

**AN UNDERGRADUATE THESIS**

**THE INFLUENCE OF USING TV NEWS MEDIUM  
TOWARD STUDENTS' LISTENING COMPREHENSION AT  
THE FOURTH SEMESTER OF ENGLISH STUDY PROGRAM IN  
STATE ISLAMIC COLLEGE OF JURAI SIWO METRO**

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for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Study Program

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**ABSTRACT**

**By:**

**MERYNA PUTRI UTAMI**

Listening comprehension is the skill to make a deep understanding for someone or something sound to know what the mean. A new born baby just have a skill that is listening even the baby does not know what the sound mean yet. Listening is very important skill should be mastered by the students. Most of EFL learners have the duty of learning the skill by using media. To increase the skill the students need an appropriate medium in order to get easy in solving the problems. The problem which the researcher had outlined in this research deals largely with the listening comprehension. The primary goal of this research, furthermore, was to investigate the influence of using TV news medium toward students' listening comprehension at the fourth semester of English study program in State Islamic College of Jurai Siwo Metro.

This research is quantitative research conducted at the fourth semester of English study program in State Islamic College of Jurai Siwo Metro that involves of 34 students as the samples. In collecting the data the researcher used test and documentation, meanwhile the data analysis technique that the researcher used t-test.

The result of the analysis showed that " $t_{\text{observed}} = 5.54$  was higher than " $t_{\text{table}} = 2,031$  in 5% and " $t_{\text{table}} = 2,727$  in 1 %. Based on the result, it can be inferred that  $H_a$  is accepted and  $H_o$  is rejected. It means that TV news medium influences the students' listening comprehension at the forth semester of English study program in State Islamic College of Jurai Siwo Metro positively and significantly.

**PENGARUH PENGGUNAAN MEDIA BERITA TV TERHADAP  
PEMAHAMAN MENYIMAK SISWA SEMESTER EMPAT PROGRAM  
STUDI BAHASA INGGRIS STAIN JURAI SIWO METRO**

**ABSTRAK**

**Oleh:  
MERYNA PUTRI UTAMI**

Pemahaman menyimak merupakan kemampuan untuk memahami secara dalam terhadap suara dari seseorang atau sesuatu. Seorang bayi yang baru lahir hanya memiliki sebuah kemampuan yaitu menyimak meskipun ia belum mengetahui maksud dari suara yang didengarnya. Menyimak merupakan kemampuan yang sangat penting yang harus dikuasai oleh para siswa. Sebagian besar para pelajar Bahasa Inggris memiliki kewajiban untuk meningkatkan kemampuannya para siswa membutuhkan sebuah media yang tepat dalam rangka mendapatkan kemudahan untuk mengatasi masalah mereka. Permasalahan yang diangkat oleh peneliti dalam penelitian ini erat kaitannya dengan pemahaman pendengaran siswa. Tujuan utama dari penelitian ini tidak lain yaitu untuk meneliti pengaruh dari penggunaan media berita TV terhadap pemahaman pendengaran siswa semester empat Program Studi Bahasa Inggris (PBI) di STAIN Juari Siwo Metro.

Penelitian ini merupakan penelitian kuantitatif yang telah dilakukan pada semester empat Program Studi Bahasa Inggris (PBI) di STAIN Juari Siwo Metro yang terdiri dari 34 mahasiswa sebagai sampelnya. Pengumpulan data dalam penelitian menggunakan tes dan dokumentasi, sedangkan tehnik analisis data yang digunakan adalah t-test.

Hasil analisis menunjukkan bahwa " $t_{\text{observed}} = 5.54$ " adalah lebih tinggi dari pada " $t_{\text{table}} = 2,031$ " pada 5% dan " $t_{\text{table}} = 2,727$ " pada 1%. Berdasarkan hasil tersebut, bisa disimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak. Itu berarti bahwa media berita TV mempengaruhi pemahaman pendengaran mahasiswa pada Program Studi Bahasa Inggris secara positif dan signifikan.

# CHAPTER I

## INTRODUCTION

### A. Background of Study

Listening is the first skill of human life. A newborn baby only can hear the sound of the surroundings firstly before they can speak, read and write. They will receive the voices which come into their ears, and then they record it and automatically they will memorize it. It implies that they can produce words when they receive information that come in their ears. It is the way for someone gets their mother tongue by hearing / listening.

Nowadays, English students are supposed to master four English basic skills, such as listening, speaking, reading, and writing which are emphasized in English curriculum. Skill can be defined as a particular of ability and something that has to be developed.<sup>1</sup> Listening is one of the important skills that has to be mastered by everyone. After learning and finishing for twelve years, for instance, it is expected that they will be able in English listening comprehension. Unfortunately, it shows that they cannot avoid from difficulties in listening comprehension because of its differences between English as foreign language and Indonesian as their native language.

