

**IMPROVING 1ST GRADE VOCATIONAL HIGH SCHOOL
STUDENTS LISTENING SKILLS BY USING INTERACTIVE
VIDEO IN EFL CLASSROOM**

AN UNDERGRADUATE THESIS

*Submitted to the English Language Education Study Program in Partial Fulfillment of the
Requirements for Sarjana Pendidikan Degree*



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PAGE OF APPROVAL

**“IMPROVING 1ST GRADE VOCATIONAL HIGH SCHOOL STUDENTS
LISTENING SKILLS BY USING INTERACTIVE VIDEO IN EFL
CLASSROOM”**

A RESEARCH PAPER

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STATEMENT OF AUTHORIZATION

I hereby declare that this paper entitled “Improving 1st Grade Vocational High School Students Listening Skills By Using Interactive Video In EFL Classroom” submitted as requirements of a bachelor's degree, is my own work. I am fully aware that I cited and quoted several statements and ideas from numerous sources. All of the statements and ideas from other sources are properly cited.

Bandung, August 2023

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PREFACE

All gratitude to Allah Swt. for his grace and blessing, which has given the opportunity to the writer to complete this undergraduate thesis entitled “Improving 1st Grade Vocational High School Students Listening Skills By Using Interactive Video In EFL Classroom”. Peace and salutation to the prophet Muhammad Saw., who has brought humankind from the dark ages to this bright era. This study is submitted as a partial fulfillment of the requirements for the Sarjana Pendidikan Degree of English Language Education Study Program requirements, Faculty of Language and Literature Education in Universitas Pendidikan Indonesia.

This study aimed to investigate the use of Interactive videos' contribution to students' listening skills towards its implementation. I hope this study's findings could bring advantages to the English language teaching field and contribute to further research regarding digital multimedia learning. I also hope that this study can provide insightful knowledge to the readers. Nevertheless, I am aware of this study's limitations in some aspects. Therefore, any criticism and recommendations will be appreciated.

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The completion of this study included many people who always give support, guidance, and assistance. Therefore, I would like to express my gratitude to them.

To start with, I am grateful for having a supportive family who always supports and believes in me so that I could finish this research this semester.

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ABSTRACT

This study aimed to investigate the use of interactive video for vocational school students in contributing to their listening skills. This research uses a quasi-experimental research design involving seventy students in one vocational high school in Bandung, West Java. The data were collected using (1) the pre-test and post-test results for control and experimental groups as well as (2) observation. All the data were analyzed using IBM SPSS 25 for Windows by testing normality, homogeneity, independent t-test, and paired t-test. The result of this study showed that interactive video improves students' listening skills and other traits, namely (1) retention span, (2) participation, and (3) metacognition. Moreover, students experiencing the use of interactive video as their learning media express motivation knowing that other media exist to help them with their learning, and they will soon discover other digital media that supposedly help them study English better, whether it is listening, writing, speaking, or even reading. Furthermore, while this study focused on the immediate impact of interactive videos on listening skills, future research could delve into assessing the retention of these skills over time. A longitudinal study could investigate whether students maintain and effectively transfer their improved listening abilities to real-world contexts beyond the classroom, shedding light on the lasting efficacy of interactive video-based instruction.

Keywords: EFL Classroom, Interactive Video, Listening Skills, Vocational Highschool

ABSTRAK

Penelitian ini bertujuan untuk menyelidiki penggunaan video interaktif untuk siswa sekolah kejuruan dalam berkontribusi pada keterampilan mendengarkan mereka. Penelitian ini menggunakan desain penelitian eksperimen semu yang melibatkan tujuh puluh siswa di salah satu SMK di Bandung, Jawa Barat. Pengumpulan data dilakukan dengan menggunakan (1) hasil pre-test dan post-test untuk kelompok kontrol dan eksperimen dan juga (2) observasi. Semua data dianalisis menggunakan IBM SPSS 25 untuk sistem Windows dengan uji normalitas, homogenitas, uji t-independen, dan uji t-berpasangan. Hasil penelitian ini menunjukkan bahwa video interaktif meningkatkan keterampilan menyimak siswa dan sifat lainnya, yaitu (1) rentang retensi, (2) partisipasi, dan (3) metakognisi. Selain itu, siswa mengalami penggunaan video interaktif sebagai media pembelajaran mereka mengungkapkan motivasi mengetahui bahwa ada media lain untuk membantu mereka dalam belajar, dan mereka akan segera menemukan media digital lain yang seharusnya membantu mereka belajar bahasa Inggris dengan lebih baik, apakah itu mendengarkan, menulis, berbicara, atau bahkan membaca. Selain itu, sementara penelitian ini berfokus pada dampak langsung dari video interaktif pada keterampilan mendengarkan, penelitian di masa mendatang dapat mempelajari penilaian retensi keterampilan ini dari waktu ke waktu. Sebuah studi longitudinal dapat menyelidiki apakah siswa mempertahankan dan secara efektif mentransfer kemampuan mendengarkan mereka yang telah ditingkatkan ke konteks dunia nyata di luar ruang kelas, menyoroti kemanjuran abadi dari instruksi berbasis video interaktif.

