

**THE INFLUENCE OF USING SHORT VIDEO TOWARDS
STUDENTS' LISTENING COMPREHENSION AT THE
SECOND SEMESTER OF THE 10TH GRADE OF SMK YP
SERDANG TANJUNG BINTANG IN ACADEMIC YEAR
2022/2023**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1 –
Degree

By

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LAMPUNG 2023**

ABSTRACT

THE INFLUENCE OF USING SHORT VIDEO TOWARDS STUDENTS' LISTENING COMPREHENSION AT THE SECOND SEMESTER OF THE 10TH GRADE OF SMK YP SERDANG TANJUNG BINTANG IN ACADEMIC YEAR 2022/2023

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Choosing the right medium for teaching listening is an exceedingly important thing to do. The students were expected to learn about listening comprehension in a good ways, but in fact, the students in the 10th grade faced several difficulties to listen. They can not listen the English conversation with full attention. They lacked of listening the audio with English nor chose the right answer about main idea, detail information and inferring meaning. The teacher just shares the QR Code from their study and did not give them the attractive medium to teach them. There for Short video was used by the researcher to assist the students in engaging students' interest to learn listening. This research was conducted to find out wether there is any significant influence of using Short video towards students' listening comprehension at the 10th grade of SMK YP Serdang Tanjung Bintang in Academic Year 2022/2023.

This research employed a pre-experimental design with cluster random sampling. This design only use 1 class, there is X class of Management Office and Automation. There are 33 total students. A listening test was used as the instrument in this study to collect data. There was a pre-test before they received treatment and a post-test after they received the treatment. SPSS was used by the researcher to analyze the data.

The findings of this research, it was determined that Sig. (2-tailed) of the equal variance was 0.001 and $\alpha = 0.05$. H1 is accepted if Sig. (pvalue) $< \alpha = 0.05$ and H0 is rejected. Based on the computation, it can be concluded that there was a significant influence of using short video towards students' listening comprehension at the 10th grade of SMK YP Serdang Tanjung Bintang in Academic Year 2022/2023.

Keywords: *Listening Comprehension, Pre-Experimental Design, Short Video.*



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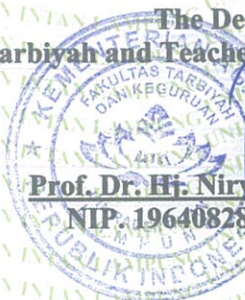
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DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Short Video Towards Students’ Listening Comprehension at the Second Semester of the 10th Grade of SMK YP Serdang Tanjung Bintang in Academic Year 2022/2023” is completely my work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

The Researcher,



Ibadilah Insani
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MOTTO

وَإِذْ تَأَذَّنَ رَبُّكُمْ لَئِن شَكَرْتُمْ لَأَزِيدَنَّكُمْ وَلَئِن كَفَرْتُمْ إِنَّ عَذَابِي لَشَدِيدٌ

And (remember also), when your Lord announced; "Indeed, if you are grateful, surely We will increase (favours) to you, and if you deny (My favours), then indeed My punishment is very painful." (Q.S. Ibrahim: 7)

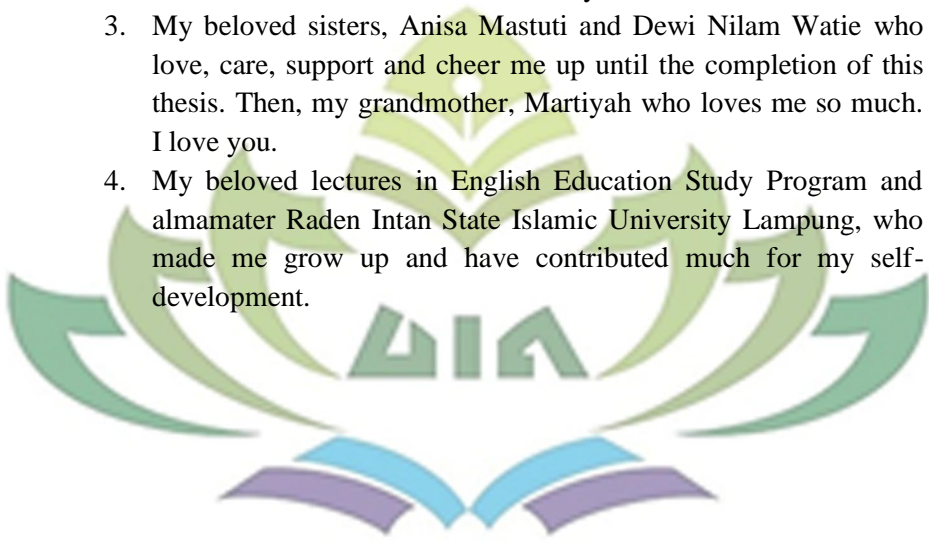


DEDICATION

Bismillahirrahmanirrahim...

From deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:


1. Allah SWT who always loves and keeps me everywhere and everytime
2. My beloved parents, Mr. Suharta S.Pd and Mrs. Sukarti who always love me and keep on praying for my life and success. Thanks for all the motivation. I love you forever.
3. My beloved sisters, Anisa Mastuti and Dewi Nilam Watie who love, care, support and cheer me up until the completion of this thesis. Then, my grandmother, Martiyah who loves me so much. I love you.
4. My beloved lectures in English Education Study Program and almamater Raden Intan State Islamic University Lampung, who made me grow up and have contributed much for my self-development.



CURRICULUM VITAE

The name of the researcher is Ibadilah Insani. He is called Ibad. He was born on Tanjung Bintang, Jatibaru in the October 7, 2000. He is the last son of Suharta and Sukarti. He has two beloved sisters, their name are Anisa Mastuti and Dewi Nilam Watie.

He accomplished his formal education at kindergarten at TK Tunas Ceria and finished in 2006. Then, the researcher entered Elementary School at SDN 1 Jatibaru at Tanjung Bintang, South Lampung and finished in 2012. Then, he continued his school at Junior High School at MTs Al-Ikhlash Tanjung Bintang, South Lampung from 2013 and finished in 2016. After that, he continued his study at Senior High School at MA Al-Ikhlash Tanjung Bintang from 2016 until 2019. Furthermore, he continued his study at UIN Raden Intan Lampung as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



Bandar Lampung, August 20, 2023

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This thesis entitled “The Influence of Using Short Video Towards Students’ Listening Comprehension at the Second Semester of the 10th Grade of SMK YP Serdang Tanjung Bintang in Academic Year 2022/2023” is presented to the English Education Study Program of Raden Intan State Islamic University Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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CHAPTER I INTRODUCTION

A. Title Confirmation

Listening is especially important in the family where in the long run it strengthens both individuals and communities. Maintaining good relationships leads to a healthier and happier life. In personal life, as well as in the business and professional world we could only benefit from the constructive role of effective listening. Listening is a process of listening to verbal symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or spoken language. Listening is listening specifically and focusing on the object being heard.

