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Universitas Negeri Semarang

THE EFFECTIVENESS OF USING 'ISL COLLECTIVE VIDEO QUIZ CREATOR' AS INTERACTIVE MEDIA TO ENHANCE STUDENTS' LISTENING SKILL

(A Quasi-Experimental Study on the Seventh Grade Students of *SMP N 2 Demak* in the Academic Year 2018/2019)

Final Project

Submitted in Partial Fulfillment of the Requirementsfor the Degree of Sarjana Pendidikan in English Language Education

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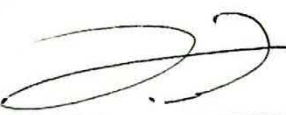   195104151976032001

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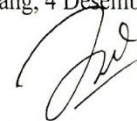
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THE EFFECTIVENESS OF USING ISL COLLECTIVE VIDEO QUIZ CREATOR AS INTERACTIVE MEDIA TO ENHANCE STUDENTS' LISTENING SKILL

(A Quasi-Experimental Study on the Seventh Grade Students of *SMP N 2 Demak* in the Academic Year 2018/2019)

I write in order to accomplish the requirement for the degree of Sarjana Pendidikan is absolutely my own work and has not been submitted in any form of another degree or diploma at any university or other institutes of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

Semarang, 4 Desember 2019

Fastabila Auliani

MOTTO AND DEDICATION

...فَٱسْتَبِقُوا ٱلْخَيْرَٰتِ...

"...So, race to [all that is] good..."(Al Baqara:148)

ٱلْعُسْرِ يُسْرًا إِنَّ مَعَ

"Indeed, with hardship [will be] ease" (Ash-Sharh:6)

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ إِنْ كُنْتُمْ مُؤْمِنِينَ

"Don't lose hope nor be sad, you will surely be victorious if you're truly in faith"

(Al-Imran:139)

Special thanks to:

Allah SWT & Prophet Muhammad SAW

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My brother (Rizal Darmanuari)

My special and inspirational man

English Department Lecturers

All of my friends

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ABSTRACT

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Media have an important role in learning and teaching activities which can make the activities more interactive and interesting. There are many kinds of media which can improve language skills, especially listening skill. The present study was about the use of ISL Collective Video Quiz Creator as interactive media aimed to find out whether or not ISL Collective Video Quiz Creator can enhance listening skill and find out how the effective of using ISL Collective video quiz creator for improving students' listening skill on the seventh-grade students.This study was quantitative study under Quasi-Experimental Design in the design of Non-Equivalent Control Group conducted in two classes which each class consisted of about 32 seventh grade students of *SMP N 2 Demak* in the academic year 2018/2019 which divided into two groups as an experimental group (VII A) and a control group (VIIB). The experimental group was taught by using ISL Collective Video Quiz Creator and the control group was taught by using conventional media or technique. The data were gathered through listening test including try-out test, pre-test, and post-test. The collected data were further analyzed using the t-test. The results of the pre-test and post-test showed that the mean score of experimental group was 74.78 went to 85.13. While the control group was 74.75 increased into 79.63. From t-test computation of post-test scores, it was indicated the t_{value} (2.824) was higher than t_{table}(1.999) for $\alpha = 5\%$ and df = 62, and the score of sig (2-tailed) was 0.026 lower than 0.05. It could be concluded that ISL Collective Video Quiz Creator was effective and interactive which could enhance students' listening skill at the seventh-grade students of *SMP N 2 Demak* in the academic year 2018/2019.

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CHAPTER I

INTRODUCTION

This chapter presents introduction which consists of a background of the study, reasons for choosing the topic, research problems, objectives of the study, hypotheses, significance of the study, definition of key terms, and outline of the study.

1.1 Background of the Study

English is considered as a universal language because it is the most spoken language worldwide. Most of people are using English in their daily lives.Reddy (2016) said that English is used for majority of the people in several countries. Graddol (1998) as cited in Reddy (2016) estimated that around 375 million people are using English as the first language and 750 million people study it as a foreign language. English plays an important role in international communication. In this global era, people should be able to understand and use spoken and written language globally. People need to master it because by mastering that language, people are able to learn more knowledge and gather more information and make them ready to face globalization.

Because of the importance of using English language, it has been included as one of the subjects in formal education in Indonesia. Since 1994, English has been one of subjects in elementary schools in Indonesia. Marta (2012) stated that the policy has been strengthened by Ministry Education's Decree No. 060/U/1993

and No. 1702/104/M/1994 about teaching English in elementary schools. Akhlis (2015) also stated that based on Ministry Education's Decree No. 1702/104/M/1994, the government introduced English as one of the local content subjects to be taught in elementary schools. He also stated that in Ministry Education's Decree No. 007/113/M/KPS/1994, it is stated that English could be taught in the 4th-6th-grade students of elementary school. It could prove that English has been one of the local content subjects in elementary schools in Indonesia.