Kata Kunci: Kelas EFL, Kemampuan Mendengar, Sekolah Menengah Kejuruan, Video Interaktif

TABLE OF CONTENTS

PREFACE	4
ACKNOWLEDGEMENT	5
ABSTRACT	6
TABLE OF CONTENTS	7
LIST OF FIGURES	10
LIST OF TABLES	11
CHAPTER 1	
INTRODUCTION	1
1.1 Background of the Research.....	1
1.2 Research Questions.....	3
1.3 Aims of the Research.....	3
1.4. Scope of the Study.....	3
1.5 Significance of the Research.....	3
1.6 Clarification of Key Terms.....	4
1.6.1 Story-Based Video Games.....	4
1.6.1 Interactive Videos (IV).....	4
1.6.2 Heroes and Heroines.....	4
1.7 Organization of the Paper.....	5
CHAPTER II	
LITERATURE REVIEW	6
2.1 Listening in General Context.....	6
2.1.1 Definition of Listening.....	6
2.1.2 Listening Process.....	7
2.1.2.1 Receiving.....	7
2.1.2.2 Understanding.....	7
2.1.2.3 Remembering.....	8
2.1.2.4 Evaluating.....	8
2.1.3 Listening Comprehension.....	9
2.2 Metacognition.....	10
2.2.1 Metacognition Components, Awareness, and Essentials.....	10
2.2.1.1 Content Knowledge.....	10
2.2.1.2 Task Knowledge.....	11
2.2.1.3 Strategic Knowledge.....	11
2.2.1.4 Metacognitive Knowledge.....	11
2.2.1.5 Metacognitive Regulation.....	11
2.2.1.6 Metacognitive Experiences.....	12
2.2.1.7 Declarative, Procedural, and Conditional Knowledge.....	12
2.2.2 Social Metacognition.....	12
2.2.2.1 Social Metacognition and the Self-concept.....	13

2.2.2.2 Social Metacognition and Stereotypes.....	13
2.3 Interactive Video.....	14
2.3.1 History of Interactive Videos.....	15
2.3.2 Specification of Interactive Videos.....	16
2.3.2.1 YouTube.....	17
2.3.2.2 Netflix.....	17
2.3.3 The similarity with Video games.....	18
2.4 Concluding Remark.....	19
CHAPTER III	
RESEARCH METHODOLOGY.....	20
3.1 Research Design.....	20
3.2 Population and Sample.....	21
3.3 Research Instrument.....	22
3.4 Research Procedure.....	22
3.4.1 Survey.....	23
3.4.2 Planning.....	24
3.4.3 Treatment and Observation.....	24
3.4.4 Follow-Up and Countermeasures.....	25
3.5 Data Analysis.....	25
3.5.1 Data Analysis on Pre-Test and Post-Test.....	25
3.5.1.1 Normal Distribution Test.....	26
3.5.1.2 Homogeneity Variance.....	27
3.5.1.3 Independent T-Test.....	27
3.5.1.4 Paired-Sample T-Test.....	27
3.5.1.5 Effect Size.....	28
3.5.2 Data Analysis on Student’s Behaviour.....	28
3.5.2.1 Retention Span.....	29
3.5.2.2 Participations.....	29
3.5.2.3 Metacognition.....	29
3.6 Hypothesis.....	29
CHAPTER IV	
FINDINGS AND DISCUSSION.....	31
4.1 Research Findings.....	31
4.1.1 Pilot Test Result.....	31
4.1.2 Pre-Test Results.....	32
4.1.2 Validity Test and Reliability.....	32
4.1.2.1 Normality Distribution of The Pre-Test Scores.....	33
4.1.2.2 Homogeneity of Variance of The Pre-Test Scores.....	34
4.1.2.3 The Independent T-test Computation on Pre-test.....	35
4.1.3 Post-test Result.....	36