Short video is a technology that captures, records, processes, transmits and rearranges moving images. This usually uses celluloid film, electronic signals, or digital media. Digital video itself is a type of video recording system that works using a digital system compared to analog in terms of video representation. Video is a technology for sending electronic signals from a moving image. A common application of video signals is television, but they can also be used in other applications in engineering, scientific, production and security. Language-wise, the word video comes from the Latin word, "I see".

Short videos are moving visual images and have sound produced from the recording. Like a video in general, short videos can be in the form of 3D animations, movies, and others that only have a short duration. In addition, people's focused power is currently reduced to a very short duration of 2 to 3 minutes. This has actually been implemented by several other video platforms such as Tik Tok and Snack Video. These two platforms managed to get high engagement with features and

managed to sink several other platforms. Unfortunately, our latest measurement demonstrates that short video clips exhibit drastically different statistics, which would simply render these existing solutions suboptimal, if not entirely inapplicable.

"The Influence of Using Short Video Towards Students' Listening Comprehension at the 10th Grade of SMK YP Serdang Tanjung Bintang in Academic Year 2022/2023 " is not only made in the absence of supporting journals and references that could form this research. There are several journals that are very relevant to make this research, and one of them is the research from Kretsai Woottipong entitled "Effect of Using Video Materials in the Teaching of Listening Skills for University Students". The journal explained about The purposes of this study were to developed the listening skills of university students studying English with the use of video materials and to evaluate students' attitudes towards the use of video materials in teaching listening skills.

This research certainly has a very influential literature value for the creation of this activity. By using short video media in English and collecting data with pre-experimental design, teachers and students would always continue to contributed and participated in every stage of activity that is designed to be as attractive as possible in order to obtain maximum data. And by using the quantitative research, it is certain that there must be an accurate calculation, so that this research could ran successfully. The researcher would use experimental research where the researcher would explain the story of the results or content of the learning video about listening comprehension. Then, students would be asked to listen to the teacher's explanation before doing the given task.

The aim of this paper is to analyzed how this research could be useful in developing listening comprehension in both content and language classes. It is very important to teach students how to listen. In this light, listening emerges first and foremost as a process and second as a product. Consequently learners become

responsible for their own learning and gain control over the listening process. Listening comprehension could be developed by the instruction of general learning strategies. This research could be of great help in reaching this goal and is going to be discussed in a greater detail in this paper.

B. Background of the Problem

Listening means listening with understanding and attention and appreciation. Listening as the main process of listening, recognizing, and interpreting verbal symbols. Listening is a process that includes listening to the sounds of language, identifying, interpreting, and reacting to the meanings contained in it.¹ Nurhadi divides the notion of listening in a narrow sense refers to the mental process of the listener receiving the sound stimulated by the speaker and then compiling an interpretation of what he hears. Listening in a broad sense refers to the process that the listener not only understands and makes interpretations of what he is listening to, but more than that he tries to do what is informed by the material he is listening to.

Hearing is merely a physiological process, whereas, listening is an interpretive process. Listener misunderstandings can be curbed by keeping a few ideas in mind. First, accurate meaning is not necessarily transmitted in each oral communication encounter; words are merely sounds we infer from. Second, listening is a form of intrapersonal communication. The reflection process whereby a person determines what has been just said to him or her draws heavily from past experiences. Third, listener expectations affect what is heard and comprehended. Fourth, there are listening distractions that inhibit effective listening.²

Listening is a type of receptive spoken language skill. Thus, listening is not just an activity of listening but also

¹ Nurhadi, "Pengertian Menyimak (Listening Skills)", 2013.

² J. Schnell, "Effective Listening : More Than Just Hearing", 1995, p. 1-7,.

understanding it. There are two types of listening situations, namely interactive listening situations and non-interactive listening situations. Interactive listening occurs in face-to-face conversations and telephone conversations or the like. In this type of listening, we take turns doing listening and speaking activities.³ Then, examples of non-interactive listening situations, namely listening to radio, TV, movies, sermons, or listening to ceremonial programs. In this non-interactive listening situation, we cannot ask for an explanation from the speaker, the speaker cannot repeat what is said, and we cannot ask for the conversation to be slowed down.

The research used of less video duration which would made the research process easier. Because of that, the advantages of this research did not take too long and it is simple to do research. Currently the use of a variety of genuine **short video clips** is believed to be a pedagogical resource to benefit and enrich language teaching, and this practice is becoming a new edge tendency in the classroom.⁴ Therefore, this research is intended to make it easier for students to get treatment in class to practice their listening comprehension.

After researcher did the pre-research at school, the researcher found the obstacles that made this research run smoothly. Most students often play short video application which contained English videos, but they did not know the meaning. More than 85% of the 10th grade students of SMK YP Serdang interpreted the English words in the video using google translate. The researcher also suspected that all students have never studied listening comprehension before in Junior High School. Students could not arrange words correctly according to the applicable grammar, and because after the pandemic covid-19, teacher

³ Fery Mirnawati, "Keterampilan Menyimak (Listening Skills)", 2013.

⁴ Berlinda Mandasari, "TEACHERS ' BELIEFS ON THE USE OF AUTHENTIC ENGLISH EDUCATION OF GRADUATE PROGRAM FACULTY OF TEACHER TRAINING AND EDUCATION", 2015.

could not monitoring and compared where students who understand English and who did not. Because it happened in the village, so the students feel weird to learning English, eventhough they were playing application that shows video with English language. Moreover, the teacher said that *speaking* and *listening* are the skill that most difficult skill for students to understand. Because the students had been given the test by QR Code in Erlangga book, sometimes they feel like lazy to open it and the teacher did not know if the students were not scanning it. Sometimes the class going crowdy if they study English, moreover when learning about listening comprehension and the teacher could not control it.

The videos that researcher took in this research is video animation. The researcher found the necessary and suitable video animation for 10th grade students. The video animation were obtained from the YouTube account "Comfy English" are very relevant for the course of this research, because the video content is easy to understand and the animation graphics are good and suitable for 10th grade students. The "Comfy English" YouTube account, which was made from Indonesia and already has around 6.000 subscribers, also used English which is very simple and easy to understand, such as commenting on the videos. This video animation also covered a lot of English material from "Introductions" until "Farewells."