However, there are many problems in implementing the process of learning English in elementary schools. Maili (2018) said that as implementing English in some elementary schools in Indonesia progressed, it faced some problems that make English progress is less effective. Consequently, in 2013 Curriculum, English is not being a compulsory subject in elementary schools in Indonesia. Hence, English is not implemented in some of elementary schools in Indonesia. Not all of students in Indonesia get English in their elementary schools. Therefore, when students graduate from their elementary school and move to junior high school, the competences of mastering English among students are different. Hence, in junior high school, students and teachers have to work hard to equalize the competence among students who got English in their elementary school and who did not.

However, mastering English language is not easy for some people, especially Indonesian people, who do not use it as the first language. Sometimes, Indonesian

people get difficulty to differentiate the sound system of the language because the way of pronouncing among Indonesia and English languages are different.

In order to master English, Indonesian people must learn and practice it. In learning language, there are four aspect skills that language learners must learn and master. They are listening, speaking, reading and writing. According to Kurita (2012) as cited in Ahmadi (2018), learners may find that listening skill is difficult to be learnt. The perception of processing the sounds that people accept is different. It needs many attentions to be focused and practiced a lot. She also stated that this skill requires teachers to change the students' listening exercise into more effective. The development of listening skill helps learners to succeed in language learning and increase their comprehensible input. However, listening skill is rarely taught by teachers in some schools in Indonesia. Some teachers only focus on improving students' speaking and reading skill, grammar, and vocabularies. They think that listening skill can be practiced by students individually. Besides, the learners must be taught some strategies and encouraged to practice listening skill.

There are varieties of methods in practicing listening skill. One of the methods for practicing listening skill is using media. There are many kinds of media, especially interactive media. One of the interactive media is ISL Collective Video Quiz Creator that provides animation video with the pop-up quiz which is designed interactively with the users. The writer chose this media because she has ever used this media in her teaching practice internship program. She thought that when she taught her students using this media, the students were interested in her

teaching activity. Ampa (2015) said that by using interactive multimedia learning materials, students can be motivated to learn because they can listen to audio, watch the video or view the text, animation, and graphics simultaneously. The uses of interactive media can overcome the boredom that is faced by learners when they practice listening skill. Therefore, the writer conducted the research about, "The Effectiveness of Using ISL Collective Video Creator as Interactive Media to Enhance Students' Listening Skill".

1.2 Reasons for Choosing the Topic

The reasons for choosing the topic of this study can be stated as follows.

(1) Not all of students learn English subject in their elementary schools because 2013 Curriculum, English subject is not implemented in some of elementary schools in Indonesia.

(2) Indonesian people are not familiar with English pronunciation system.

(3) Listening is a skill that is rarely taught by some teachers in teaching and learning activity.

(4) ISL Video Quiz Creator has not been widely applied as media in teaching listening at schools.

1.3 Research Problems

The research problems that are solved can be formulated as follows.

(1) Does ISL Video Collective Quiz Creator enhance listening skill in the seventh-grade students of *SMP N 2 Demak* in the academic year 2018/2019?

(2) How effective is the use of ISL Video Collective Quiz Creator to enhance listening skill in the seventh-grade students of *SMP N 2 Demak* in the academic year 2018/2019?

1.4 Objective of the Study

The objectives of the study are:

(1) to find out whether or not ISL Collective Video Quiz Creator can enhance listening skill on the seventh-grade students of *SMP N 2 Demak* in the academic year 2018/2019.

(2) to find out how effective of using ISL Collective Video Quiz Creator for improving students' listening skill on the seventh-grade students of *SMP N 2 Demak* in the academic year 2018/2019.

1.5 Hypotheses

Hypotheses are tentative answers to the research questions. The hypotheses of this research are formulated as follows.

(1) **Alternate Hypotheses (H$_1$):** Using ISL Collective video quiz creator is effective for improving students' listening skill.

(2) **Null Hypotheses (H$_0$)**   : Using ISL Collective video quiz creator is not effective for improving students' listening skill.

1.6 Significance of the Study

After conducting the research, the writer hopes the study will be useful for the following:

(1) Theoretically

The study will give a new understanding for English teachers about the use of ISL Collective Video Quiz Creator for improving students' listening skill.

(2) Practically

a) English learners

The study will make students enjoy learning English and motivate them to be active in class.

b) English teachers

The English teachers can get additional information about the use of media variations in improving their teaching, especially media in teaching listening.

c) Future writers

It can be one of references to create and explore the innovative process of teaching and learning English.

(3) Pedagogically

The study can contribute to improve listening skill for the students.

