording, listening comprehension

ABSTRAK

Fauziah NurcHasanah. 2018. *The Effect of Native Speaker Video Recording on Students' Listening Comprehension of SMA PGRI Maros.* (Dibimbing oleh Hj. St. Haliah Batau dan Hj Restu Januarty).

Penelitian ini bertujuan untuk mengetahui pengaruh vidio *Native Speaker* terhadap pemahaman siswa dalam belajar bahasa Inggris. Hasil penenlitian ini diharapkan dapat bermanfaat bagi guru bagaimana cara terbaik dalam memotivasi siswa dalam belajar bahasa inggris.

Penelitian ini menggunakan Quasi-experimental.Populasi adalah siswa kelas XI terdiri dari 56 siswa dan sampel 28 siswa yang diambil dari siswa kelas XI semester pertama pada tahun ajaran 2018/2019. Data diperoleh dengan menggunakan WH-Question terdiri dari 8 soal dan tes isian yang terdiri dari 18 (pre-test dan post-test) pertanyaan. Data analisis menggunakan statistic inferential.

Hasil analisis data menunjukkan bahwa nilai P-Value dari post test lebih tinggi dari nilai α (0.00>0.05), hasil menunjukkan bahwa hipotesis alternative diterima (H1) dan hipotesis null (Ho) ditolak. hal ini menunjukan bahwa menggunakan *native speaker* video recording dapat meningkatkan kemampuan menyimak siswa kelas XI SMA PGRI Maros dalam materi *Meminta Informasi di Telepon*.

Kata kunci : pengaruh,video recording, pemahaman, menyimak.

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The writer realised this skripsi still far from the perfectness because the capable and limitation of knowledge, so the writer pleased to received criticsm, advice and correction from others people in the future. Finally, she wishes this skripsi could give meaningfull information and knowledge for the reader.

Makassar, October 2018

Fauziah NurcHasanah

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CHAPTER I

INTRODUCTION

As an introductory chapter, this chapter consists of background, problem statement, objectives of the research, significance of the research, and scope of the research.

A. Background

Learning English is getting more and more important. As a matter of fact, English takes up a very important position in almost all fields of life, such as economics, education, politics, technology, sports, tourism and so on.

Lundsteen, as quoted by Petty and Jensen (1981: 181) defines "listening as the process by which spoken language is converted to meaning in the mind". While listening, according to Myers and Myers (1992: 43), is considered not only hearing, but also including the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting on the basis of what has been heard.

Wipf (cited in Vandergrif: 2000: 35) claims that "listening is more than just perception of sounds, although perception is the foundation". Listening also includes comprehension of meaning bearing-words, phrases, clues, sentences, and connected discourse. Furthermore, Wipf (cited in Vandergrift (2000:) claims that listening is

an invisible mental process, making it difficult to be described. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance.

According to Brown (1996:   234), the importance of listening in language learning can hardly be overestimated. Through perception, learners internalize linguistic information without which they could not produce language. In other words, listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Without learning listening, people might not be able to speak, to read and to write.

Rost (1994: 141-142) states that there are several reasons that make listening so important in language learning:

1. Listening is vital in the language classroom because it provides input for the learner. Without understandable input at the right level, any learning simply cannot begin.

2. Spoken language provides a means of interaction for the learner. Since learners must interact to achieve understanding, access to speakers of the language is essential. Moreover, learner's failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.

3. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.

4. Listening exercises provide teachers with a means for drawing learner's attention to new forms (vocabulary, grammar, interaction patterns) in the language Moreover, Rost (1994: 142) adds that listening can provide enjoyment and stimulate cultural interests, participation in target culture (via movies, radio, TV, songs, plays), appreciation of the beauty of the language (figures of speech, sayings, colloquial expressions) and fulfillment of social needs (development of relationships, confidence, gathering information for every survival needs).

In School, Listening becomes one of the important skills for the students in English subject. Since Listening is important, many students have to master this skill as well as they can. In fact, Listening is not easy to be mastered. Because learning to listen is not only learn about pronounce but identifying correctly different sounds, sound-combinations and intonation patterns. Learn the knowledge of how to use the language and motivation from ourselves to improve Listening skill in this case is practice intensively.

The components of English Listening skill should be introduced and studied in English listening class comprehension. Listening is the most important skill, because it is the ability to identify and

understand what others are saying. This involves understanding a speaker's accent or pronunciation, grammar and vocabulary, and perceptive meaning that is why students should be taught to be a good listener.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997: 45). Students like it because video presentations are interesting, challenging, and stimulating to watch.

For some, it means no more than replaying television programmers on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching. But our concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally.

Doff (1988 : 204) says that, the recorded material gives a chance for students to listen to a variety of voices apart from the teacher's, and it is a way of bringing native speakers' voices into the classroom to remove the difficulty understanding other people.

Stern (1983: 341) puts it bluntly: "The native speaker's 'competence' or 'proficiency' or 'knowledge of the language' is a

necessary point of reference for the second language proficiency concept used in language teaching".

Based on statement above, the researcher would like to take the Native speaker video recording to apply in English class.

To apply a good listening activity is not easy, because there are some problems that are found by the students. The researcher found that the students at class XI SMA PGRI Maros thought that listening was a difficult skill. It made them did not have motivation to learn English and after made an interview in SMA PGRI Maros, the English teacher said that many students have lack or poor listening because they are not interesting in English subject find difficulties which make them not success in examination specially in listening they cannot accept information of native speaker well.

By the fact mentioned before, now there are problem arise the researcher find; (1) it is interesting to find out the effect of native speaker video recording on English especially.

B.   Problem Statement

Based on the explanation on background the researcher formulate question as follows: Is there any significant effect of native speaker video recording on listening achievement of year 2 student of SMA PGRI Maros.

C.   The Objective of the Research

Based on the formulation of the problem, the objective of this research is to identify the effect of using native speaker video recording on student listening comprehension.

D.   Significance of the Research

Hopefully, the result of this study useful to other teachers, students and other researchers. For teacher it will provide them with an alternative technique to improve the quality of language learning and teaching process particularly in teaching listening. For students, it can also useful to facilitate them to improve their listening comprehension. Finally it will be one of the references for the other researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with some theories as the basis for the discussion. The purpose of this chapter is to obtain the understanding of what the basic principles of the study are, so that the problems stated in the previous chapter can answered.

A.   The Nature of Listening

There are a number definitions proposed by scholars among there are Rankin (1962, 1952 : 847), Johnson (1951 : 58), Jones (1956 : 12), Nichols (1974 : 83), and Underwood (1989 : 1) They generally consider listening as the ability to understand and respond to oral language and place meaning as important aspect in listening.

Purdy (1997: 8) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings".

According to Anderson and Lynch in Celce-Murcia (2001: 72) reject a conceptualization of listening as a passive act, calling it a "listener-as-tape recorder" explanation.They argued that such a perspective fails to account for the interpretations listeners make as they

hear the spoken text according to their own purpose for listening and their own store of background knowledge.

Listening is more than merely hearing. In listening, the listeners simultaneously integrate both linguistic skills and nonlinguistic skills, and also possibly give response to what has been heard.

Listening provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life.

Buck (2001: 1) states that listening is a process to make sense of what is heard. The understanding process is not only limited to language comprehension but also to make sense of the knowledge sources.

In line with Buck (2001: 1), Petty and Jensen (1995: 181) agree that listening involves more than just hearing or paying attention, but it requires active and conscious attention to sound in order to gain meaning from them and also reach what have been heard.

In line with Petty and Jensen, Yagang (1996: 16) claims that listening is the ability to identify and understand what others are saying.

While Kress (1993: 167) mentions that listening skill is divided into two, namely auditory and aural skills. The auditory is the ear's ability to hear meaningful sounds.

Auditory refers to the ability to recognize the sounds of a particular language and the ability to discriminate among similar sounds within the

language. These abilities can be gained through training or culturally acquired. On the other hand, the aural skill refers to the ability of the student to listen and to understand spoken messages.

B. **Listening Comprehension**

Listening activities are designed to give the learner practice in

Identifying correctly different sounds, sound-combinations and intonation patterns. As the learners" proficiency increases, meaning based activities become more important. Meanwhile, meaning based activities can be divided into two broad categories, they are as follows: (1) activities that *assess direct meaning comprehension* and (2) those that *measure inferred meaning comprehension. Direct meaning comprehension* means the understanding of surface information and facts that are explicitly stated in the input text. Some examples are listening for gist, listening for main points, and listening for specific information. *Inferred meaning comprehension* includes implicit understanding and drawing inferences from input texts. The information required is not clearly stated, and the listener must go beyond the surface information to see other meanings which are not explicitly stated in the text. Some examples of this type of listening are inferring a speaker's intention or attitude towards a topic, relating utterances to

their social and situational contexts, recognising the communicative function of utterances, and so on (Mewald, Gassner & Sigott, in Vasiljevic, 2010: 34).

According to Howatt and Dakin (in Guo, 2008: 2) listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speakers' grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.