Table 1
The score of Students' Listening at the 10th Grade of SMK YP Serdang Tanjung Bintang in the Academic Year of 2022/2023

No.	Class	Major	Students' core		Number of Students
			<70	>70	
1.	X	Accounting and Financial Institutions 1	13	8	21
2.	X	Accounting and Financial Institutions 2	15	4	19

3.	X	Business and Marketing	19	12	31
4.	X	Office Management and Automation	21	12	33
5.	X	Automotive Engineering 1	20	11	31
6.	X	Automotive Engineering 2	18	13	31
Total Number of Students			106	60	166
Percentage			64%	36%	100%

Source: The data from the teacher of SMK YP Serdang Tanjung Bintang

In any cases, listening comprehension is considered as difficult skill to be learned by Senior High School students. Some reasons beyond this statement are the students were not accustomed to listen sounds in English produced by native speaker. By this condition, the students were not interested in the materials given by the teacher. Short Video is the easiest way as well as media that we often encounter anywhere, including social media. By watching short videos on social media platforms they could be interested and provided motivation for them to practice their listening comprehension.

Research from Tahmid Sabri with the title is "THE INFLUENCE OF VIDEO DIRECT INSTRUCTION MODEL TO FOLKLORE LISTENING SKILLS IN ELEMENTARY SCHOOL".⁵ It was very relevant to make this research run smoothly because the media used is short video. Therefore, to explain the literacy that would be discussed in this study, it is necessary to have relevant journals for discussion. This research becomes a supporting theory for this research that the use of video has an influence on students' listening comprehension. This study used video as the independent variable and elementary school students as the dependent

⁵ Tahmid Sabri, "THE INFLUENCE OF VIDEO DIRECT INSTRUCTION MODEL TO FOLKLORE LISTENING SKILLS IN ELEMENTARY SCHOOL", 2020.

variable. The results of the research are the positive effect of using video on the listening comprehension of the Elementary School.

After researcher did the pre-research at school, the researcher found the obstacles that there is one of major at the school, the name is Office Management and Automation. Most students often play short video platform application which contains English videos, but they did not know the meaning. After gave the questionnaire to the 55% of the 10th grade of SMK YP Serdang, the researcher found that most of the students less interested in videos and also listening. Especially in Comprehensive Listening, that the students just watch the video, but they did not understand what actually they hear and the meaning from their listening to. In the questionnaire, most of the students majoring in Office Management and Automation explained that it was difficult to listen to what was actually happening and being discussed in the video.

C. Identification and Limitation of the Research

Based on the Background above, the researcher identifies some problems at SMK YP Serdang Tanjung Bintang as follows:

1. The students just like watched video with English language but they did not know the meaning.
2. The students did their English task using Google Translate.
3. The students lacked vocabulary and it was difficult to choose words or arrange effective sentences.
4. Teacher just gave the students the media with QR Code to them, so the students could not learn and understand about listening comprehension.
5. Short Video had not been applied to SMK YP Serdang Tanjung Bintang.

From the identification above, the researcher focused on using Short Video towards students' listening comprehension for 10th grade. Listening is one of the skills in English that should be learned by the 10th grade of SMK YP Serdang Tanjung Bintang. It is included in the English syllabus.

D. Formulation of the Research

From the background of the problem, the formulation of the research: was there any significant influence on the use of short videos towards listening comprehension at the second semester in the 10th grade students of SMK YP Serdang Tanjung Bintang in academic year 2022/2023?

E. Objective of the Research

Based on the formulation of the problem, the research objective was to study whether there was a significant influence of using Short video toward student's listening comprehension at the second semester of the 10th grade students of SMK YP Serdang in the academic year 2022/2023.

F. Significance of the Research

The significances of the research follow:

1. Theoretically

For the theoretical contribution, the results of this research were expected to support the previous theories about the influence of using Short video on student's listening comprehension.

2. Practically

• For Students

The students could improve their listening comprehension by using Short video. Short video could make students interested and motivated to learn more about their listening comprehension in English. Of course to practicing more their listening comprehension and increase interest in English subjects.

• For English Teachers

It is hoped that the teacher would also learn together in order to improve the teacher's comprehension. This research also goes in line with the listening comprehension of the teacher which is doing the

learning process. Because it would really help the teacher to do research, but also did not rule out other students who did not like listening, especially things related to the English language.

- For future researchers

It is hoped that this research could be useful for other researchers who are interested in conducting research on listening comprehension with short video media. So that this research could be an example and a journal that could guide the future for fans of listening comprehension and who are interested in English videos, especially for students. This research is also expected to have a good influence on other researchers besides focusing on students.

G. Relevances Studies

This research certainly required some relevant research to guide the creation of this research. In addition, it is also a support to made this research better and proven its validity. From here the researcher has quote several research journals to serve as guidelines for making this research.

1. The research from Ani Sukma Sari is “Video Subtitle to Teach Listening Skill of Junior High School Students”. This study proposes using video caption as a medium to teach listening skill through integrating the use of ICT with the teaching process. An example of the innovation is the creation of teaching media supported by software or application called. It is expected that learning with video caption can be an alternative and beneficial media for teaching, in particular, listening skill.⁶

⁶ Ani Sukma, “Video Subtitle to Teach Listening Skill of Junior High School Students”, 2020 (On-line), tersedia di: <https://jees.umsida.ac.id/index.php/jees/article/view/874> (2020).

2. Research from Wathoni Arzaqi with the title was “The Influence of Using Animation Video on Students’ Listening Ability at the Second Semester of the Eighth Grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the Academic Year 2017/2018”. This research became a supporting theory for this research that the used of video had an influence on students' listening skills. This study used video animation as the independent variable and eighth grade students as the dependent variable. The results of the research were the positive effect of using video on the listening abilities of the eighth grade of Junior High School.⁷
3. The research from David Progosh is “Using Video for Listening Assessment: Opinions of Test-Takers”. Listening comprehension in material design and test construction and discusses a survey questionnaire that solicited test-takers' views about video-mediated listening assessment in a tertiary institution in Tokyo. The results of the survey were to be used to justify (or not) the inclusion of video as a mode of presentation for listening assessment and to inform test designers of issues to consider for improving future video test design.⁸
4. The research from Carla Meskill is “Listening Skills Development through Multimedia” Multimedia allowed integration of text, graphics, audio, and motion video in a range of combinations. The result had shown that the learners could now interact with textual, aural, and visual media in a wide range of formats. Consequently, when we now look at the computer as potentially supporting listening skills acquisition, we need to examine not only aural processing

⁷ Wathoni Arzaqi, “The Influence of Using Animation Video on Students’ Listening Ability at the Second Semester of the Eighth Grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat in the Academic Year 2017/2018”, 2018, p. 42,.

⁸ David Progosh, “Using Video For Listening Assessment: Opinions of Test-Takers”, 1996 (On-line), tersedia di: <https://teslcanadajournal.ca/index.php/tesl/article/view/676> (1996).

opportunities, but multi modal, (simultaneous sight, sound, text) processing as well.⁹

H. Systematics of the Research

This proposal was arranged by this systematic of the research:

1. First section

This section contained the title page and table of content

2. Content section

The systematics of writing this proposal was organized as follows:

- Chapter I introduction, This chapter consisted of title confirmation, background of the problem, identification and limitation of the research, formulation of the research, objective of the research, significance of the research, relevance studies and writing system.
- Chapter II review of related literature, this chapter consisted of frame of theory and hypothesis.
- Chapter III research method, This chapter consisted of place and time of the research, research design, population, sample and data collecting, operational of definition of variable, research instrument, validity and reliability, normality and homogeneity test, hypothesis testing.
- Chapter IV findings and discussion, this chapter consisted of data description and discussion.
- Chapter V conclusion and recommendation, this chapter consisted of conclusion and recommendation.