1.7 Definition of Key Terms

Generally, the definition of the terms can be explained as follows:

(1) Listening Skill

Listening skill is a skill of identifying, understanding, and interpreting spoken language. (Asemota, 2015)

(2) Interactive Media

Ampa (2015) said that interactive multimedia is a combination of various media in the form of text, graphic, audio, and interaction and used to convey a message from the sender to the recipient of the message.

(3) ISL Collective

Resyadi (n.d.) stated that ISL Collective is a web learning to assist ESL and EFL teacher and students in teaching and learning English.

(4) ISL Collective Video Quiz Creator

ISL Collective Video Quiz Creator is one of the features in ISL Collective website that is provided for making an interactive or pop-up quiz in the form of a video which is designed interactively with the users.

1.8 Outline of the Study

The final project is divided into five chapters. The chapters are organized as follows:

Chapter I is an introduction which introduces the study. It consists of a background of the study explaining about the problems that were faced by

learners in practicing listening skill, reasons for choosing the topic, research problems, objectives of the study, hypotheses, significance of the study, definition of key terms, and outline of the study.

Chapter II presents the review of the related literature. It consists of a review of previous studies which discusses about the summary of some jurnals related to the use of media for listening skill, review of theoretical studies that discussing about general concept of listening skill which explains definition of listening skill, listening input process, micro and macro skill, and teaching listening. It also discusses about interactive media, the use of ISL Collective Website and ISL Collective Video Quiz creator. The last part of Chapter II is explaining about how the study is done which is drawn in framework of the study.

Chapter III deals with research methodology. It consists of the research design that is quasi-experimental research, population of the research, research variables, type of data, instruments of collecting the data, methods of collecting the data, and methods of analyzing the data.

Chapter IV discusses the result of the study which deals with general descriptions, findings and analyses, and discussions. The finding of the study is discussing about the result of pre-test, the mean score of the experimental group and the control group pre-tests, treatment, post-test, the mean score of experimental group and the control group post-tests. It also discusses t-test.

Chapter V consists of conclusions and suggestions. This chapter shows the conclusions stated that ISL Collective Video Quiz Creator is effective for

improving students' listening skill, and some suggestions based on the data analysis and research findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents review of the related literature that consists of review of previous studies, review of theoretical studies and framework of the present study.

2.1 Review of Previous Studies

There are several previous studies using variations techniques or media for improving students' listening skill that related to this study.

One of the studies is study, entitled "The Effectiveness of Multimedia Application on Students Listening Comprehension" by Pangaribuan, Sinaga, Sipayung (2017) that had a purpose to find out the effect of multimedia application on students' listening skill. This study was experimental research using quantitative t-test with classroom-action research as its treatment. The population of this study was the sixth semester of HKBP Nommensen University at the academic year of 2016/2017. They took six classes for the sample, three classes for experimental group and the others for control group. They assumed that multimedia application has a significant effect than conventional media in teaching listening process. It has been proved in its research finding. It stated that there was a significant $T_{count}= 14.68 >T_{table}= 2.02$. The significance could also be proved at mean score on the pre-test experimental group which was 65 with the higher score was 80 and the lowest score was 40 with deviation score was 12.7;

meanwhile, the mean score on the post-test was 80 with the higher score was 100 and the lowest score was 60 with deviation score was 13.15.

The previous study above and present study has similar purpose which is to find out the effect of using media for improving listening skill. However, those studies are using different media. In the previous study, the writer used multimedia application while present study uses ISL Collective website. Both studies use experimental research, while previous study applied classroom-action research design, present study uses quasi-experimental group design with non-equivalent control group design. For finding the results, both studies compare the data from experimental and control groups. However, previous study took six classes (three classes for experimental group and another three classes as control group) of sixth semester of HKBP Nommensen University as its sample. Meanwhile, present study took two classes (one class as the experimental group and another class as control group) of junior high school as its sample.

The second study was conducted by Vahdat and Edipour (2016) entitled "Adopting Call to Improve Listening Comprehension of Iranian Junior High School Students", showed that improving listening through CALL (Computer-Assisted Language Learning) was more effective than traditional mode. The purpose of this study was to investigate the difference between two modes of teaching listening comprehension, Computer-Assisted Language Learning (CALL) and traditional mode and also to investigate the role of the teacher in CALL class. The participants of this study were Iranian Junior High School students. The data were collected from two classes including 60 female students

of eighth grade in Dezful Junior High School. The sample was divided into two classes which were assigned as CALL group (30 students) and traditional group (30 students). This study employed quantitative research methods. The writers stated that CALL has a positive impact as an instructional tool to increase students' engagement in listening, promote listening comprehension and improve listening skill. The results of pre-test and post-test showed that on average, the computer-assisted mode improved the students' listening comprehension score which was by 4.57; while traditional mode was 1.5.