According to Rost (1991: 3) in order to define listening, we can ask two basic questions: *What are the component skills in listening?* And *what does a listener do?* In terms of the necessary *components*, we can list the following:

1) Discriminating between sounds

2) Recognizing words

3) Identifying grammatical groupings of words

4) Identifying "pragmatic units" – expressions and sets of utterances which function as whole units to create meaning

5) Connecting linguistic cues to paralinguistic cues (intonation and stress) and to non-linguistic cues (gestures and relevant objects in the situation)

6) Using background knowledge (what we already know the content and the form) and context (what has already been said) to predict and then to confirm meaning

7) Recalling important words and ideas.

Meanwhile, Richards (in Brown 2001: 255) identifies some lists which are very useful in helping us to break down what our learners need to do as they acquire effective interactive listening strategies. Through a checklist of micro skills, we can get a good idea of what our techniques need to cover in the domain of listening comprehension. As we plan a specific technique or listening module, such a list helps to focus on early conceptualized objectives. And in our evaluation of listening, these micro skills can become testing criteria.

a. Retain chunk of language of different lengths in short-term memory.

b. Discriminate among the distinctive sounds of English.

c. Recognize English stress, pattern, and words in stress, and unstressed position, rhythmic structure, intonation contours, and their role in signaling information

d. Recognize reduced form of words.

e. Distinguish word boundaries, recognize a core of words, and interpret word- order patterns and their significance.

f. Process speech at different rates of delivery.

g. Process speech containing pauses, errors, contraction, and other performance variables

h. Recognize grammatical word classes (nouns, verbs, etc), system (tense, agreement, and pluralization), patterns, rules, and elliptical forms.

i. Detect sentences constituents and distinguish between major and minor constituents.

j. Recognize that a particular meaning may be expressed in different grammatical forms.

k. Recognize cohesive devices in spoken discourse.

l. Recognize the communicative function of utterance, according to situation, participation and goals.

m. Infer situation, participants and goals real world knowledge.

n. From events, ideas, etc described, predict outcomes, infer links and connections between events, deduce cause and effect such relations as main idea, supporting ideas, new information, given information, generalization, and exemplification.

o. Use facial, kinesthetic, body language and other non-verbal clues to decipher meanings.

p. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of the words from context, appeal for help, and signaling comprehension.

C.   Importance of Listening in communication

Listening is often called the most important language art because it is the one we use the most. Children and adults spend approximately half of their communication time listening. Language researcher Walter Loban described the importance of listening this way:

"We listen a book a day, we speak a book a week, we read a book a month, and we write a book a year" (cited in Erickson,1985 : 13)

According to Devine (1982: 132), listening is the primary means by which incoming ideas and information are taken in Bird (1953 : 75) found that female college students spent 42 percent of their total verbal communication time in listening while they spent 25 percent in speaking, 15 percent in reading, and 18 percent in writing.

Listening has been identified as one of the most used and one of the most important communication skills in personal, academic, and professional settings alike (Wolvin & Coakley, 1996 : 13–25).

Students have to spend most of the time listening to what the teacher says, for instance, giving lectures. in a language classroom, listening ability plays a significant role in the development of other language arts skills. listening can also help students build vocabulary, develop language proficiency, and improve language usage (Barker, 1971 : 35).

Students' ability to comprehend written material through reading as well as to express themselves through speaking and written communication are directly related to students' maturity in the listening phase of language development (Cayer et al, 1971 : 115).

Dunkel (1986 : 47) asserts that developing proficiency in listening comprehension is the key to achieving proficiency in speaking. Not only are listening skills the basis for the development of all other skills, they are one of the main channels through which students make initial contact with the target language and its culture (Curtain et al. 1988 : 89).

According to Miller (2003: 61), more than forty percent of our daily communication is spent on listening, thirty-five percent on speaking, about sixteen percent on reading, and only nine percent on writing. yet listening remains one of the least understood processes in language learning despite the recognition of the critical role it plays both in communication and in language acquisition (Morley, 1991 : 81-106).

D. Listening in English Language Teaching

It is important in teaching listening to make the students aware of how to choose and practice the strategies that help to achieve good results. Listening skills can be developed by the explicit instruction approaching a problem or task, modes of operation for achieving a

particular end, planned designs for controlling and manipulating certain information" (Brown, 1994 : 104).

It's possible to develop good listening habits. According to Nichols and Steven (1953: 16-19) says that "you can developing your ability to concentrate on what is being said. For example, for one minute of every hour try to give your fullest listening attention to a person talking, even if it's a four years-old. If there's no one available, pick a sound such as an airplane, a bird's song, or a humming machine. Then put everything else out of your mind and concentrate on that sound". Such concentration is harder than you think, but it should greatly improve your listening proficiency.

E.   Micro and Macro skills

Brown (2001: 256) elaborates listening into two major skills. They are micro and macro skills implied in the performance of listening comprehension. There are 17 objectives to assess in listening categorized in the micro and macro skills.

a.   Micro Skills

Listening micro skills includes 11 points to be considered, they are as follows:

1) Discriminating among the distinctive sounds of English.

2) Retaining chunks of language of different lengths in short-term memory.

3) Recognizing English stress patterns, words in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signaling information.

4) Recognizing reduced forms of words.

5) Distinguishing word boundaries, recognize a core of words, and interpret word order patterns and their significance.

6) Processing speech at different rates of delivery.

7) Processing speech containing pauses, errors, corrections, and other performance variables.

8) Recognizing grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.

9) Detecting sentence constituents and distinguish between major and minor constituents.

10) Recognizing that a particular meaning may be expressed in different grammatical forms.

11) Recognizing cohesive devices in spoken discourse.

b.   Macro Skill

The larger scopes of listening skills are stated in the macro skills; namely:

1) Recognizing the communicative functions of utterances, according to situations, participants, goals.

2) Inferring situations, participants, goals using real world knowledge.

3) From events, ideas, and so on, describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

4) Distinguishing between literal and implied meanings.

5) Using facial, kinetics, body language, and other nonverbal clues to show the meanings.

6) Developing and using a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension.

These macro skills are beneficial to develop the students listening mastery and they provide the teachers with some skills which can be used to assess the students listening mastery.

F. Listening Process

Listening is not a simple process. Listeners pass through several stages to comprehend the meaning of spoken text. Petty and Jensen (1981: 181) propose three steps of listening process as follows.

1. Hearing: the listeners hear a series of sounds, the actual words and sentences.

2. Understanding: the listeners understand the meanings of these words and sentences in the context in which they have heard them.

3. Evaluate: the listeners evaluate the meanings and accept or reject the total communication.

4. Responding: The listeners respond to what they have heard.

In order to comprehend listening, there are two kinds of listening processes. They are bottom up and top down processes. Bottom up processing is "the use of incom data as a source of information about the meaning of a message (Richards, 1988: 59). The listeners digest the information they received such as sounds, words, clauses, and sentences, so that they can get the meaning. In this process, the listeners receive totally new information which they have never known before. Top down processing is "the use of background knowledge in understanding the meaning of a message" (Richards, 2002: 60).The listeners use their previous knowledge about some topics, situations,

characters, events, place, and even their knowledge in long-term memory in the form of script or schema. Top down gives a basic description of the discourse that helps the listeners understand the context. Listening does not depend only on bottom up processing that recognizes the words and sentences but it also needs top down processing in order to create the situation in the listeners" mind. Otherwise, listening not only needs top down processing but also bottom up because it can help listeners find words" meaning so that they have good description of the circumstances. In other words, listening requires bottom up and top down processing to comprehend the passage.

G. Types of Listening Activities

An essential factor in creating effective listeners is exposing the listeners to a variety of listening activities. According to Helgesen and Brown 1994: 12) there are three types of listening activities, namely:

a) Listening for the main idea/listening for gist/global listening.

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

b) Listening for specific information/listening for detail/ focused listening.

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

c) Listening between the lines /understanding inferences.

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

The story.

H. The Aspects of Listening Comprehensions

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and nonlinguistic knowledge. Rost (1994: 9-65) describes linguistic knowledge a follows:

a. Speech sounds

Sound perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language. These phonemes have slightly differing characteristics of length; duration and frequency which help the listeners discriminate between them.

b. Words

Recognizing words is the essential semantic process in listening. In order to recognize a word, listeners have to perform three simultaneous processes: find the most probable "candidate word" among several possibilities, estimate the best meaning of the word in the context, and find the „reference" for the speaker's words.

Moreover, Buck (2001: 37) also mentions that stress and intonation are very important in word recognition. By paying attention on stress and intonation, listeners usually understood the meaning of a certain word, even when they did not catch the actual sounds.

c. Parsing speech

One of the essential processes in listening is parsing. It is the process of dividing the incoming string of speech into grammatical categories and relationships. Listeners parse speech by calculating the relationship of words and groups of words to a central theme, or verb.

d. Discourse processing

It refers to the reasoning processes that enable the listeners to understand how language and context function together. In listening, the listeners try to identify relevant information. Often, they must infer missing information. They also form useful conclusions that include the relevant information and make sense in the cultural situation.