⁹ Carla Meskill, "Listening Skills Development Through Multimedia", 1996 (On-line), tersedia di: <https://www.learntechlib.org/p/8904/> (1996).



CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. Listening

1. Definition of Listening

Listening is a crucial part of daily communication in any language. It accounts for half of verbal activity and plays a vital role in educational, professional, social, and personal situations. It is also an extraordinarily complex activity that requires many different types of knowledge and processes that interact with each other. When asked which is more difficult in a foreign language, speaking or listening, many people would choose listening. Many teachers consider teaching listening challenging because it is not clear what specific skills are involved, what activities could lead to their improvement, and what constitutes comprehension. Students are also frustrated because there are no rules that one can memorize to become a good listener. The development of listening skills takes time and practice, yet listening has remained somewhat ignored both in the literature and in classroom teaching.

It has been “the least understood and the most overlooked of the four skills (listening, speaking, reading, and writing) until very recently”. A current surge of scholarly interest in the nature of listening and existing approaches to classroom practice has brought about important new developments in the field. This research discusses up-to-date research and theoretical issues associated with second language listening, explains how these new findings inform everyday teaching, and offers practical suggestions for classroom instruction. Reflective Breaks scattered throughout invite you to pause, close the book, and consider these ideas in your own context as well as examine your approach to teaching listening.

1. Listening Comprehension

Listening comprehension are skills that contribute to your ability to accurately receive information when

communicating with others. These skills are an important part of effective communication in the workplace. Developing good listening habits can help to ensure you understand the information correctly, interpret messages accurately and optimise your conversations and communications for efficiency.

Practising good listening comprehension is an important part of succeeding in the workplace. Effective listening can help you interpret information accurately, form positive relationships and develop new skills. Understanding the types of listening and how to become a better listener can help you form effective communication habits and apply them in your professional life. In this article, we define listening comprehension, discuss their importance, talk about some of the types of skills that improve listening and offer steps to help you practise good listening.

According to Richards & Renandya Listening received little attention in language teaching and learning, because teaching methods emphasized productive skills and listening was characterized as passive activity.¹⁰ However, researchers have revealed that listening is not a passive skill but an active process of constructing meaning from a stream of sounds. Listening can be considered the fundamental skill to speaking, because without understanding the input at the right level, any learning cannot begin. Some various definitions of listening are presented below to highlight its different aspects. Listening is the process of receiving, constructing meaning from and responding to spoken and/or non-verbal messages.

The importance of listening for second or foreign language acquisition has been underlined. Yet is listening 1

¹⁰ Jack Richard, "Methodology in Language Teaching", 2010 (Online), http://assets.cambridge.org/97805218/08293/frontmatter/9780521808293_frontmatter.pdf (2010).

the skill with which learners feels the most comfortable? There is evidence that the opposite is true. Arnold comments on how listening induces anxiety in learners, because of the pressure it places on them to process input rapidly.¹¹ Graham, investigating the lack of popularity of language learning in England, found that for intermediate learners, listening was the skill in which they experienced the greatest difficulty.¹²

Listening subject provides students with the materials of oral communication by English native speakers that mostly focuses on language expressions. It needs the learners to have listening practice a lot, inside and outside the classroom. Actually in teaching listening many activities can be done and many media can be used to provide students with listening activities in order to improve their listening comprehension. One of the students' favorite activities is watching movie.¹³ By watching movies students are introduced to the real context of language and a wide range of vocabulary. After watching movie students are assigned to make the movie report. Since many people like watching movie, assigning students to watch the movie and make the report of what they have watched is expected to be more enjoyable.

2. Aspects of Listening

Listening in a foreign language is a complex process. Students have to be able to understand the main idea of what is said, as well as specific details. They may need to check any predictions they have made, and understand the speaker's meaning, emotions and opinions. They may have to infer relationships between speakers, or identify the context in which the speakers are operating. Students

¹¹ Jane Arnold, "Seeing Through Listening Comprehension Exam Anxiety", 2000, p. 11.,

¹² Suzanne Graham, "Listening Comprehension: The Learners' Perspective", 2006, p. 2.,

¹³ Adnan Aryuliva, "Improving Students' Listening Ability through Movie Report", 2014.

may well have to use several of these skills in the course of a single listening activity.

- a. **Listening for the main idea** – Students listen to identify the overall ideas expressed in the whole recording.
- b. **Listening for details** – Students listen for groups of words and phrases at sentence level.
- c. **Inferring meaning** – Students listen to identify the difference between what the speaker says and what they actually mean.
- d. **Inferring relationships** – Students listen to identify who the people are in the recording and what the relationship is between them.

3. Teaching Listening

Early career language teachers are likely to find listening instruction a daunting prospect, given the unusual nature of the practice, the lack of available information about the skills required, and the complex decisions that must be made in preparing lessons. *How to Teach Listening* aims to provide them with the introductory information they need and to offer the trainer a set of easy-to-handle material to stimulate reflection and practice. It thus potentially filling a large gap in the currently available publications on second language listening. Because listening is so challenging, teachers need to think carefully about making our activities successful and our content interesting. Both themes are united by a focus on the students. We need to capitalize on the knowledge and interests they already possess. Then we need to help them apply that knowledge and those interests so they can become effective listeners.¹⁴

¹⁴ Steven Brown, “Teaching Listening”, 2006 (On-line), tersedia di: file:///C:/Users/user/Downloads/Teaching_Listening.pdf (2006).

a. Pre-Listening

The initial pre-listening phase should prepare students by helping them activate their background knowledge and clarify their expectations and assumptions about the video. An ideal pre-listening task is one in which the teacher, through carefully constructed questions, helps the students to activate the background information and language components needed to comprehend the text without "giving" this information to the students.

b. While-Listening

In doing while-listening activities, it is important to remember the following:

- 1) Allow students to listen to the text two or three times as a whole before going to intensive listening.
- 2) Encourage student to focus on global meaning first and did not pose questions that ask them for details after the first listen.
- 3) Encourage students to make assumptions after the first listen and verify them after the second listen.
- 4) Focus your questions and attention at this stage on the segments of the video that are accessible to the students in terms of vocabulary and structures. Always remember that students did not need to "get" everything in the video.

c. Post-Listening

A post-listening activity represented a follow up to the listening activity and aimed to utilize the knowledge gained from listening for the development of other skills such as speaking or writing. Post-listening activities allowed for recycling and further activation of vocabulary and structures as long as they were interested, engaged and carefully thought out.