CALL stands for Computer-Assisted Language Learning. Gholami Nobar & Ahangari (2012) as cited in Vahdat and Eidipour (2016) said that CALL refers to the use of computers in learning and teaching English. Both previous and present studies used computer-based media for learning English. Present study used ISL Collective web-based that could be accessed in computer. Another similarity between both studies was the writers want to know the effect of computer-based media to enhance junior high school students' listening skill. Previous and present studies chose junior high school students as their sample. Both studies took two classes (one class for experimental group and another class as control group).

The third study, entitled "Effect of Using Video Materials in the Teaching of Listening Skills for University Students" that was written by Woottipong (2014); it had a purpose to develop the listening skills with the use of the video. The study was conducted by using one-group pretest-posttest design. The sample of this study was 41 first-year English major students in the second semester of the academic year 2012 at Thaksin University, Thailand. They were selected by using

simple random sampling technique. The results showed that teaching listening using authentic video materials enhanced student's listening comprehension ability due to the combination of visual images and sound which stimulate student's perception. The results were proved by the quantitative data including the data obtained from the pre-test, post-test, and questionnaire. The average mean scores of the pre-test and post-test of the experimental group were 2.14 and 1.93 respectively. The result of t-test was -20.248. It could be concluded that the learning achievement of students' post-test is higher than the pre-test at a significance level of 0.05. The students' English listening comprehension ability increased significantly after learning with the video.

The similarities between previous and present study are: 1) The writers of both studies wanted to know the effect of using media to improve listening skill. 2) Both studies used the same media which was the use of video. In the present study, the writer used ISL Collective Video Quiz Creator that was also animated video which provided some pop-up questions when the video was played. On the other hand, both studies have some differences, such as; 1) the research design that is used by both studies. The previous study used one-group pretest-posttest design, while present study used non-equivalent control group design. 2) the participants of studies were also different. The previous study chose the second semester of English major students, yet present study chose seventh-grade of junior high school students as its sample.

The fourth study that was conducted by Azizah (2019), entitled "The Implementation of Audio-visual in Teaching Listening (An Experimental Study at

SMK Negeri 3 Langsa), had proved that the students who were taught by using audio-visual (video) achieved higher score than those who were taught through audio-tape. It meant that the use of video has a positive impact on improving listening skill. The objective of this study was to find out significant differences in students' listening achievement taught by audio-visual or audio-tape. This study used true-experimental study. The writer chose pre-test post-test control and experimental groups design because it could discover the relationship between independent and dependent variables by comparing both groups, using different treatments. The population of this study was the second year of SMK Negeri 3 Langsa students in the academic year 2016/2017. For study sample, the writer chose the second year students of hotel accommodation, fashion, cosmetics, patisserie, and culinary art randomly. The writer stated that there was a significant difference in listening achievement between experimental and control groups. It could be proved from the result of t-test that compared to t-standard with a level of significance 0,05. t-test score was higher than the t-table score (8.44 > 1.684). It could also be proved by comparing the mean score of experimental and control groups. The score of experimental group post-test was higher than control group post test (78.79 > 53.75). These results lead to a conclusion that the students who were taught by using videos achieved higher score than the students who were taught by using audiotape.

The similarities between previous and present study are: 1) The writers wanted to know the effect of using audio-visual media in teaching listening to improve students' listening skill. 2) Both studies used the same media which was

the use of audio-visual (video). In the present study, the writer used ISL Collective Video Quiz Creator that is also audio-visual (video) on the website which provides some pop-up questions when the video is played. On the other hand, both studies have some differences, they are: 1) The research designs that were used by both studies. The previous study used true-experimental study, while present study used quasi-experimental study. 2) The participants of studies were also different. The previous study chose the second-year students of hotel accommodation, fashion, cosmetics, patisserie and culinary art randomly, yet present study chose the seventh grade of junior high school students non-randomly as its sample.

The fifth study, "The Implementation of Interactive Multimedia Learning Materials in Teaching Listening Skills" that was conducted by Ampa (2015) has proved that interactive multimedia learning materials using Wondershare Quiz Creator program were effective in teaching English listening skill. The purpose of this study was to implement and evaluate interactive multimedia learning materials using Wondershare Quiz Creator program and audio materials in teaching English listening skill. This study used quasi-experimental group design with non-equivalent control group design. The participants of this study were English Education Department of undergraduate students from Faculty of Letters, UMI Makassar. The samples were two classes. Each class consisted of 36 students. The results of statistical analysis (SPSS) showed that there was a significant difference between the results of post-test of experimental and control

group. It was proved that the t-cal is greater than t-standard (5.583 > 2.000) at df 70 and p.0.05.