4.1.3.1 Normality Distribution of The Post-Test Scores.....	36
4.1.3.2 Homogeneity of Variance of The Post-Test Scores.....	37
4.1.3.3 The Independent T-test Computation on Post-test.....	38
4.1.3.4 Paired T-Test Analysis.....	39
4.1.3.5 Effect Size of the Experiment.....	40
4.1.4 Student's Behavioural Summary Report.....	41
4.1.4.1 Student Retention Span.....	42
4.1.4.2 Student Participation.....	43
4.1.4.3 Student Metacognition.....	44
4.2 Discussion.....	46
4.2.1 The Effectiveness of Interactive Videos on Students' Listening Skills.....	46
4.2.1.1 Listening Theories.....	47
4.2.1.2 Retention Span.....	49
4.2.1.3 Participations Level.....	50
4.2.1.4 Metacognitive Activity.....	50
4.2.2 Unique Outcomes from the Control Groups.....	51
CHAPTER V	
Conclusions, Implications, and Suggestions.....	52
5.1 Conclusion.....	52
5.2 Implicatiton.....	53
5.3 Suggestion.....	53
REFERENCES.....	55
APPENDICES.....	59
Appendix A. Pilot Test Audio Script.....	59
Appendix B. Listening Test Level A1 Audio Transcript.....	61
Appendix C. Listening Test Level A2 Audio Transcript.....	67
Appendix D. Listening Test Level A1 Questions Sheet (+Answers).....	75
Appendix E. Listening Test Level A2 Questions Sheet (+Answers).....	80
Appendix F. Empty Observational Sheet Example.....	85
Appendix G. Filled Observational Sheet (Week 1).....	87
Appendix H. Filled Observational Sheet Example (Week 2).....	89
Appendix I. Filled Observational Sheet Example (Week 3).....	91
Appendix J. Filled Observational Sheet Example (Week 4).....	93
Appendix K. LKPD / Student's Worksheet Used in Experimental Group.....	95
Appendix L. LKPD / Student's Worksheet Used in Control Group.....	96

LIST OF FIGURES

Figure 2.1	
Interactive video about how to manage debt.....	15
Figure 2.2	
The Jungle Book FMV PC Game.....	16
Figure 2.3	
A YouTuber playing a story-based video game.....	18
Figure 3.1	
This study research procedure.....	23
Figure 4.1 Formula for Independent T-test.....	35
Figure 4.2	
Formula for Paired T-Test Analysis.....	39
Figure 4.3	
Formula for calculating Effect Size of an Experiment.....	40
Figure 4.4	
Calculation results of the effect size.....	40

LIST OF TABLES

Table 3.1	
Quasi-Experimental Research Design.....	21
Table 3.2	
Population of students that will be used in the research.....	22
Table 3.3	
Cohen’s effect size classification.....	28
Table 4.1	
Independent T-test for Control and Experimental Group (Pre-test).....	32
Table 4.2	
Validity T-Test for Post-test and Pre-test.....	33
Table 4.3	
Realibility Test for Post-test and Pre-test.....	33
Table 4.4	
Normality Test for Pre-Test (Shapiro-Wilk).....	34
Table 4.5	
Homogeneity for Pre-test.....	34
Table 4.6	
Independent T-test for Pre-Test.....	35
Table 4.7	
Post-test Results.....	36
Table 4.8	
Normality test for Post Test (Shapiro-Wilk).....	37
Table 4.9	
Homogeneity test for Control and Experimental Group.....	37
Table 4.10	
Independent T-test.....	38
Table 4.11	
Paired T-test Analysis.....	39
Table 4.12	
Students Behaviour Result in four-week Treatment of Experimental Group.....	41
Table 4.13	
Students Retention Span in four-week Treatment of Experimental Group.....	42
Table 4.14	
Students Participation Level in four-week Treatment of Experimental Group.....	43
Table 4.15	
Students Metacognitive in four-week Treatment of Experimental Group.....	45
Table 4.17	
Listening Theories in Pre-test and Post-test.....	47
Table 4.17	
Listening Theories in IV and Listening Practice.....	48

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