Research from Tahmid Sabri with the title is "THE INFLUENCE OF VIDEO DIRECT INSTRUCTION MODEL TOFOLKLORE LISTENING SKILLS IN ELEMENTARY SCHOOL".¹⁵ It was very relevant to make this research run smoothly because the media used is short video. Therefore, to explain the literacy that would be discussed in this study, it is necessary to have relevant journals for discussion. This research becomes a supporting theory for this research that the use of video has an influence on students' listening comprehension. This study used video as the independent variable and elementary school students as the dependent variable. The results of the research are the positive effect of using video on the listening comprehension of the Elementary School.

4. Kinds of Listening.

a. **Appreciative Listening**

Appreciative listening is listening for enjoyment. A good example is listening to music, especially as a way to relax.

b. **Rapport Listening**

When trying to build rapport with others we can engage in a type of listening that encourages the other person to trust and like us. A salesman, for example, may make an effort to listen carefully to what you are saying as a way to promote trust and potentially make a sale. This type of listening is common in situations of negotiation.

c. **Selective Listening**

This is a more negative type of listening; it implies that the listener is somehow biased to what they are hearing. Bias can be based on preconceived ideas or emotionally difficult communications. Selective listening is a sign of failing communication – you cannot hope to understand if you have filtered out some of the message and may reinforce or strengthen your bias for future communications.

¹⁵ Tahmid Sabri, *Loc.Cit.*

d. **Critical Listening**

It is often important, when listening critically, to have an open-mind and not be biased by stereotypes or preconceived ideas. By doing this you will become a better listener and broaden your knowledge and perception of other people and your relationships.

e. **Comprehensive Listening**

Comprehensive listening is complimented by sub-messages from non-verbal communication, such as the tone of voice, gestures and other body language. These non-verbal signals can greatly aid communication and comprehension but can also confuse and potentially lead to misunderstanding. In many listening situations it is vital to seek clarification and use skills such as reflection aid comprehension.

Although the concept of listening had been neglected by philosophers of education, it has received focused attention since 2003, when Sophie Haroutunian-Gordon addressed it in her presidential address to the Philosophy of Education Society. This article draws on the methods of philosophical analysis to provide a competing account of listening. This account distinguishes between two types of listening, a cognitive (thinking) type and a noncognitive (empathic feeling) type. By considering a number of familiar classroom incidents, I show that both kinds of listening have important roles in teaching and learning.¹⁶

¹⁶ Leonard Waks, "Two Types of Interpersonal Listening", Vol. 112 No. 11 (2010) (On-line), tersedia di: <https://journals.sagepub.com/doi/pdf/10.1177/016146811011201109?download=true> (2010).

B. Media

1. Definition of Media

Media is the plural of the word medium. In the science of communication, the media can be interpreted as a channel, means of connecting, and means of communication. Media sentences actually come from Latin which literally means intermediary or introduction. What are the “mass” media? This review constructs an answer to this question in a four step process. The first step features a critical analysis of the literature to identify definitional elements used by scholars. These definitional elements are subjected to four screens that evaluate their utility in a second step. The third step adds elements missing from the literature so as to make the eventual definition more useful in the new media environment. Finally, the fourth step features the construction of a working definition of “mass” media.¹⁷

It explores some salient themes in Media Studies in an overview manner that provides a foundational, though not necessarily exhaustive, summary of the interdiscipline. Issues of gender, new technologies, international and developmentalist approaches to communications, and the inclusion of popular music and issues of authorship and authenticity give the reader a broad overview of themes in a number of, often interrelated, sub-specialties within Media Studies in all their complexity – that is, including issues of production, content, audience, and effects within a framework sensitive to difference in a global and identity sense.¹⁸

¹⁷ Santa Barbara, “Synthesizing a Working Definition of ‘Mass’ Media”, Vol. 1 No. 1 (2013), p. 1–30, (On-line), [tersedia di: file:///C:/Users/user/Downloads/5-Published Article-1076-1-10-20220127.pdf](https://www.tersedia.com/di:file:///C:/Users/user/Downloads/5-Published%20Article-1076-1-10-20220127.pdf) (2013).

¹⁸ Mutiani Tia, “A Companion to Media Studies Edited by Angharad N. Valdivia”, n.d. (On-line), [tersedia di: https://d1wqtxts1xzle7.cloudfront.net/54607060/A_Companion_to_Media_Studies-with-cover-page-v2.pdf?Expires=1667755127&Signature=Z5qRLEIYEjzb3u4fJVvKXBFwO5wYQ4TkHA3AA0x8j-mpKCo49B5~ofQ2enwaxJXEWf81tklUnzHVP7tMva7Dudrn53SKrJ-BRKbhZW77e6~a-oMiy107VZ2aq7mdvJS](https://d1wqtxts1xzle7.cloudfront.net/54607060/A_Companion_to_Media_Studies-with-cover-page-v2.pdf?Expires=1667755127&Signature=Z5qRLEIYEjzb3u4fJVvKXBFwO5wYQ4TkHA3AA0x8j-mpKCo49B5~ofQ2enwaxJXEWf81tklUnzHVP7tMva7Dudrn53SKrJ-BRKbhZW77e6~a-oMiy107VZ2aq7mdvJS).

Whereas the use of the term media implies some form of mediated communications, usually through the use of mass media technologies, the term “communications” alone can also include the less technological and more personal and individual forms of communication. Although quite often these three terms are used interchangeably, it is more accurate to single out media studies and mass communication as having a major overlap. As well, Media Studies projects can include some measure of interpersonal communications such as the canonical Personal Influence which sought to establish a connection or relationship between mass media use and interpersonal communications. Denis McQuail’s many editions of his Mass Communication Theory build on this fruitful tone set by Katz and develop a study of mass communication that is informed by the individual and psychological all the way to the social and institutional levels of analysis. For the purposes of A Companion to Media Studies Media Studies and mass communications will be used interchangeably.