Based on the explanation above, it is clear enough that listening is a complex process in which the listener takes the incoming data, an acoustic signal, and interprets it based on wide variety of linguistic such as speech sounds, words, parsing speech and discourse processing is very important in listening comprehension. If the listener shares the same knowledge as the speaker, much of what is being said can be understood by means of inferences based on shared background knowledge. However, if the listener has no relevant knowledge to the particular events being described in the text, then listening will be more difficult.

I. Video recording in Teaching

Language learning is a complex process: in this process, language teachers can't be far away from the technology, which is the application of scientific knowledge to practical tasks by organizations that involve people and machines. It is a fact that technology cannot be separated from society. Machines have social origins and they emerge from the needs of society. Therefore, teachers need technologies relevant to the teaching learning situation.

If the educationalists want children to be technologically equipped, all the changes and preparations ought to be done within the curriculum, school, architecture, teaching organization and finance.

Application of Information and Communication Technology (ICT) in language learning has been widespread and popular with students and teachers. It promotes learning and teaching all language skills. One of the interesting aspects of ICT application is improving language proficiency through video recordings.

There are many definitions about video. Smaldino (2002: 283) defines it as electronic storage of moving images. He adds that any electronic media format that employs "motion pictures" to present a message can be referred to as video.

According to Burt (1999), the use of video is not new in the field of education. The visually appealing video has helped educators and learners to understand the meaning of a certain phenomenon in lots of ways. For the past several decades, video recordings have been used as a teaching resource to enhance English language learning.

Video recordings bring extended context and interesting content to a classroom. By using video, an oral skills course and other skill courses may be integrated through the use of common themes, functions, and/or grammar featured in the video recording. The use of recorded material

provides a rich context by which students can improve comprehension and practice listening and speaking (Burt, 1999).

Arcario (1993: 81) points out that the interesting, rich visual imagery, and often exaggerated actions and gestures of video material provide students with multi-sensory input that is close to what they would find in real-life communication. It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language.

1. Video in Language Teaching

According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. River (1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.

Generally, video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video is a great

resource to use in class and there are an endless number of ways to exploit it to create motivating, memorable classes with a high level of language production. The use of video technologies to illustrate the educational materials has become much more feasible.

a). The Benefits of Using Video in the Classroom

Basically, students really enjoy watching movies and TV for varies reasons. For one, they get exposure to natural language in a non-threatening setting. Secondly, movies and video provide common ground to students of any international background for all young learners, the use of video gives a useful input in learning English. First, video communicates meaning better than other media. It means that video present language in context in ways that a cassette can't. Learners can see who's (or what's) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension. Second, video represents a positive exploitation of technology. Teenagers, in particular, have a positive attitude toward television and video. It is seen as being modern compared to books.

There are some benefits of using video especially in the classroom. Smaldino (2002: 288) mentions the advantages of using video in general as follows.

1. Motion.

   Moving images have an obvious advantage over still visuals in

   Portraying concepts in which motion is essentials to mastery (such as

   Psychomotor skills).

2. Process.

   One operation, such as assembly line steps or science experiments,

   in which sequential movement is critical, can be shown more

   effectively.

3. Dramatization.

   Dramatic recreation can bring historical events and personalities to

   life. They allow students to observe and analyze human interactions.

4. Skill learning.

   Research indicates that mastery of physical skills requires repeated

   observation and practice.

5. Affective learning.

   Because of its great potential for emotional impact, video can be

   useful in shaping personal and social attitudes.

6. Cultural understanding.

   People can develop a deep appreciation for other cultures by seeing

   depictions of everyday life in other society.

While in *http://www.teachingenglish.org.uk/talk*, it is stated that there are some benefits of using video in the classroom. These benefits of using video in classroom for young learners are as follows:

1. Video communicates meaning better than other media.

2. Video presents language in context in ways that a cassette can't. Learners can see who's (or what's!) speaking, where the speakers are, what they're doing, etc. All these visual clues can help comprehension.

3. Video represents a positive exploitation of technology.

4. Teenagers, in particular, have a positive attitude towards television and video. It is seen as being 'modern' compared to books.

Based on the explanation above, it is stated that there are some benefits of using video in the classroom that can facilitate learning process.

Tomalin (1991: 48) claims three benefits of teaching English using video for learners aged 3 – 8 years old. They are related with enjoyment, body language and self confidence.

a. Children enjoy language learning with video

One of the aims of teaching English to young learners is to instill in them the idea that language learning is happy experience, and video creates an attractive enjoyable learning environment.

b. Video is an effective way of studying body language.

c. Children gain confidence through repetition

Young children love to hear stories again and again and the same goes for video. By watching a video several times children can learn by absorption and imitation. Teaching English using video will give a fun atmosphere to the students, especially young learners. They can learn unconsciously while they are watching the film, so that they enjoy language learning.

Tomalin (1991: 48) states one of the aims of teaching English to young children is to instill in them the idea that language learning is a happy experience, and video creates an attractive enjoyable learning environment. It means that it is important to make children feel comfort and happy first in order to make language learning run effectively.

Talavan (2007: 1) states that students of all levels can benefit from the use of video, since there are always easier video sequences, spoken at a slower rate that can match lower level students' needs.

2. The Criteria for Selecting Video

When selecting a video for used in the classroom, certain general criteria should be kept in mind. There are several criteria in selecting video:

a. Watch ability

It is related to the question is the video interesting, would a young learner want to watch this, etc.

b. Completeness

Tomalin (1991: 50) states the ideal video clip tells a complete story or a section of a story. This idea of completeness is important for young learners whose primary motivation for watching a video is enjoyment.

c. Length

The length of the clip is important. It shouldn't be long, perhaps between 30 seconds and 10 minutes depending on the learning objective.

d. Appropriateness of Content

The content should be suitable for young learners. It should also be suitable for viewing in all cultures.

J. Native speaker

The first account of the use of the Native speaker, according to Bloomfield (1933: 43) he states, "The first language a human being learns to speak is his native language; he is a native speaker of this language"

From an etymological perspective, the word "native" suggests that an individual is a "[native speaker] of a language by virtue of place or country of birth" (Davies, 1991: 9).

From Wikipedia, the free encyclopedia:

A **native speaker** is someone who speaks a language as his or her first language or mother tongue. Native speakers can usually speak the language very well since they speak the language since they were born. A native speaker's language is normally the language their parents speak and the language of the country they live in since birth. *(http://simple.wikipedia.org/wiki/Native_speaker)*

The native speakers were also highly valued by Chomsky (1965 : 3) who defined them as those who are capable of giving valid judgments on their language and of identifying ill-formed grammatical expressions in their languages although they may not be able to explain exactly why they are ill-formed and Chmsky 1965 : also states that "linguistic theory is concerned with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance". Chomsky claims that a native speaker has the authority on the language and is the only one who can

characterize sentences in grammatical terms because s/he is the ideal informant regarding grammatical judgments. According to Chomsky, the grammars of different speakers may differ, but there is an optimal grammar for any given language. This optimal grammar represents the linguistic competence of an ideal speaker.

Accoding to Medgyes, 1999: the idea of being a native speaker seems straightforward and clear enough. Therefore, an English native speaker is someone who;

1. Is born in an English-speaking country

2. Has learned English during childhood in an English-speaking environment

3. Speaks English as a first language

4. Has a native-like command of English

5. capable of producing fluent, spontaneous speech in English that is characterized by creativity

6. Has the intuition to distinguish correct or wrong forms in English

In the same vein, Stern (1983:) argues that a native speaker is a person with subconscious knowledge of rules, an intuitive grasp of meaning, ability to communicate within various social settings, a range of language skills and creativity of language use.

Luk (2001: 32) found that some students had positive feelings towards being taught by NETs (Native English Teachers) (43.7%),

whereas others had negative feelings (21.7%). Students believed that their English proficiency would be improved through the increased opportunities to use English with NETs who speak "more standard" English.