The previous and present studies have similarity which was to know the effect of using interactive media in teaching listening to improve listening skill. Both studies use interactive media. The previous study used Wondershare Quiz Creator program, while present study used ISL Collective Video Quiz Creator. Despite both studies used different media, the media that were used in both studies were interactive and could be used for teaching listening skill. Another similarity is both studies used quasi-experimental group design with non-equivalent control group. Meanwhile, the difference between previous and present study was the participants of the studies. The participant of the previous study was English Education Department of undergraduate students. Meanwhile, in the present study, the writer chose seventh-grade students of junior high school as its sample.

Based on the statements above, it can be concluded that the use of media, especially interactive media, has a positive role in improving listening skill. Those previous studies and present study have a similar purpose which is to find out the effectiveness of using interactive media for improving students' listening skill.

2.2 Review of the Theoretical Studies

This part consists of some theories which can support this study. The theories include:

2.2.1 Listening Skill

One of the important skills in people's lives to learn any languages is listening. Listening skill can be explained as below:

2.2.1.1 Definition of Listening

Listening is the ability to identify and understand what others are saying. In order to be clearer, there are some definitions according to the experts. Based on Rubin (2002) as cited in Helgesen and Brown (2007), listening is conceived of as an active process which listeners select and interpret information which comes from auditory and visual clues to define what is going on and what the speakers are trying to express. Based on Alqahtani (2014),writers claimed that listening is a process in which recognition of sounds, knowledge of lexicon, syntax, discourse markers, and the world, all interact with each other. While listening comprehension is the process of understanding speech in a first and second language. The study of listening comprehension in second language learning focuses on the role of individual linguistics units (e.g., phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and topic (Richards and Schmidt, 2002, as cited in Helgesen and Brown, 2007).

In addition, Rubbin (2002) as cited in Helgesen and Brown (2007) also said that active means listeners get information (from visual and auditory clues) and relate this information to what they have already known. Select means that in the process of making sense of the input, listeners use only part of the incoming information. Interpret means that in trying to make sense of the input, listeners use their background knowledge as well as the new information to decipher what is going on and to figure out what speakers intend.

Pertiwi (2016) stated that listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input.

2.2.1.2 Listening Input Process

To understand listening, we have to consider how people process this input. A useful way of looking at this is by considering bottom-up and top-down processing (Rumelhart, 1977; Flowerdew and Miller, 2005; Helgesen and Brown, 2007).

(1) Bottom-up Processing

Helgesen and Brown (2007) said that Bottom-up processing is trying to make sense of what we hear by focusing on the different parts, such as, vocabulary, grammar, or functional phrases, sounds, etc. Underwood (1989) as cited in Pertiwi (2016), stated that bottom-up strategies are text-based; the listeners rely on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

a. Listening for specific details

b. Recognizing cognates

c. Recognizing word-ordered patterns

(2) Top-down Processing

Helgesen and Brown (2007) said that top-down processing is trying to make sense of what we hear by focusing on background knowledge called a schema. This can be content schema (general knowledge based on life experience and previous learning) or textual schema (knowledge of language and content used in a particular situation: the language that you need at a bank is different than what you need when socializing with friends). Underwood (1989) as cited in Pertiwi (2016) stated that top-down strategies are listeners based; the listener taps into background knowledge of the topic, the situation or context, the type of text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

a. Listening to the main idea

b. Predicting

c. Drawing inferences

d. Summarizing

2.2.1.3 Microand Macro skills of Listening

Based on Richard (1983) as cited in Brown (2004), listening skill has been divided into microskills (attending to the smaller bits and chunks of

language, in more of a bottom-up process) and macro skills (focusing on the larger elements, which is a bottom-up process).

(1) Microskill

a. Discriminate among the distinctive sound of English.

b. Retain chunks of language of different lengths in short-term memory.

c. Recognize English stress patterns, words in stressed and unstressed positions, rhytmic structure, intonation contours, and their role in signaling information.

d. Recognize reduced forms 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, corrections, and other performance variables.

h. Recognize grammatical word classes (nouns, verb, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

i. Detect sentence 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.

(2) Macro skill

a. Recognize the communicative functions of utterance, according to situations, participants, goals.

b. Infer situations, participants, goals, using real-world knowledge.

c. From events, ideas, and so on, described, predict outcomes, infer links and relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

d. Distinguish between literal and implied meanings.

e. Use facial, kinesic, body language, and other non-verbal clues to decipher meanings.

f. Develop and use a battery of listening strategies, such as detecting keywords, guessing the meaning of words from context or appealing for help, and signaling comprehension or lack thereof.