2. Kinds of Media

a. Radio

Radio is the technology of signaling and communicating using radio waves. Radio waves are electromagnetic waves of frequency between 30 hertz (Hz) and 300 gigahertz (GHz). They are generated by an electronic device called a transmitter connected to an antenna which radiates the waves, and received by another antenna connected to a radio receiver. Radio is very widely used in modern technology, in radio communication, radar, radio navigation, remote control, remote sensing, and other applications.

b. Video

In general, a **video** or **video clip** is multiple electronic signals used to generate a steady source of still images, which simulate movement. Videos can utilize graphics, pictures, or text, and are used for entertainment, education

or other purposes. Today, many web pages have downloadable or streaming video that visitors can watch on their computer. Below is an example of YouTube video.

c. Publication

A *publication* is something made to communicate with the public. *Publications* are usually printed on paper (like magazines and books), but online *publications* are delivered via the Internet. The noun *publication* comes from the Latin word *publicare*, meaning “make public.” *Publication* usually means something is written and made available publicly, but a company or government can submit publications of things like earnings or unemployment indexes that are communicated differently. If you are an aspiring author, publication of your work is, most likely, the Holy Grail you seek.

d. Social Media

What is a social media, and how may one moderate, isolate, and influence communicative processes within? Although scholars assume an inherent understanding of social media based on extant technology, there is no commonly accepted definition of what social media *are*, both functionally and theoretically, within communication studies.¹⁹ Given this lack of understanding, cogent theorizing regarding the uses and effects of social media has been limited. This work first draws on extant definitions of social media and subcategories (e.g., social network sites) from public relations, information technology, and management scholarship, as well as the popular press, to develop a definition of social media precise enough to embody these technologies yet robust enough to remain applicable in 2035. It then broadly explores emerging developments in the features, uses, and users of social media for which future theories will need to account.

¹⁹ Caleb T. Carr, “Social Media: Defining, Developing, and Divining”, Vol. 23 No. 1 (2014), p. 46–65, (On-line), tersedia di: <https://www.tandfonline.com/doi/abs/10.1080/15456870.2015.972282> (2014).

e. Short Video

Short videos are moving visual images and have sound produced from the recording. Like a video in general, short videos can be in the form of 3D animations, movies, and others that only have a short duration. In addition, people's focus power is currently reduced to a very short duration of 2 to 3 minutes. This has actually been implemented by several other video platforms such as Tik Tok and Snack Video. These two platforms managed to get high engagement with features and managed to sink several other platforms. The recent three years have witnessed an explosion of networked video sharing, represented by YouTube, as a new killer Internet application.²⁰ Their sustainable development however is severely hindered by the intrinsic limit of their client/server architecture. A shift to the peer-to-peer paradigm has been widely suggested with success already shown in live video streaming and movie-on-demand. Unfortunately, our latest measurement demonstrates that short video clips exhibit drastically different statistics, which would simply render these existing solutions suboptimal, if not entirely inapplicable.



Figure 1
Example of Short Video

²⁰ Jiangchuan Liu, "NetTube: Exploring Social Networks for Peer-to-Peer Short Video Sharing", 2000 (On-line), tersedia di: <https://www.cs.sfu.ca/~jcliu/Papers/NetTube-INFOCOM09.pdf> (2000).

Established in 2005, YouTube has become the most successful Internet website providing a new generation of short video sharing service. Today, YouTube alone consumes as much bandwidth as did the entire Internet in year 2000. Understanding the features of YouTube and similar video sharing sites is thus crucial to their sustainable development and to network traffic engineering. In this paper, using traces crawled in a 1.5-year span (from February 2007 to September 2008) we present an in-depth and systematic measurement study on the characteristics of YouTube videos. We find that YouTube videos have noticeably different statistics compared to traditional streaming videos, ranging from length, access pattern, to their active life span.²¹ The series of datasets also allow us to identify the growth trend of this fast evolving Internet site, which has seldom been explored before. We also look closely at the social networking aspect of YouTube, as this is a key driving force toward its success. In particular, we find that the links to related videos generated by uploaders' choices form a small-world network. This suggests that the videos have strong correlations with each other, and creates opportunities for developing novel caching and peer-to-peer distribution schemes to efficiently deliver videos to end users.

f. **Games**

The games of the world may be classified in terms of distinctive patterns of play. Some outcomes are determined primarily by the physical abilities of the players, some by a series of moves, each of which represents a player's choice among alternatives, and others either by nonrational guesses or by reliance on the operation of some mechanical chance device such as a die; some are determined by combinations of these patterns. All these ways of determining outcomes are widely distributed among the societies of the world, and it is therefore

²¹ Xu Cheng, "Understanding the Characteristics of Internet Short Video Sharing: A YouTube-Based Measurement Study", 2013.

possible to offer the following general classification of games: (1) physical skill, (2) strategy, and (3) chance.²²

g. **Text**

Texts and Practices, which includes specially commissioned papers from a range of distinguished authors, provides a state-of-the-art overview of Critical Discourse Analysis. As such it represents an important contribution to this developing field and an essential text for all advanced students of language, media and cultural studies.²³ Texts and Practices provide an essential introduction to the theory and practice of Critical Discourse Analysis. Using insights from this challenging new method of linguistic analysis, the contributors to this collection reveal the ways in which language can be used as a means of social control

THE WAY IN WHICH TEXT IS represented on a computer affects the kinds of uses to which it can be put by its creator and by subsequent users. The electronic document model currently in use is impoverished and restrictive.²⁴ The authors argue that text is best represented as an ordered hierarchy of content object (OHCO), because that is what text really is. This model conforms with emerging standards such as SGML and contains within it advantages for the writer, publisher, and researcher. The authors then describe how the hierarchical model can allow future use and reuse of the document as a database, hypertext, or network.

h. **Audio**

What does audio mean? Audio, or Sound is something that is received by the senses of the listener which is a vibration produced by an object as a result of movement or friction which will be accepted by living things, as a sound wave by the system of the sense of

²² John Roberts, "Games in Culture", 1959 (On-line), tersedia di: <https://anthrosource.onlinelibrary.wiley.com/doi/pdfdirect/10.1525/aa.1959.61.4.02a00050> (1959).

²³ Carmen Rosa Caldas-Coulthard and Malcolm Coulthard, *Texts and Practices*, 2013 <https://doi.org/10.4324/9780203431382>.

²⁴ Steven J. DeRose, "What Is Text, Really?", 1990.

hearing. If we look at the definitions expressed by experts regarding what audio actually means, then there will be differences, each of which will define it according to their own understanding. In a more technical definition, get rid of foreign pages, the notion of audio is sound that is heard in the acoustic range that is audible to humans (so the benchmark is humans) and it is important to note that the audio frequency (AF) heard by humans is in the range of 20 to 20,000 Hertz (cycles per second).

Past work on event detection from surveillance data has mostly concentrated on video analysis. Audio can take us closer to semantics than video analysis could and also is computationally more efficient.²⁵ This motivates us to detect events in surveillance based on an audio classification framework that classifies every time segment of audio into one of a set of trained audio classes. Since certain sound classes (e.g banging and screaming sounds) are indicative of suspicious events, such an audio classification framework can be used to detect suspicious events. In [1], we proposed a time series analysis framework for the systematic choice of these audio classes for the framework.

i. **Music**

The sociology of music has become a vibrant field of study in recent decades. While its proponents are well aware of this field's contributions and relevance. What is music, sociologically speaking? How do individuals and groups use music? How the collective production of music is made possible? How does music relate to broader social distinctions, especially class, race, and gender? Answering these questions reveals that music provides an important and engaging purchase on topics that are of great concern to sociologists of all stripes – topics that range from the micro-

²⁵ Ajay Divakaran, "Audio Analysis for Surveillance Applications", 2005 (On-line), tersedia di: <https://www.merl.com/publications/docs/TR2005-139.pdf> (2005).

foundations of interaction to the macro-level dynamics of inequality²⁶.