K. THEORITICAL FRAMEWORK

```
┌─────────────────────────────────────┐
│   LISTENING ABILITY IN ENGLISH       │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│         NATIVE SPEAKER               │
│         VIDEO RECORDING              │
└─────────────────────────────────────┘
                  ↓
┌─────────────────────────────────────┐
│              DATA                    │
│      (STUDENTS ACHIEVEMENTS)         │
└─────────────────────────────────────┘
                  ↓
          ┌──────────────────┐
          │     ANALYSIS      │
          └──────────────────┘
                  ↓
          ┌──────────────────┐
          │      EFFECT       │
          └──────────────────┘
```
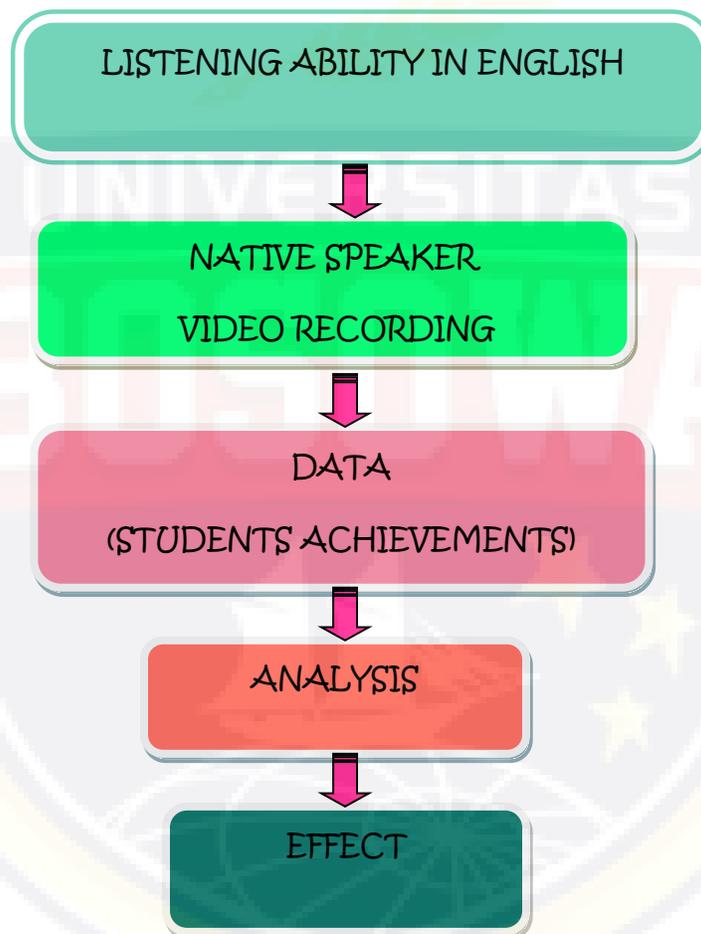
L. Hypothesis

Considering carefully the theory native speaker video recording, has significant effect on students' listening comprehension of the second grade of SMA PGRI Maros.

CHAPTER III

RESEARCH METHOD

This chapter deals with research design and variables, population and sample, instrument of the research, procedure of collecting data and technique of data analysis.

A. Research Design

1. Design

This research is quantitative research use quasi-experimental design, which use pre-test, treatment, and post-test. In the first meeting the writer gave pre-test, in the second and third meeting the writer gave treatment, and in the fourth meeting the writer gave post-test. It aim at showing the students' ability whether or not video recorder can improve their listening comprehension. The ensuring description clarified the researcher design as follow.

The design illustrated as follows:

0_1	X	0_2

(Arikunto, 1990:45)

As the figure indicates, this research started with a pre-test and completed with a post-test. As an experimental study, there will be a treatment in the form of teaching intervention using native speakers video recording. Following as the procedure of experiment

Notes: O1 = pre-test

X = treatment

O2 = post-test

B. Variables

This research has two variables, namely independent variable and dependent variable. The independent variable is the use of Native speakervideorecording. The term used means that the procedure rules as the main teaching and learning instruction program during the treatment activities in the class.

The dependent variable is the students' listening comprehension achievement. It is the students' ability to comprehend the materials which can be shown by the students' score of the given listening comprehension. It is expected that, after presenting the treatment, the ability of the students to comprehend certain listening situation is better than before.

C.   Population and Sample

1. Population

   The population of this research is the second grade MIA 2 of SMA PGRI Maros academic year 2018/2019 which consists of two classes with entire 56 students.

2. Sample

   The researcher used quasi experiment. In this research, the researcher took one class. The class is A class of the second grade of MIA 2 of SMA PGRI Maros as sample in this research. This consists 28 students and same class for the control group and experimental group.

D.   Instrumentof the Research

   The instrument of the research was a WH-Question test and a fill in the blank by listening test. This instrument is in the pre-test and post-test. It aims to know how far the students know the content of the video. The instrument is used to measure the score of students in learning comprehension through native speaker video recording.

E.   Procedure of Data Collection

The procedures to collect data chronologically performed in two tests. The test technique is used to measure how good the ability of the students in comprehending listening. The tests that the writer was conducted are pre test and post test.

The procedures to collect data chronologically performed as follows:

1.   Pre test

The writer distributed the instrument of the research. This test is used to find out the students' ability in listening.The test are about WH_Question and fill in the blank.

2.   Treatment

The writer gave three times treatments after the pretest conducted. In this meeting, the writer used native speaker video recording. Below are the teaching procedures used in the treatment:

a.   The teacher plays the native speaker video and the students pay attention to the video that being played.

b.   The teacher replays the video two or three times and then the students will be instructed to answer the test.

c.   After the video is ended, the teacher ask the student to discuss their each own answers with their partner.

d.   The teacher will point some of the students to share their answer in front of the class.

e.   The researcher will choose the sample of treatment from pretest. The first thing the researcher will notice that the students attentively listening while the teacher presenting the video.

f.   The second part of the treatment will be the students retelling the video.

g.   In the third treatment, the researcher will review the all aspects since it's the last meeting of the treatment. The researcher will review if the students understood about the content of the video and can perform to retell about what's the content in this conversation between native speakers. The researcher will help the students if they haven't understand yet, that is by explaining about the content, or help the students recognize the new vocabulary. Then once again, the students will perform what they have listened from the native speaker conversation video.

3.   Post test

The researcher distributed the test which used in the pretest. After giving the treatment, the researcher gave the post test. It

aims to find out the value of the treatment, whether or not the result of the post test is better than the result of the pre-test. The content of the pre-test is the same of the post test.

F.   Technique of Data Analysis

The data are collected through test. As have been stated before, the form of the test are WH-Questions and filling in the blank questions. The test is a test that contains a conversation between Native Speaker. It aims to know how far the students know the content of the video. There are 28 points of each item. Each point has scored 5 so the maximum score in WH-Question which consist 8 questions so the maximum score 40 and for the filling in the blank there are 18 questions each point is scored 3 so the maximum score the entire item 60. The entire score item is 100.The scoring is based on the analytic method. This method will be better when we want to inform our students about their achievement (Heaton, 1979:109).

The steps to collecting data undertaken the quantitative analyses are as follows:

1. Scoring the students answer

$$\frac{students \& Correct answer}{total number of item} \text{ x } 100$$

2. Tabulating the score of the students' test result.

3. Classifying the students score into six levels as follow:

Table 3.1 Form Criteria of Mastery

Criteria of Mastery	Grade
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very poor

(Gay, 2006:349)

4. The calculationof the mean scoreswill use the following formula :

$$\bar{x} = \frac{\sum x}{N}$$

Where: x   =Mean score

           $\sum$x   = Raw of number score

           N   = the total number of students

(Gay, 2006:340)

5. Computing the frequency of the rate percentage of the students' score.

$$\% = \frac{n}{N} \times 100$$

Where:

n = Frequently

N = the total number of the students

6. Test of significance

$$t = \frac{D}{\sqrt{\dfrac{\sum D^2 - \left(\dfrac{\sum D^2}{N}\right)}{N(N-1)}}}$$

Where :

t = Test of significant

D = The mean of score

$\sum D$ = The sum of total score

$\sum D^2$ = The square of sum of difference

N = The total number of students

(Gay, 2006:349)

After that, the result of the t-test will be used for hypothesis test with assumption as the following:

H^0 ;$\mu^1 = \mu^2$ Or P-value ≥ α 0.05

H^1 ;$\mu^1 = \mu^2$ Or P-value $\leq \alpha$ 0.05

The criterion of test is: If P-value is bigger than or equal to α 0.05, H1 is accepted and H0 is rejected. It means that there is significance difference between pretest and post-test.
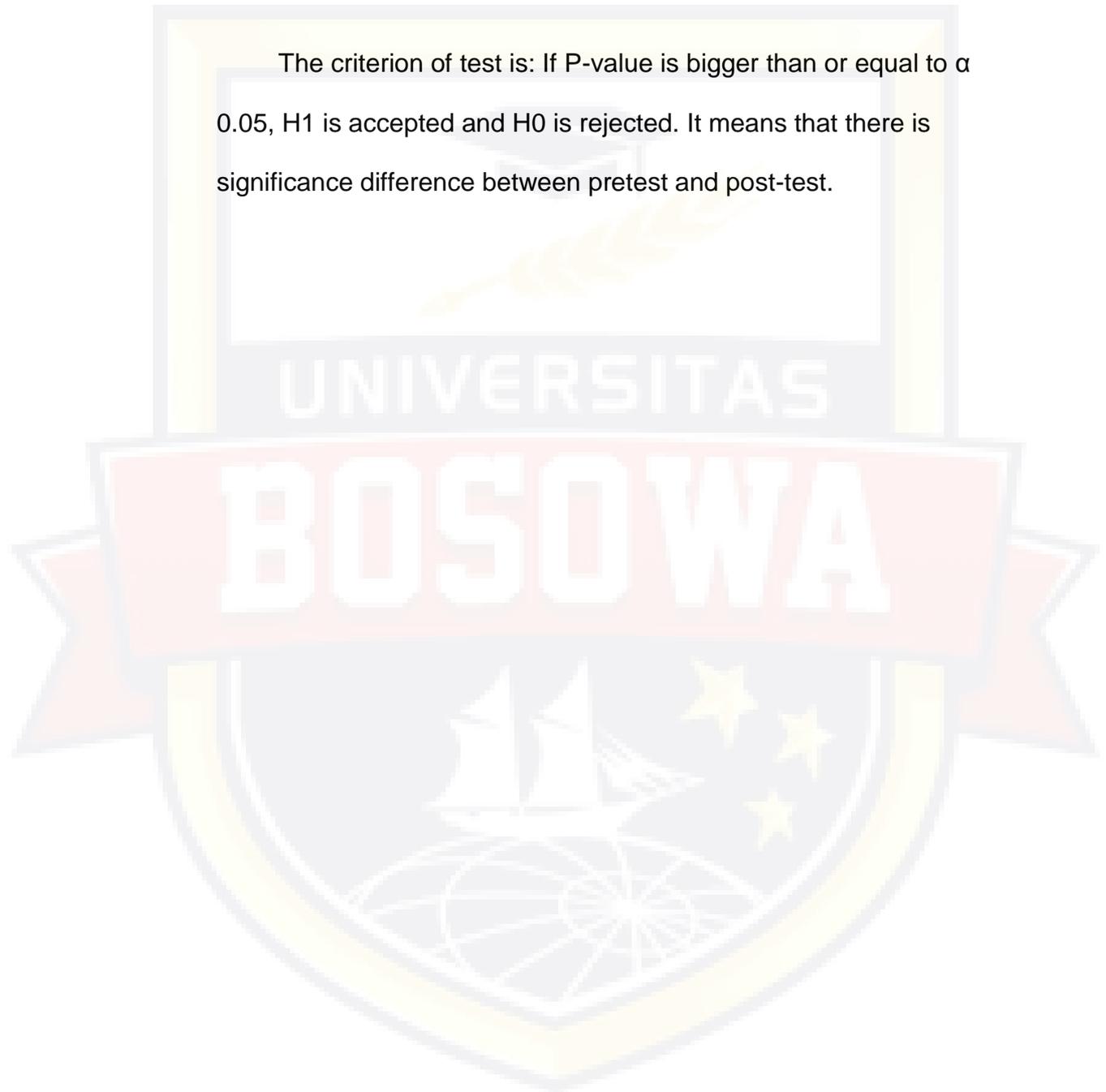
CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

The result of this research focused on is there any significant effect ofnative speaker video recording on listening achievement to students.

Table. 4.1The rate percentage of score experimental class in pre-test

No	Classification	Criteria ofMastery	Pre-test (F)	(%)
1.	Excellent	91-100	-	-
2.	Very Good	81-90	-	-
3.	Good	71-80	1	4%
4	Fair	61-70	11	39%
5.	Poor	51-60	4	14%
6.	Very poor	Less than 50	12	43%
	TOTAL		28	100%

Table 4.1 above shows the rate percentage of score of experimental class in pre-test from 28 students, Based on aggregate percentage, it showed that low achievers were bigger than high achievers. It indicated students' listening achievements still needed to be improved.

Table 4.2The rate percentage of score experimental class in post-test

No	Classification	Criteria of mastery	Post-test	
			(F)	(%)
1.	Excellent	91-100	-	-
2.	Very Good	81-90	6	21%
3.	Good	71-80	13	47%
4	Fair	61-70	2	7%
5.	Poor	51-60	3	11%
6.	Very poor	Less than 50	4	14%
	TOTAL		28	100%

Interestingly on the table above there were six students got very good, it showed that the effect of native speaker video recording have a significant effect, in this case the writer let the students to have experience dealing with reality.

Table 4.3 the Comparison between pre-test and post-test

No	Classification	Criteria of mastery	Pre-test (F)	(%)	Post-test (F)	(%)
1.	Excellent	91-100	-	-	-	-
2.	Very Good	81-90	-	-	6	21%
3.	Good	71-80	1	4%	13	47%
4	Fair	61-70	11	39%	2	7%
5.	Poor	51-60	4	14%	3	11%
6.	Very poor	Lee than 50	12	43%	4	14%
	TOTAL	28		100%	28	100%

Based on the table above, the writer can conclude that after giving treatments and before giving treatments there are some problem Most of the students were not interested in study English like they difficult in memorizing words and meaning that makes them hard to understand on what speaker said. By using native speaker video recording the writer find interesting fact that some students easier to understand what speaker said by focus on gestures, facial

expressions (body language) some students show improvement. The writer had to try harder to make the students more motivated in study English by giving them some methods in different skills.

1. **Data Description**

　　After gathering the data by conducting questionnaire, the writer analyzed the result of the students' answer and the percentage students' motivation then the writer presents the scores of students. The data for this research was taken from the questionnaire of the A class of second grade SMA PGRI Maros, in 2018/2019 academic year. There were two questionnaires data (pre-test and post-test).

2. **Test of significance**

　　T-test is a test to measure whether or not there is a significant difference between the effect of The Native speaker video recording and the students motivation in learning English.

　　By using independent analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 27, N1+N2 – 2, the number of students are 30 minus 1. The following table illustrates the t-test value result:

Table 4.4 The Independent t-test Value of Pretest and posttest of Experimental Group

Variables	Probability Value	α	Remarks
Pretest and Posttest of experimental group	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 3 pretest and post test of experimental group, the researcher found that the p-Value (probability value) is lower than α (0.00 < 0.05) and the degree of freedom was 27. The t-test value of pretest and posttest was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the effect of native speaker video recording in learning English. It is more effective, more productive and faster to enrich the students' motivation.

A. Discussion

The discussion section deals with the interpretation and description of data gained from the questionnaire which is presented

based on the effect of Native speaker video recording method on students' motivation.

Based on the result above, if we compare pre-test and post-test there are the difference result, it can be seen from the table that the rate percentage in post-test was higher than the rate percentage in pre-test. None of the student got excellent and very good score in pre-test. but the score increase significantly in post-test where there were 6 students got very good score and both in pre-test and post-test 14 students got good score. There were the total 13 students got fair score, and also total 7 student got poor score. In pre-test there were 12 students got very poor score in pre-and post-test show 4 students got very poor score, there were reduction it really shows the significantly effect of video recording.

From this fact, it points out that the way of English teacher in conducting materials was closely related to the students' motivation or response toward English teacher. The classroom teacher management brings with the experience, ability and feeling as well as the motivated toward teaching English as a foreign language.

The statistical analysis from the result of the students' listening comprehension of this research shows that the students' mastery before teaching through authentic materials was still low. It was approved by result of the pre-test before the treatment. On the

contrary of the result of the post-test, there was a significance improvement in the post-test.

The mean score of post-test was higher than the mean score of pre-test. The mean score of post-test was higher than the mean score. In table 2.1 showed that in pre-test achieved 54.11 and after giving the treatment achieved 71.25.

Overall, the effect of the students' listening comprehension is better in post-test than pre-test. The mean score of post-test is higher than the mean score of pre-test.

From the result above, the writer can conclude that the use of Native speaker Video recording is effective to increase the students' ability in listening.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter consist of conclusion and suggestion based on the finding and discussion of data analysis.

A. Conclusions

After doing the research and analysis the data which related to the statement of the problem, it can be conclude that the use of native speaker video recording can improve students' listening comprehension. When the method used regularly, it can be motivated the students in learning English. It is provided by the result of pre-test (54.11) moderate classification and the post-test (71.25) The data shows that the result of the rate percentage of the students post-test is higher than pre-test after giving treatment.

B. Suggestions

Based on the conclusion above, the writer proposes the following suggestions:

1. For the teacher, it is suggested to increase the creativity to find out interesting method that can motivate student and effective in teaching vocabulary.

2. It is suggested to the English teacher to use Native Speaker video Recording as a media in teaching Listening. It is important that students know about the foreign society because the

language has a big relation which the expression, phrases, words, etc. which are used by foreigners.

3. For EFL student, it is suggested to use Native Speaker Video Recording to learn vocabulary in order that they are accustomed to use English.

    For the next researcher the writer hopes other researchers can use try out for the instrument that they want to apply before they give it to sample, to know the significantly of the test. it is as a reference to conduct their research on the same field.It is really possible that there is another more effective way to teaching.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with the finding of the research and the second deals with discussion. The finding of the research covers the description of the result of data analysis that would be discussed in discussion section.

The result of this research is there any significant effect of native speaker video recording on listening achievement to students.

Table. 1.1The rate percentage of score experimental class in pre-test

No	Classification	Pre-test	
		(F)	(%)
1.	Excellent		
2.	Very Good		
3.	Good	1	4%
4	Fair	11	39%
5.	Poor	4	14%
6.	Very poor	12	43%
	TOTAL	28	100%

Table 1 above shows the rate percentage of score of experimental class in pre-test from 28 students, this table shows a very low score. None of the students got excellent, and very good score. There were 1 student (4%) got good score, 11 students (39%) got fair, 4 students (14 %) got poor score and 12 students (43 %) got very poor score.