2.2.1.4 Teaching Listening

According to Helgesen and Steven (2007), listening lesson has three stages:

(1) Pre-Listening

It is an activity of introducing the topic to the learners to warm-up their non-native language skills before doing an exercise. Pre-listening is how teacher can help learners achieve the balance between top-down and bottom-up processing.

(2) While-listening

The while listening is a stage that students do some task. It can help students focus and develop important strategies for language learning. Some common listening task, included:

a. Listening for gist means it is listening activity to get the main idea.

b. Listening for detail means listening activity to get specific information.

c. Making inferences means listening activity that students are listening to get information not explicity stated on the track.

(3) Post-Listening

Post-listening is listening activity represents a follow up to the listening activity and aims to utilize the knowledge gained from listening for the development of other skills such as speaking and writing.

2.2.2 *Interactive Media*

Media has an important role in learning and teaching activities. Brown (1969) stated that media are the tools or the physical things to facilitate the instruction. Hofstetter (2001) as cited in Ampa (2015) stated that multimedia is the use of computers to create and combine text, graphics, audio, and video that allows users to interact, create, and communicate. According to Hornby (1965) inOxford dictionary, interactive is allowing a two-way flow of information between a computer and a computer-user; responding to a user's input. Ampa (2015) said that interactive multimedia is a combination of various media in the form of text, graphic, audio, and interaction and used to convey a message from the sender to the recipient of the message.

Based on Kimtafsirah (1998) as cited in Amalia (2017), media for teaching languages can be classified into:

(a) Games and simulation,

(b) Visual media are the aids which can be seen. Some of the examples are an OHP (Overhead Project), a blackboard, and picture,

(c) Audio media, what is meant by audio is media that are useful because of its sound. The examples are radios, which are turning on and then producing sound and recording in cassettes which are being played.

(d) Audio-visual media, which are interesting because of their sound and picture. The example is a video which shows pictures and produces sound.

In this study, the writer used audio-visual because she used ISL Collective Video Quiz Creator in teaching listening to improve students' listening skill.

2.2.3 ISL Collective

There are varieties of methods in practicing listening skill. One of the methods for practicing listening skill is using media. There are many kinds of media, especially interactive media. One of the interactive media is ISL Collective Video Quiz Creator that provides animation video with the pop-up quiz which is designed interactively with the users. The users can be given direct feedback from the exercises. ISL Collective stands for Internet Second Language Collective is a community of language teachers from around the world who share self-created worksheets on a free-to-use platform or website that has 6 languages for the teaching of English, German, French, Spanish, and Portuguese. Based on Resyadi (n.d), ISL Collective was founded by three founders; Adam Lazslo, Peter Lazslo, and Benedek Princz that on September 30th, 2009, they made a team which consisted a few employees, moderators, translators, etc. This platform or website provides numerous varieties of materials and activities for language learning and teaching. Language learners or teachers can download learning or teaching

materials freely. It can be accessed in https://islcollective.com. Before accessing the website, we have to log in our ISL Collective account first. If we do not have ISL Collective account, we can sign in freely or just log in by our facebook or google account.

2.2.3.1 Features in ISL Collective

There are three main features in ISL Collective, such as:

a. Printable

 Printable feature is a feature providing numerous printable worksheets and teaching materials for language teachers or learners. It can be easily downloaded and printed as the materials for teaching and learning activities. The users can easily find the materials by typing the keyword in the search engine.

b. Projectable

This feature is the same as printable feature that provides downloadable worksheets or materials but in this feature, the materials are mostly about the global trends. It could be movies, games, holiday, etc.

c. Video Quiz Creator

This feature provides various kinds of animation videos that are suitable for language teaching and learning activity. It also allows the users to make their pop-up quiz in the form of video.

d. Teaching Jobs

This feature is useful for ESL or EFL teachers all over the world for searching for international jobs. It also allows users to post a new job advertisement.

e. Search Engine with Filters

This search engine is completed by filters feature. The filters are used to search the specific materials according to the users' need and interest.The filters are used to search the materials more specific according to the teacher or students' need and interest. The filters consist of Grammar, Vocabulary, Lesson Type, Level, Student Type, Language Exam, Dialect, and Communicative Function.

2.2.4 ISL Collective Video Quiz Creator

ISL Collective Video Quiz Creator is one of the features in ISL Collective website that is provided for making an interactive or pop-up quiz in the form of video which is designed interactively with the users. The users can be given direct feedback from the exercises. They can access some videos that have been provided in that feature or their pop-up quiz video. The users can make their pop-up quiz by choosing the video from Youtube or Vimeo.