3. Short Video

a. Definition of Short Video

Short videos appeared to have a positive impact on the development of the pupils' four language skills and vocabulary growth, as well as to scaffold the process of acquiring the pragmatic use of the language and to teach about the target language cultures. By and large, both the teachers and the pupils had positive attitudes to lessons with video²⁷. The findings of the study suggested that teaching with video could effectively promote communicative language teaching, bring variety into ELT classrooms, motivate pupils to learn a foreign language, benefit the development of the four language skills and vocabulary growth, supplement texts in textbooks, and approach the curriculum topics via a different medium. The thesis has contributed to the knowledge on the use of one of the digital media, namely videos, in ELT in a SMK YP Serdang at 10th Grade and, to the best of the researcher's knowledge, has contributed to a gap in the research in this field.

b. Kinds of Short Video

1) Video Animation

One of the interactive learning media that is often used is animation. Animation is a collection of static images that are interconnected and then displayed alternately in quick time. According to Furoidah, learning animation media is media that contains a collection of images that are processed in such a way as to produce motion and

²⁶ William G. Roy, "WHAT IS SOCIOLOGICAL ABOUT MUSIC?", 2010 (On-line), tersedia di: https://www.researchgate.net/profile/William-Roy-5/publication/228173833_What_Is_Sociological_About_Music/links/0deec535d6e00bf1a9000000/What-Is-Sociological-About-Music.pdf (2010).

²⁷ Dina Lialikhova, "The Use of Video in English Language Teaching: A Case Study in a Norwegian Lower Secondary School", 2014, p. 99,.

are equipped with audio so that they are lively and store learning messages.²⁸



Figure 2
Video Animation

2) Video Browsing

Due to the unique characteristics of video, traditional surrogates and control/browsing mechanisms that facilitate text-based information retrieval may not work sufficiently for video. Video browsing interface prototype with key frames and fast play-back mechanisms was built and tested. Subjects performed two kinds of browsing-related tasks: object identification and video comprehension under different display speeds (1 fps, 4 fps, 8 fps, 12 fps and 16 fps). There was no significant performance difference found across display speeds tested. The results also showed that lower speeds were required for object identification than for video comprehension. How user performance was affected by individual characteristics such as age, gender, academic background and TV- or

²⁸ Asri Furoidah and Alberta Natasia Adji, "The Effect of Using Lesson Animation Media on Student Learning Outcomes in Class VII Biology Subject of MTS Surya Buana Malang", Vol. 12 No. 1 (2019), p. 1, <https://doi.org/10.26858/retorika.v12i1.6891>.

movie-watching habits, was investigated, but no significant difference was found due to the limit of sample size and other constraints²⁹.

3) Video Copy Detection

Different state-of-the-art techniques, using various kinds of descriptors and voting functions, are described: global video descriptors, based on spatial and temporal features; local descriptors based on spatial, temporal as well as spatio-temporal information. All the techniques are tested and compared within the same framework, by evaluating their robustness under single and mixed image transformations, as well as for different lengths of video segments. We discuss the performance of each approach according to the transformations and the applications considered. Local methods demonstrate their superior performance over the global ones, when detecting video copies subjected to various transformations³⁰.

4) Video Games

Video games thus make it possible to “learn by doing” on a grand scale — but not just by wandering around in a rich computer environment to learn without any guidance. Asking learners to act without explicit guidance — a form of learning often associated with a loose interpretation of progressive pedagogy — reflects a bad theory of learning. Learners are novices. But even the harshest critics

²⁹ Wei Ding, “A Study on Video Browsing Strategies”, 2006 (On-line), tersedia di: <https://drum.lib.umd.edu/bitstream/handle/1903/897/CS-TR-3790.pdf?sequence=2> (2006).

³⁰ Julien Law-To, “Video Copy Detection: A Comparative Study”, 2007 (On-line), tersedia di: <https://hal.inria.fr/hal-02420846/document> (2007).

agree that we learn something from playing video games³¹.

Animation is used as a learning medium based on two objectives. The first objective is to attract the attention of students. Animation provides space for teachers to express teaching materials in a more attractive appearance. Animation can be inserted with funny and colorful elements according to the material being taught.

The second function of animation is to avoid differences of opinion when delivering material. Animation can be easily designed to eliminate factors that do not want to be observed so that it is more easily understood by students.

c. Procedure of Teaching Using Short Video With VAK Technique

First of all, in listening comprehension, video has an advantage over audio. On the one hand, videos acquaint pupils with different ways of pronunciation and intonation the way audio does. As opposed to audio, video provides language learners with visual cues that help to maintain their interest and concentration while listening. Thus, video aids in the retention of information. Koksal also suggests that videos can help in training concentration while listening by

³¹ James Gee, "Video Games and The Future of Learning", 2005 (Online), <https://d1wqtxts1xzle7.cloudfront.net/31089782/videogamesandfutureoflearning-with-cover-page-v2.pdf?Expires=1667830849&Signature=ODtUj9BGkEeEbQprj8ACkluD9ODOQSL8o30i76pGeTp7w8JegOC-2lV7gvAaWwKSi~bxs4KRW6dqFLR4XzOKy7u18H~LMO~zlcCeNlvVozMXG~TXDsCYzgWwg6T9YM> (2005).

the teacher stopping the video and asking pupils to predict how it continues.³²

In general, the advantage of video over audio regarding teaching listening comprehension warrants being discussed in more detail. Rahmatian and Armiun studied the effects of audio and video documents (i.e. texts) on the listening comprehension of a foreign language and concluded that video documents are a better choice for practising listening comprehension in language classes because: '[...] a video document, by nature, is less tiring and could be tolerated by learners for a longer time compared to an audio document. A video document can also contain more characters without confusing learners³³. Moreover, regarding the question of concentration, the use of an audio document – even 40 though it forces the learner to listen more attentively – does not necessarily lead to better understanding. Rahmatian and Armiun results indicate that a video document increases the accuracy of listening skill because the video channel visualises or justifies what is being said and facilitates the act of guessing and anticipating what is going to be said, while an audio document could be misleading or equivocal at times. Thus, audio materials create unnatural conditions, while video materials are closer to real life conditions.³⁴

Concerning the effects of watching videos on listening comprehension, a great majority of the studies yielded that watching videos has a direct effect in boosting the listening skill of the language learners. In teaching English, exposure to audio materials only had a restricted

³² Dincay Koksak, "Assesing Teachers' Testing Skills in Elt and Enhancing Their Professional Development Through Distance Learning On The Net", Vol. 5 No. 1 (2004), p. 65,.