Based on aggregate percentage, it showed that low achievers were bigger than high achievers. It indicated students' listening achievements still needed to be improved.

Table 1.2The rate percentage of score experimental class in post-test

No	Classification	Post-test	
		(F)	(%)
1.	Excellent		
2.	Very Good	6	21%
3.	Good	13	47%
4	Fair	2	7%
5.	Poor	3	11%
6.	Very poor	4	14%
	TOTAL	28	100%

While, the rate percentage of the score of experimental class in post-test from 28 students as table 2 above shows, there were no students got excellent, 6 students (21%) got very good score, 13 students (47%) got good score, 2 students (7%) got fair score, 3 student (11%) got poor score and 4 students (14%) got very poor.

Interestingly on the table above there were six students got very good, it showed that the effect of native speaker video recording have a significant effect, in this case the writer let the students to have experience dealing with reality.

Table 1.3 The Comparison between pre-test and post-test

No	Classification	Pre-test		Post-test	
		(F)	(%)	(F)	(%)
1.	Excellent				
2.	Very Good			6	21%
3.	Good	1	4%	13	47%
4	Fair	11	39%	2	7%
5.	Poor	4	14%	3	11%
6.	Very poor	12	43%	4	14%
	TOTAL	28	100%	28	100%

Based on the table above, the writer can conclude that after giving treatments and before giving treatments there are some problem Most of the students were not interested in study English like they difficult in memorizing words and meaning that makes them hard to understand on what speaker said. By using native speaker video recording the writer find interesting fact that some students easier to understand what speaker said by focus on gestures, facial expressions (body language) some students show improvement. The writer had to try harder to make the students more motivated in study English by giving them some methods in different skills.

1. Data Description

After gathering the data by conducting questionnaire, the writer analyzed the result of the students' answer and the percentage students' motivation then the writer presents the scores of students. The data for this research was taken from the questionnaire of the X.1 grade of SMA PGRI Maros, in 2018/2019 academic year. There were two questionnaires data (pre-test and post-test).

Table 1.4: The students' score in pre-test

Nama	Students score
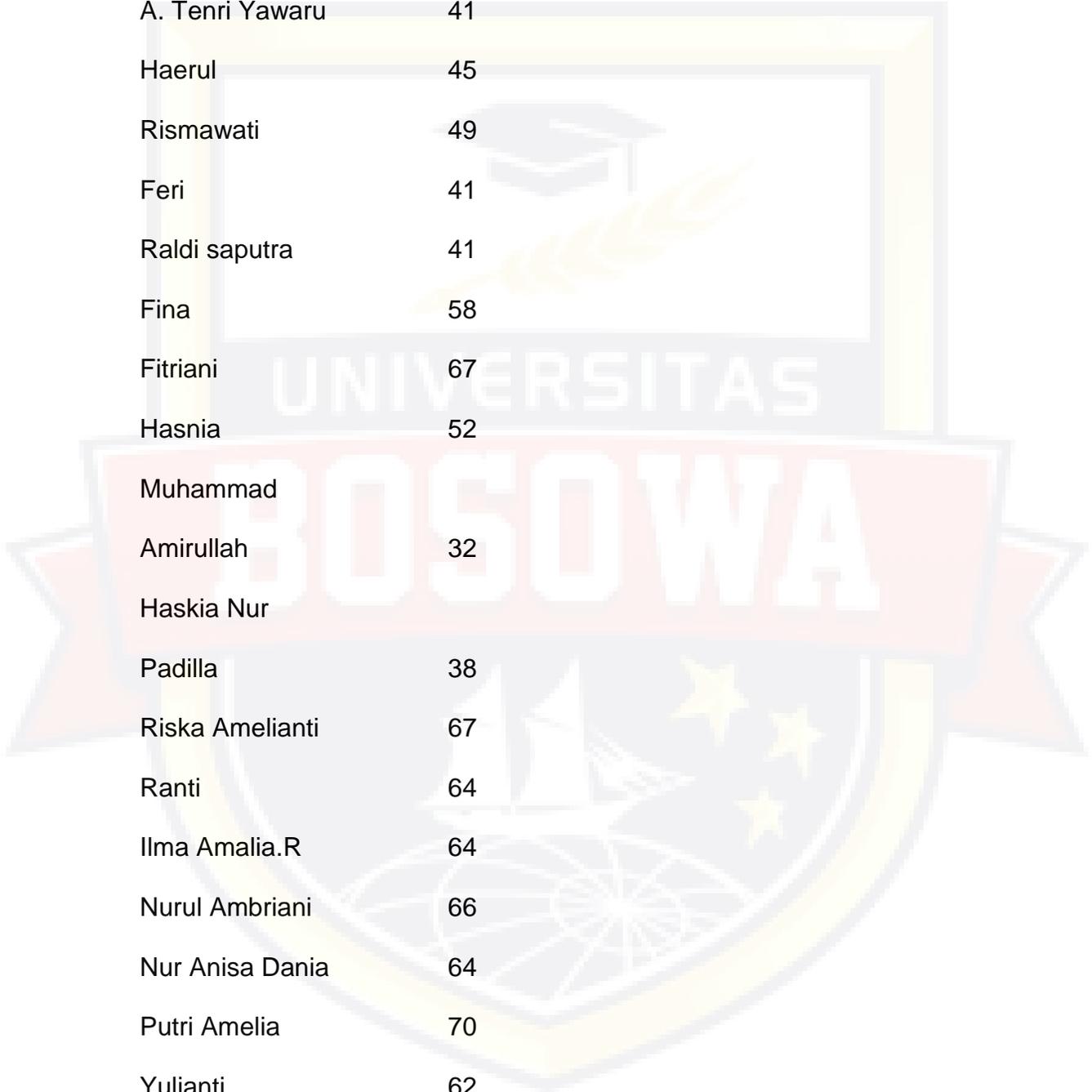
Yulandari	32
A. Tenri Yawaru	41
Haerul	45
Rismawati	49
Feri	41
Raldi saputra	41
Fina	58
Fitriani	67
Hasnia	52
Muhammad Amirullah	32
Haskia Nur Padilla	38
Riska Amelianti	67
Ranti	64
Ilma Amalia.R	64
Nurul Ambriani	66
Nur Anisa Dania	64
Putri Amelia	70
Yulianti	62
Dewi	68

Name	Students' score
Sarna Lisa	68
Latifa Jahrani	79
Nurwana	60
Alif Ramadhan	44
Karmila	65
Nurwahida	48
Mariani	33
A.Tri Rahayu Putri	58
Wulan Sari	39
Total	1515

Source: SMA PGRI Maros

Table 1.5: Students' score in post-test

Name	Students' score
Yulandari	79
A. Tenri Yawaru	84
Haerul	72
Rismawati	76
Feri	41

Raldi saputra	58
Fina	75
Fitriani	77
Hasnia	80
Muhammad Amirullah	50
Haskia Nur Padilla	72
Riska Amelianti	72
Ranti	64
Ilma Amalia.R	72
Nurul Ambriani	66
Nur Anisa Dania	77
Putri Amelia	84
Yulianti	89
Dewi	86
Sarna Lisa	89
Latifa Jahrani	79
Nurwana	89
Alif Ramadhan	49
Karmila	78

Nurwahida	59
Mariani	48
A.Tri Rahayu	
Putri	71
Wulan Sari	59
Total	1995

Source: SMA PGRI Maros

Table in the previous page above show the comparison between students' score in pre-test and post-test, from the table the writer conclude that the students' score in post-test higher than pre-test. It means that native speaker video recording has effect on students' listening comprehension.

2.1 Table the Mean Score of students' interest in pre-test

The result of mean classification of students' Listening comprehension could be seen in the table as follows:

Total respondent	Total of students' score	Mean Score
28	1515	54.11

The table 2 the mean score above is 54.11 this suggests that the students are moderate motivation to learn English under the Native speaker Video recording method.

2.2 Table The Mean Score of students' interest in post-test

The result of mean classification of students' Listening comprehension could be seen in the table as follows:

Total respondent	Total of students' score	Mean Score
28	1995	71.25

The mean score above is 71.25. This suggests that the students are strongly motivated to learn English under The Native speaker Video recording method.

2. Test of significance

T-test is a test to measure whether or not there is a significant difference between the effect of The Communicative Language Teaching Method and the students motivation in learning English. By using independent analysis of t-test or test of significance run by SPSS Version 16, the significant differences can be easier to analyze. The level of significance is (α) = 0.05 and the degree of freedom (df) = 27, N1+N2 – 2, the number of students are 30 minus 1. The following table illustrates the t-test value result:

Table 3. The Independent t-test Value of Pretest and posttest of Experimental Group

Variables	Probability Value	α	Remarks
Pretest and Posttest of experimental group	0.00	0.05	Significantly different

Based on the result of data analysis as summarized in table 3 pretest and post test of experimental group, the researcher found that the p-Value (probability value) is lower than α ($0.00 < 0.05$) and the degree of freedom was 27. The t-test value of pretest and posttest was remarked significantly different. It indicated that the alternative hypothesis (H_1) was accepted and, of course, the null hypothesis (H_0) was rejected. It showed that the effect of native speaker video recording in learning English. It is more effective, more productive and faster to enrich the students' motivation.