2.2.4.1 Features in ISL Collective Video

There are some features in ISL Collective Video, such as:

(1)   Practice Vocabulary

This feature is for practicing vocabulary. In this practice a vocabulary option, the users have to choose the vocabulary level. The levels consist of Elementary (A1), Pre-Intermediate (A2), Intermediate (B1), Upper-Intermediate (B2), Advanced (C1), and Proficient (C2). After choosing the level, they can click a blue button (Generate Quiz). Then, there is vocabulary quiz video based on the

level that we have been chosen. In the rightside, there are sentences list based on the vocabulary words that found in the video. All the words in bold are the English level that the users were selected earlier. The users also can change the word that automatically selected by them by clicking the word. After making the question, they can publish it.

(2) Practice Grammar

There are some grammar topics, such as articles, adjectives, nouns, verbs, and so on. The users can click one of the grammar topics and click the blue button (Generate video). Some sentences based on the video subtitle will appear on the right side. Then, if they click one of the sentences, they can find a question based on the grammar point.

(3) Make Your Own Custom Quiz

In this option, the users can make their questions as they wish. They can make whatever grammar, vocabulary points or any type of question that they prefer.

2.2.4.2 Steps in Making ISL Collective Pop-up Quiz

There are some steps in making ISL Collective pop-up Quiz that can be explained as follows:

(1) Firstly, the users must log in their ISL Collective account.

(2) For making pop-up quiz video, the users must click a blue button "Create a Video Lesson"

(3) Then, add the video URL link from YouTube or Vimeo in the search engine.

There are three options that we can choose. They are:

a. Practice Vocabulary

b. Practice Grammar

c. Make Your Own Custom Quiz

In this option, the users can make their questions as they wish. They can make whatever grammar, vocabulary points or any type of question that they prefer.

(4) If the users click the button of "Make your own custom quiz", the video that they have been selected earlier will appear. They have to click green button "Create a Video Lesson".

(5) After clicking the green button, they should click a round red button. In the round red button, there are various types of question forms. They are gap-fill, multiple choices, unscramble sentence, open-ended, and Topical Pictionary questions. The users can choose the question form that they wish.

(6) After choosing the question form, they can type the question and also the answer.

(7) If the users have finished in making the questions, they can click the "publish" button. Then, they should fill the form, which consists of title, task description, scene summary, lesson type, level, students' type, copyright license.

(8) After filling the form, they can click "Save" button.

Dalziel (2017) said that the video quizzes that created through ISL Collective provide different "Play Mode". The users can watch video without quiz, play

video quiz in interactive mode, use the casino game mode or play it in non-interactive mode.

2.3 Theoretical Framework

The theoretical framework of this study is started from the idea that nowadays, in teaching listening, most of teachers only use conventional media, such tape recorder as the main instrument. Lack of media variations, such as the use of video or animation can make the students bored. Hence, the writer conducted the study by using ISL Collective Video Quiz Creator for decreasing boredom of learning listening activity.

Therefore, the writer conducted a study entitled, "The Effectiveness of ISL Collective Video Quiz Creator as Interactive Media to Enhance Students' Listening Skill". The writer used quasi-experimental research with non-equivalent control group design. The subject of this study is the seventh-grade students of *SMP N 2 Demak* in the academic year 2018/2019. It consists of two non-random sample groups, they are experimental and control groups. The research was conducted by giving pre-test, treatments, and post-test to both groups. The result of the test was analyzed by using t-test formula to compare the students' mastery of listening skill between experimental and control groups to know how effective using ISL Collective Video Quiz Creator in enhancing students' listening skill.

The theoretical framework of the study can be visualized as follows. It can show the procedure of the research

PROBLEM

Lack of media variations makes students bored.

↓

EXPERIMENTAL RESEARCH

↓

PRE-TEST

Data gathering to see students' prior ability before the treatment is given.

↓

TREATMENT

Experimental Group

Using ISL Collecetive Video Quiz Creator

Control Group

Using existing technique / media (dictation technique)