³³ Dina Lialikhova, *Loc. Cit.*

³⁴ Rahmatian, "The Effect of Videos On Listening Skill And Vocabulary In The Process of Language Learning", 2011, p. 122,.

effect on learners' listening comprehension, yet when teaching is accompanied with audio-visual materials as videos or short clips, students are found to perform better in terms of their listening skill and achievement Manan; Rahmatian & Armiun; Wagner indicating that exposure to videos in the target language turns out to be a valuable resource for teaching listening comprehension effectively. Similarly, the studies, which had an experimental design in nature, put forward that learners' listening comprehension developed significantly since videos enabled learners to grasp meaning due to including non-verbal information³⁵.

1) Pre-Listening

In pre-listening, it is important to do some activities, as follows:

- a) The teacher provides motivation for arousing student interest in learning with VAK learning style.
- b) The teacher giving the positive feelings about future learning experiences to students
- c) An ideal pre-listening task is one in which the teacher, through carefully constructed questions
- d) Teacher helps the students to putting them in optimal situations to make students more ready to receive lessons.

2) While-Listening

In doing while-listening activities, it is important to remember the following:

- a) Allow students to listen to the text two or three times as a whole before going to intensive listening.
- b) Encourage student to focus on global meaning first and do not pose questions that ask them for details after the first listen.

³⁵ Abdul Manan, "Efektivitas Media Pembelajaran Berbasis Video Pembelajaran Dalam Pembelajaran Jarak Jauh (PJJ) Di SD Islam An-Nuriyah", 2018.

- c) The teacher training phase it helps students to integrate and absorb new knowledge and skills in various ways tailored to the VAK learning style.
- d) The teacher directs students to find new subject matter independently, fun, relevant, involving the senses, which correspond to the learning style of VAK. This stage commonly called exploration.

3) Post-Listening

In post-listening, there are some activities to do, such as:

- a) A post-listening activity represents to students following up to the next listening activity
- b) The teacher aims to utilize the knowledge gained from listening for the development of other skills such as speaking or writing.
- c) Post-listening activities allow to students for recycling and further activation of vocabulary and structures as long as they are interesting and engaging and are carefully thought out.
- d) The teacher helps students in applying and extending knowledge as well new skills they get, on learning activities so learning outcomes have increased.³⁶

The advantage of video over audio is supported by Wagner's experiment on an ESL listening test. University students (aged from 18 to 60) were divided into two groups: the control group and the experimental group. The control group took a listening test with audio-only texts. The experimental group took the same listening test, but received the input through the use of video texts. It was found that the video (experimental) group scored 6.5% higher than the audio-only (control) group overall, which was a statistically significant difference. The results of the study suggest that the non-verbal

³⁶ Aji Setiawan Setiawan and Siti Alimah, "The Effect of the Visual Auditory Kinesthetic (Vak) Learning Model on Student Activeness", Vol. 1 No. 1 (2019), p. 81–90, <https://doi.org/10.23917/ppd.v1i1.7284>.

information in the video texts contributed to the video group's superior performance³⁷.

d. Advantages of Using Short Video to Teaching Listening With VAK Technique

Based on Nithya Dewi Subramaniam Chetty and Lisa Handayani, there are several advantages of Short Video in Teaching Listening with VAK Technique, including:

- 1) Short Video is able to convey a complex concept visually and dynamically.
- 2) Short Video is able to attract students' attention easily.
- 3) Short Video can be used to provide virtual learning.
- 4) Short Video is able to offer a more enjoyable learning medium.
- 5) Submission of learning material in visual form through Short Video facilitates the process of delivering the application of concepts or demonstrations of subject matter.³⁸

It can be concluded that the Short Video has much supremacy, which can be point out that VAK technique is affecting students' motivation and understand in learning listening because the material is explained clearly through the short video media. The students are allowed to collaborate to find out the best idea and answer the task. The VAK teaching can assist the students to conceptualize the main idea, detail information and inferring meaning.

e. Disadvantages of Using Short Video to Teaching Listening With VAK Technique

From explained by the teacher at SMK YP Serdang, Mrs. Riska Meilany finds several limitations of Using Short Video to Teaching Listening:

³⁷ Elvis Wagner, "The Effect of the Use of Video Texts on ESL Listening Test-Taker Performance", 2010.

³⁸ Nithya Dewi Subramaniam Chetty et al., "Learning Styles and Teaching Styles Determine Students' Academic Performances", Vol. 8 No. 4 (2019), p. 610–615, <https://doi.org/10.11591/ijere.v8i3.20345>.

- 1) By using short video media, students may have some difficulty hearing the audio that is located in front of the class.
- 2) Students will be left behind watching videos, and cheating other friends
- 3) Students will be noisy because they chat with each other from watching the contents of the video
- 4) While listening the Short Video, it makes students confused to listen carefully.³⁹

Therefore from these limitations, the teacher has to pay attention for the students, so that the students are more conditionally in watching the video. Make sure the teacher control the tone of the video for good comprehension by the students. Set up and plan the VAK teaching then practice.

C.Frame of Thinking

To provide evidence that this research was not made without a preview research, here the researcher found a title related to the research, namely “Developing Listening Skills with Authentic Materials”. Discusses how to help English-as-a-Second-Language learners develop effective listening skills. Suggests a process for helping ESL learners develop their listening skills and makes suggestions for how this might be achieved with authentic materials⁴⁰. Therefore, this research was made not only for the needs of students' listening comprehension but also for the value of literature in it. By using certain techniques in this research process, of course, it would make the learning process more interesting and so that teachers and students did not get bored easily in carrying out these activities.

³⁹ Riska Meilany, “Disadvantages of Using Short Video to Teaching Listening”, 2022.

⁴⁰ Lindsay Miller, “Developing Listening Skills with Authentic Materials.”, 2003 (On-line), tersedia di: <https://eric.ed.gov/?id=EJ666368> (2003).

In addition, this research also refers to another journal entitled "THE INFLUENCE OF VIDEO DIRECT INSTRUCTION MODEL TOFOLKLORE LISTENING SKILLS IN ELEMENTARY SCHOOL".⁴¹ It was very relevant to make this research run smoothly because the media used is short video. Therefore, to explain the literacy that would be discussed in this study, it is necessary to have relevant journals for discussion.

The research aimed to analyze the effect of the direct instruction model assisted by audio media on listening comprehension. The experimental method was using a pre-experimental design. Participants were 10th grade students in the Senior High School at SMK YP Serdang. Data collected used paper-based tests in the form of multiple-choice tests.

D. Hypothesis

Based on the theory and statement above, the researcher states the hypothesis as follow: H1 : There is a significant influence of using Short Video towards students' listening ability for 10th grade students of SMK YP Serdang Tanjung Bintang in the academic year 2022/2023.

⁴¹ Tahmid Sabri, *Loc.Cit.*

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