A. Discussion

The discussion section deals with the interpretation and description of data gained from the questionnaire which is presented based on the effect of Communicative Language Teaching method on students' motivation.

Based on the result above, if we compare pre-test and post-test there are the difference result, it can be seen from the table that the rate percentage in post-test was higher than the rate percentage in pre-test. None of the student got excellent and very good score in pre-test. but the score increase significantly in post-test where there were 6 students got very good score and both in pre-test and post-test 14 students got good score. There were the total 13 students got fair score, and also total 7 student got poor score. In pre-test there were 12 students got very poor score in pre-and post-test show 4 students got very poor score, there were reduction it really shows the significantly effect of video recording.

From this fact, it points out that the way of English teacher in conducting materials was closely related to the students' motivation or response toward English teacher. The classroom teacher management brings with the experience, ability and feeling as well as the motivated toward teaching English as a foreign language.

The statistical analysis from the result of the students' listening comprehension of this research shows that the students' mastery before teaching through authentic materials was still low. It was approved by result of

the pre-test before the treatment. On the contrary of the result of the post-test, there was a significance improvement in the post-test.

The mean score of post-test was higher than the mean score of pre-test. The mean score of post-test was higher than the mean score. In table 2.1 showed that in pre-test achieved 54.11 and after giving the treatment achieved 71.25.

Overall, the effect of the students' listening comprehension is better in post-test than pre-test. The mean score of post-test is higher than the mean score of pre-test.

From the result above, the writer can conclude that the use of Native speaker Video recording is effective to increase the students' ability in listening.

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Appendix 1. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMA PGRI MAROS

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Alokasi Waktu : 2 x 45 menit

Standar Kompetensi :

1. Menyusun teks interaksi transaksional lisan dan tulis, pendek dan sederhana yang melibatkan tindakan member dan meminta informasi terkait kegiatan/tugas-tugas rutin sederhana (*simple routine tasks*) dengan memperlihatkan fungsi sosial, struktur teks dan unsur kebahasaan yang benar sesuai konteks dunia kerja.

2. Melaksanakan tugas spesifik dengan menggunakan alat, informasi dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian kerja bahasa inggris.

Kompetensi dasar :

1.1 Menganalisa fungsi social, struktur teks dan unsur kebahasaan teks interaksi transaksional yang melibatkan tindakan member dan menerima informasi terkait kegiatan/tugas tugas rutin sederhana .

1.2 Menyusun teks interaksi transaksional lisan dan tulisan, pendek dan sederhana yang melibatkan tindakan member dan menerima informasi terkait kegiatan/tugas tugas rutin sederhana.

Tujuan Pembelajaran :

1. Siswa mengetahui tujuan dan memahani isi dari teks transaksional.

2. Siswa mampu menentukan infprmasi rinci tersirat dari teks transaksi transaksional melibatkan tindakan member dan menerima kegiatan/tugas tugas rutin sederhana.

3. Siswa mampu menyajikan secara baik apa yang tersirat dalam dialog meminta dan member informasi

4. Siswa mampu menulis sebuah contoh sederhana dari asking information dan mempresentasikan kepada teman-teman nya.

No	Tahap	Kegiatan Pembelajaran	Alokasi Waktu
1	Pendahuluan	• Guru mengucapkan salam dan motivasi • Guru memberikan pengantar yang berhubungan dengan topik	5 menit
2	Penyajian	• Guru mengajak siswa bercerita tentang masalah-masalah yang mereka alami dalam kehidupan sehari-sehari, • Guru meminta masing-masing siswa untuk menanyakan informasi sederhana yang berisikan masalah mereka, dengan format siswa harus memperkenalkan sedikit tentang diri mereka terlebih dahulu, dan di ikuti dengan masalah mereka. • Siswa menukarkan informasi yang telah mereka buat dengan temannya. • Guru memutarkan video tentang asking and giving dan siswa menyebutkan kata-kata pada materi yang disajikan. • Siswa Mengumpulkan informasi rinci/tersirat dari teks *interaksi transaksional* Asking and giving	80 menit

3	Penutup	• information • Guru memberikan kesempatan kepada perwakilan masing-masing kelompok untuk menyampaikan hasil diskusi nya. • Siswa mempresentasikan hasil diskusi kelompok tentang dialog / paragraph dari teks *asking and giving information tentang direction* dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Guru meminta siswa menyimpulkan tentang apa saja yang mereka pahami tentang asking and giving information • Menutup pembelajaran	5 menit

Appendix 2.Instrument of the research

"The effect of native speaker video recording on student listening comprehension"

Listeningskillspractice:Asking Information On The Phone-exercise

Listen to the video recording and do the exercises to practise and improve your listening skills.

Dothisexercisewhileyoulisten.

1. Does she know who is speaking?

2. What are they talking about?

3. Where is the shop located? And what is the name of the Computer's shop?

4. Is He well-known?

5. What does the Man need from her?

6. What is the content of the catalogue?

7. Did she get his number? Write down the number!

8. Does she mention her address? Could you write down the

address?

Do this exercise while you listen.Write the word to fill the gap.

Find the correct answer to complete the sentences below.

Soon	Wonderful	Were	Since	Is this

Do not	Our	What	Third	The Cs

Memory	Went to	Have	Willis	Couldn't

Handsome	Remember	located	Willis	down

Tina   : Hello

Alex   : Hay (1) ….. Tina?

Tina   : Yes it is. Who is this?

Alex   : This is Alex. Do you (2) …………… me?

Tina   : I'm sorry I (3) ….. Remember you.

Alex   : Did you come into (4)…… computer shop today?

Tina   : I (5) ……..… many shops today. Where is yours?

Alex   : Our shop is (6) …………. at the galaxy mall.

Tina   : Which floors you shop on?

Alex   : Cs Computer is on the (7) ……. Floor.

Tina   : O yes, I think I remember now. What is your name again?

Alex   : My name is Alex (8) ……….. Of CS computer

Tina   : Oh I remember you now you (9) …… the tall person very (10)………

Alex   : yes that's right you have a good (11) …………Tina

Tina   : So (12)……. can I do for you Mr. (13) ……….?

Alex   : Do you remember coming into our shop and asking about (14)……………. for computer games?

Tina   : Yes. I remember asking for the catalogue you could not find it.

Alex   : Right I (15) ……….. find it .

Tina   : But you have it now?

Alex   : Yes I (16) …… the Catalogue

Tina   : Great

Alex   : Would you like for me to keep it here at the shop for you?

Tina   : No I'm not free to go (17) ……. there anytime (18)……

Alex   : hmm well (19)………you cannot come to the shop can I send you the   ` catalogue

Tina   : That would be (20)………

PART A. WH-Question

1. No. she doesn't.

2. They Talking about The catalogue for Computer and Games.

3. On The third floor. Alex Willis Cs Computer.

4. Yes He does.

5. Her address

6. Computers and Games

7. Yes she does. 018675309

8. Yes she does. 2307 T street Sacramento, California 5710

PART B. Filling in the blank

1. Is this
2. Remember
3. Do not
4. The Cs
5. Went to
6. Located
7. Third
8. Willis
9. Were
10. Handsome

11. Memory
12. What
13. Willis
14. A Catalogue
15. Couldn't
16. Have
17. Down
18. Soon
19. Since
20. Wonderful

Appendix 2. Instrument of the research

"The effect of native speaker video recording on student listening comprehension"

Listeningskillspractice:Asking Information On The Phone-exercise

Listen to the video recording and do the exercises to practise and improve your listening skills.

Dothisexercisewhileyoulisten.

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3. Where is the shop located? And what is the name of the Computer's shop?

4. Is He well-known?

5. What does the Man need from her?

6. What is the content of the catalogue?

7. Did she get his number? Write down the number!

8. Does she mention her address? Could you write down the

   address?

Do this exercise while you listen.Write the word to fill the gap.

Find the correct answer to complete the sentences below.

Soon	wonderful	Were	Since	Is this

Do not	Our	What	Third	The Cs

Memory	Went to	Have	Willis	Couldn't

Handsome	remember	located	Willis	Down

Tina   : Hello

Alex   : Hay (1) ….. Tina?

Tina   : Yes it is. Who is this?

Alex   : This is Alex. Do you (2) ………….. me?

Tina   : I'm sorry I (3) ….. Remember you.

Alex   : Did you come into (4)…… computer shop today?

Tina   : I (5) ……..… many shops today. Where is yours?

Alex   : Our shop is (6) …………. at the galaxy mall.

Tina   : Which floors you shop on?

Alex   : Cs Computer is on the (7) ……. Floor.