POST-TEST

Data gathering to see students's ability after the treatment is given.
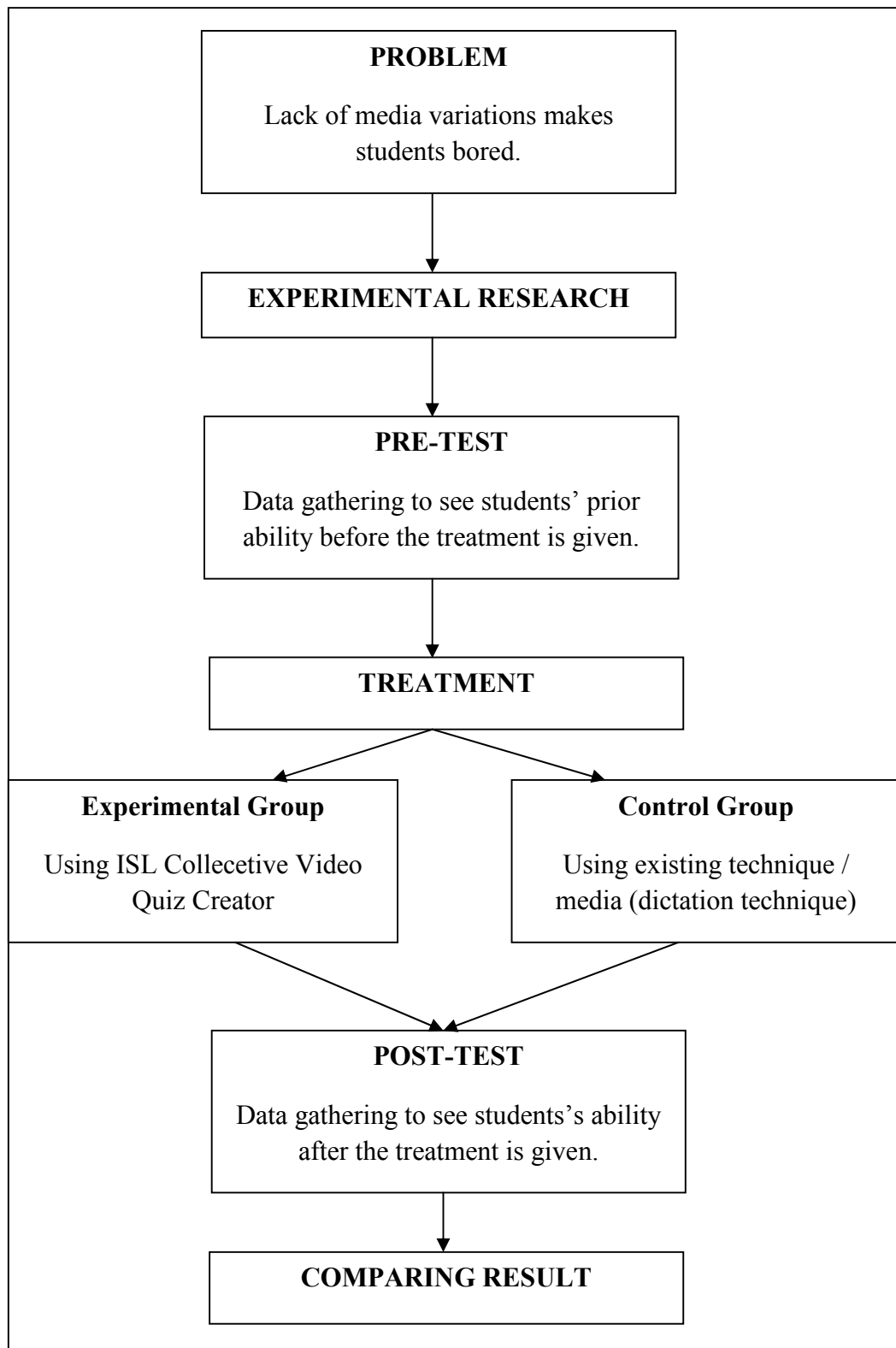
↓

COMPARING RESULT

Figure 2.1 Theoretical Framework

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research and data analysis which have been discussed in the previous chapter.

5.1 Conclusions

After conducting the research, the writer concluded several points. Those are presented as conclusions of this research.

Firstly, based on research findings, ISL Collective Video Quiz Creator was effective media for improving listening skill of the students of *SMP N 2 Demak.*

Secondly, it was proven by the results of pre-test and post-test. The pre-test results showed that average score of the experimental group was 74.78, while the control group was 74.75. After the experimental group received the treatment using ISL Collective Video, the average score of the experimental group went to be 85.13. While the control group which had been taught by using conventional media increased only 79.63. There is a significant improvement of the students' achievement dealing with listening skill after they had received treatments using ISL Collcetive Video. It is also showed in the calculation by using t-test. The result showed sig. (2-tailed) value 0.026 was lower than 0.05. It can be concluded that using ISL Collective Video Quiz Creator is effective in improving listening skill.

5.2 Suggestions

The followings are some suggestions that can be taken based on the conclusions of this research, they are as follows:

For English teachers, ISL Collective Video Quiz Creator can be used as one of media in teaching English, especially in improving listening skill. They should give the students an interesting and interactive teaching. The students will not get bored in learning and teaching activities.

For students, they can use ISL Collective Video Quiz Creator as one of learning media for enhancing listening skill because this media is interesting and interactive. The students can easily use this kind of media by visiting ISL Collective website.

For further researchers, ISL Collective Video Quiz Creator can be used as one of references to conduct other researches in the same field. They are also expected to be able to cover the limitation in this study that provides more details information about this study and also, they are suggested to explore the use of varieties of media for teaching and learning to enhance their students' listening skill.

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