Tina   : O yes, I think I remember now. What is your name again?

Alex   : My name is Alex (8) ……….. Of CS computer

Tina   : Oh I remember you now you (9) …… the tall person very (10)………

Alex   : yes that's right you have a good (11) ………….Tina

Tina   : So (12)……. can I do for you Mr. (13) ……….?

Alex   : Do you remember coming into our shop and asking about (14)……………. for computer games?

Tina   : Yes. I remember asking for the catalogue you could not find it.

Alex   : Right I (15) ……….. find it .

Tina   : But you have it now?

Alex   : Yes I (16) …… the Catalogue

Tina   : Great

Alex   : Would you like for me to keep it here at the shop for you?

Tina   : No I'm not free to go (17) ……. there anytime (18)……

Alex   : hmm well (19)………you cannot come to the shop can I send you the   ` catalogue

Tina   : That would be (20)………

Appendix 3. Student worksheet pre-test (1)

"The effect of native speaker video recording on student listening comprehension"

Listeningskillspractice:Asking Information On The Phone-exercise

Listen to the video recording and do the exercises to practise and improve your listening skills.

Dothisexercisewhileyoulisten.

1. Does she know who is speaking?

2. What are they talking about?

3. Where is the shop located? And what is the name of the Computer's shop?

4. Is He well-known?

5. What does the Man need from her?

6. What is the content of the catalogue?

7. Did she get his number? Write down the number!

8. Does she mention her address? Could you write down the

   address?

Do this exercise while you listen.Write the word to fill the gap.

Find the correct answer to complete the sentences below

Soon	wonderful	Were	Since	Is this

Do not	Our	What	Third	The Cs

Memory	Went to	Have	Willis	Couldn't

Handsome	remember	located	Willis	Down

Tina   : Hello

Alex   : Hay (1) ….. Tina?

Tina   : Yes it is. Who is this?

Alex   : This is Alex. Do you …………… me?

Tina   : I'm sorry I (3) ….. Remember you.

Alex   : Did you come into (4)……. computer shop today?

Tina   : I (5) ……..… many shops today. Where is yours?

Alex   : Our shop is (6) …………. at the galaxy mall.

Tina   : Which floors you shop on?

Alex   : Cs Computer is on the (7) ……. Floor.

Tina   : O yes, I think I remember now. What is your name again?

Alex   : My name is Alex (8) ……….. Of CS computer

Tina   : Oh I remember you now you (9) …… the tall person very (10)………

Alex   : yes that's right you have a good (11) ………….Tina

Tina   : So (12)……. can I do for you Mr. (13) ……….?

Alex   : Do you remember coming into our shop and asking about (14)……………. for computer games?

Tina   : Yes. I remember asking for the catalogue you could not findit.

Alex   : Right I (15) ……….. find it .

Tina   : But you have it now?

Alex   : Yes I (16) …… the Catalogue

Tina   : Great

Alex   : Would you like for me to keep it here at the shop for you?

Tina   : No I'm not free to go (17) ……. there anytime (18)……

Alex   : hmm well (19)………you cannot come to the shop can I send you the ` catalogue

Tina   : That would be (20)……….

Appendix 3. Student Worksheet pre-test (2)

"The effect of native speaker video recording on student listening comprehension"

Listeningskillspractice:Asking Information On The Phone-exercise

Listen to the video recording and do the exercises to practise and improve your listening skills.

Dothisexercisewhileyoulisten.

1. Does she know who is speaking?

2. What are they talking about?

3. Where is the shop located? And what is the name of the Computer's shop?

4. Is He well-known?

5. What does the Man need from her?

6. What is the content of the catalogue?

7. Did she get his number? Write down the number!

8. Does she mention her address? Could you write down the

address?

Do this exercise while you listen.Write the word to fill the gap.

Find the correct answer to complete the sentences below.

Soon	wonderful	Were	Since	Is this

Do not	Our	What	Third	The Cs

Memory	Went to	Have	Willis	Couldn't

Handsome	remember	located	Willis	Down

Tina   : Hello

Alex   : Hay (1) ….. Tina?

Tina   : Yes it is. Who is this?

Alex   : This is Alex. Do you (2) …………… me?

Tina   : I'm sorry I (3) ….. Remember you.

Alex   : Did you come into (4)…… computer shop today?

Tina   : I (5) ……..… many shops today. Where is yours?

Alex   : Our shop is (6) ………… at the galaxy mall.

Tina   : Which floors you shop on?

Alex   : Cs Computer is on the (7) ……Floor.

Tina   : O yes, I think I remember now. What is your name again?

Alex   : My name is Alex (8) ……….. Of CS computer

Tina   : Oh I remember you now you (9) …… the tall person very (10)………

Alex   : yes that's right you have a good (11) ………….Tina

Tina   : So (12)……. can I do for you Mr. (13) ……….?

Alex   : Do you remember coming into our shop and asking about (14)……………. for computer games?

Tina   : Yes. I remember asking for the catalogue you could not find it.

Alex   : Right I (15) ……….. find it .

Tina   : But you have it now?

Alex   : Yes I (16) …… the Catalogue

Tina   : Great

Alex   : Would you like for me to keep it here at the shop for you?

Tina   : No I'm not free to go (17) ……. there anytime (18)……

Alex   : hmm well (19)………you cannot come to the shop can I send you the   ` catalogue

Tina   : That would be (20)……….

Appendix 4. Student worksheet post-test (1)

"The effect of native speaker video recording on student listening comprehension"

Listeningskillspractice:Asking Information On The Phone-exercise

Listen to the video recording and do the exercises to practise and improve your listening skills.

Dothisexercisewhileyoulisten.

1. Does she know who is speaking?

2. What are they talking about?

3. Where is the shop located? And what is the name of the Computer's shop?

4. Is He well-known?

5. What does the Man need from her?

6. What is the content of the catalogue?

7. Did she get his number? Write down the number!

8. Does she mention her address? Could you write down the

   address?

Dothisexercisewhileyoulisten.Writethewordtofillthegap.

Find the correct answer to complete the sentences below.

Soon	wonderful	Were	Since	Is this

Do not	Our	What	Third	The Cs

Memory	Went to	Have	Willis	Couldn't

Handsome	remember	located	Willis	Down

Tina   : Hello

Alex   : Hay (1) ….. Tina?

Tina   : Yes it is. Who is this?

Alex   : This is Alex. Do you (2)…………… me?

Tina   : I'm sorry I (3) ….. Remember you.

Alex   : Did you come into (4)……. computer shop today?

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Tina   : O yes, I think I remember now. What is your name again?

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Appendix 4. Student worksheet post-test (2)

"The effect of native speaker video recording on student listening comprehension"

Listeningskillspractice:Asking Information On The Phone-exercise

Listen to the video recording and do the exercises to practise and improve your listening skills.

Dothisexercisewhileyoulisten.

1. Does she know who is speaking?

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   address?

Dothisexercisewhileyoulisten.Writethewordtofillthegap.

Find the correct answer to complete the sentences below

Soon	wonderful	Were	Since	Is this

Do not	Our	What	Third	The Cs

Memory	Went to	Have	Willis	Couldn't

Handsome	remember	located	Willis	Down

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Alex	: Hay (1) ….. Tina?
Tina	: Yes it is. Who is this?
Alex	: This is Alex. Do you …….……… me?
Tina	: I'm sorry I (3) ….. Remember you.
Alex	: Did you come into (4)…… computer shop today?
Tina	: I (5) ……..… many shops today. Where is yours?
Alex	: Our shop is (6) …….…… at the galaxy mall.
Tina	: Which floors you shop on?
Alex	: Cs Computer is on the (7) ……. Floor.
Tina	: O yes, I think I remember now. What is your name again?
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Tina   : That would be (20)………

Appendix 5 Test of Significant result

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
NILAI	Pretest	28	54.11	13.541	2.559
	Posttest	30	71.25	13.324	2.518

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
NILAI	Equal variances assumed	.005	.423	-4.775	58	.000	-32.967	-17.143	-24.341	-9.945
	Equal variances not assumed			-4.775	55.212	.000	-32.967	-17.143	-24.341	-9.945

Appendix 6 Picture of the research

Picture 1: Students are doing pre-test.

Picture 2: The researcheris explaining about the material.

Picture 3: The Implementation of Native speaker video recording.

Picture 4 : Students are doing post-test.

Picture 5: Students are doing post-test

Picture 6 : The writer is checking students worksheet.

BIOGRAPHY

FauziahNurchasanah. She was born on October, 1st 1993. she is the first daughter from the marriage of Mr. Rabaning and Mrs.Nurbaya Sul.She has three brothers and one sister.The writer began her study in SDN 137 Bamba, Enrekang in 1999 and graduated in 2005

After graduating, she continued her study in SMP Negeri 1 Alla, Enrekang and graduated 2008. In the same year, she continued her study to SMA Negeri 1 Alla, Enrekang and graduated in 2011. Then, she took English Education Department, Faculty of Teacher Training and Education in Bosowa University and finished in 2018.