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<sup>1</sup> Hornby, A S, Oxford Advanced Learner Dictionary, London, Oxford University Press, 2000, p. 1255

In addition, listening English especially in conversation is a big problem to be understood by the students. It has been known that the students faced many problems in comprehending a text, dialog, monologue, or conversation of the native speakers. Not only caused by the wide difference between English and Indonesian, but also the main aspect which it makes hard to be comprehended, namely the speakers' pronunciation. However, there are many ways to overcome the problems but the students cannot find the problem solving yet. As a result, they are hard to comprehend when a person speaks too fast.

The students often ignore the using of English as a medium of communication due to lack of vocabularies mastery, so they could not get the meaning of the words and what about the speaker talks to them. It is important to use an aid by the teachers in teaching English especially in listening comprehension process and what the most essential things to be considered. Due to this problem the researcher wants to apply a new media; TV news to increase students' listening comprehension.

In addition, to improve the students' listening comprehension, a medium is needed to give some helps to the lecturers in teaching and learning process. Therefore, TV News is one of English media which can be used in English teaching. The media are an excellent example of language in context and become a model for students' result in learning process. By using TV News, the students can practice listening in their home. In addition, it can attract their attention

based on the case that is shown. As a result, this medium will be an interesting and effective medium for the students.

Furthermore, the data pre-survey at the first semester of English Education Study Program of State Islamic College of Jurai Siwo Metro show as follows:

**Table 1**

The Students' Listening Result at the first Semester of English Education Study Program at State Islamic College of Jurai Siwo Metro

<b>No</b>	<b>Score</b>	<b>Category</b>	<b>The Number of Students</b>	<b>Percentage</b>
<b>1</b>	<b>&gt;72</b>	<b>Passed</b>	<b>8</b>	<b>20%</b>
<b>2</b>	<b>&lt;71</b>	<b>Failed</b>	<b>32</b>	<b>80%</b>
<b>Total</b>			<b>40</b>	<b>100%</b>

**Table 2**

Passing Grade Criteria

<b>Numeric Score</b>	<b>Quality Score</b>	<b>Symbol Score</b>	<b>Interpretation</b>
81-100	4	A	Best
70-80	3	B	Good
60-69	2	C	Enough
50-59	1	D	Poor
0 -49	0	E	Very Poor

In line with the data of pre-survey on December 13<sup>th</sup>, 2013 the researcher got the data from 40 students; there are 8 students (20 %) who got high score and pass the minimum criteria of passing *KKM* (>72); there are 32 students (80 %) who got low score and fail pass the *KKM* (<71). From the explanation above, it can be inferred that the students' listening comprehension is categorized into low category.

To consolidate the data pre-survey, the researcher has conducted an interview with some students in the fourth semester of English Study Program. Most of them have many difficulties in listening comprehension which is described as follows; 1) the students find difficulty to understand the speaker's pronunciation in tape recorder, 2) the students have limited vocabulary mastery, 3) sometimes they cannot focus on what the speaker is said because the voice that out come from the tape recorder, and 4) the media which is used in listening subject is less effective.

Referring those problems above, the researcher will examine the influence of using TV News the toward students' listening comprehension at the fourth semester of English Education Study Program in State Islamic College of Jurai Siwo Metro. The researcher assumes that TV news as a medium can influence to increase students' listening comprehension. It is because of TV news will attract more the students' attention. So, it will be an effective medium to increase the students' listening comprehension.



## **B. Problem Identification**

Based on the background above, there are some problems which are supported by medium, are follows:

1. The students have low score in English subject especially in the listening subject.
2. The students have lack of motivation in the listening subject.
3. The students find difficult to learn listening, because they are not interested in listening.
4. The condition of the facilities and the media that used in the listening subject is not good, especially the language laboratory.

## **C. Problem Limitation**

Based on the problem identifications above, it is said by most of the students who do not have any interest in listening. It is caused by the condition of the facilities and media that used in listening subject is not good, especially the language laboratory. In this case the researcher will limit on the influence of using TV News medium the toward students' listening comprehension at the fourth semester of English Education Study Program in State Islamic College of Jurai Siwo Metro.

#### **D. Problem Formulation**

The problem formulation of this research is: “Is there any positive and significant influence of using TV news the toward students’ listening comprehension at the fourth semester of English Education Study Program in State Islamic College of Jurai Siwo Metro?”

#### **E. Objective And Benefits of The Research**

1. The objectives of the study can be classified in:

To know a positive and significance influence of using TV news medium toward the students’ listening comprehension at the fourth semester of English Study Program in State Islamic College of Jurai Siwo Metro.

2. The benefits of the study can be classified in three parts:

- a. For the students, by using TV news as a listening medium, it is hoped that the students will get easiness to understanding oral English and more attract in comprehend listening.
- b. For the lecturers, hopefully this research can help English lecturers to solve their teaching problems by using various media or method so that the students more motivated to study.
- c. For the institution, it is expected to be able to provide the facilities in increasing the comprehension, ability and skill of their students.

## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. Theoretical Review

##### 1. Listening Comprehension

Listening as a major component in language learning and teaching ...<sup>1</sup>. It means that listening is important to be taught in English Language learning and teaching. Listening is a skill and any help we can give students in performing that skill will help them to better listeners.<sup>2</sup>

Listening is the most common communicative activity in daily life we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write.<sup>3</sup> So it shows that to comprehend what the speaker said was hard to be done. The students supposed to listen more intensively than other skill.

Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary, and grasping his meaning (Howatt and Dakin). An able listener is capable of doing these four things simultaneously.

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<sup>1</sup> Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Francisco State University: Longman), Second Edition, 2001

<sup>2</sup> Jeremy Harmer, *How to Teach English*, Longman, Malaysia, 2001, p.98

<sup>3</sup> Morley, J. *Listening Comprehension in Second/Foreign Language Instruction*. In M. Celce-Murcia (Ed.), *Teaching English as a Second or Foreign Language* (2nd ed.) 1991. p.82

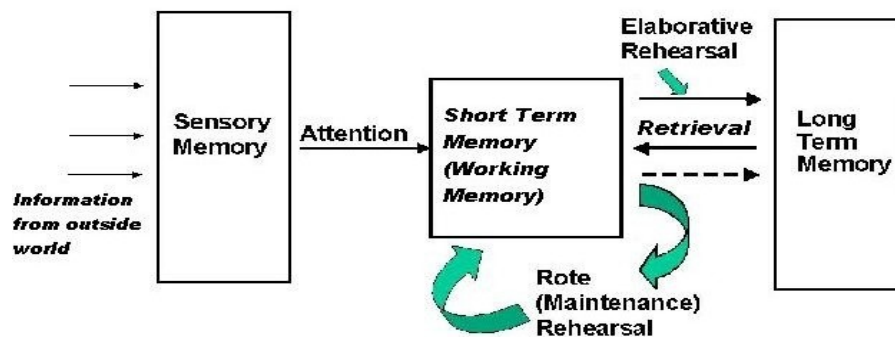
Found in Arif Saricoban's journal,

Bulletin (1952) stated that, listening is one of the fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education--their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance that our pupils be taught to listen effectively and critically,<sup>4</sup> he says.

It can be explained that listening skill is one of the important and base skill. Everyone either young or old people get information that they need from listening. So listening need to be comprehend deeply.

Here is the process of listening to memorise:

**Figure 1**  
Three-Box Model of Memory<sup>5</sup>



From the figure above we know that listening process the listening process goes through five stages: sensory memory, attention, short-term

<sup>4</sup> Saricoban, Arif. The Teaching of Listening, Hacettepe University (Beytepe-Ankara, Turkey), 1999

<sup>5</sup> Brown, B. L. The Information Processing Model of Memory. Lecture Handout for Psychology 1101 Introduction to General Psychology Course presented at Georgia Perimeter College. 2008. Retrieved 14 March 2009 from <http://facstaff.gpc.edu/~bbrown/psyc1101/memory/3boxmodel.htm>

(working) memory, rehearsal, and long-term memory. It started from coming information such a sound outside go into sensory memory then the listener give attention on it then the listener can memorize well. This implies that in the teaching of listening students need to be involved in the listening activities that require their undivided attention.

Whereas, comprehension has the following meaning: in general use and more specifically in reference to education and psychology, it has roughly the same meaning as understanding.<sup>6</sup> Comprehension is the ability to uderstand.<sup>7</sup> From these explanations we know that both of understanding and comprehension were little bit resemble but comprehension more needed by the students to comprehend what they listen in English.

#### **a. The Difficulties of Listening**

Found in Brown's book, students must give special attention to such factors because they strongly influence the processing of speech, and can even block comprehension if they are not attended to<sup>8</sup>. In other words, they can make the listening process is difficult if they do not really pay an extraordinary attention for these factors as follows:

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<sup>6</sup> <http://en.Wikipedia.org/wiki/comprehension>

<sup>7</sup> Homby, A.S, Oxford Advanced Learner's Dictionary, (New York: Oxford University Perss, 2000), p.307

<sup>8</sup> Brown, H. Douglas, Teaching by Principles: *An Iteractive Approach to Language Pedagogy*, (San Francisco State University: Longman, 2001), Second Edition, p.252

### 1) Clustering

Because of in spoken language the memory limitations and our predisposition for “chunking” or clustering, we break down speech into smaller groups of word. In listening comprehension the students need to be helped by the teacher to pick out manageable cluster of words.

### 2) Redundancy

Redundancy helps students to process meaning by offering more time and extra information. They can train themselves to profit by looking for the signals of it. The students initially get confused by this, but with some training, they can learn to take advantage of it as well as other makes that provide more processing.

### 3) Reduce Forms

Reduce can be phonological (“Djeetyet?” for “Did you eat yet?”), morphological (contractions like “I’ll”), syntactic (elliptical forms like “when will you be back?” “Tomorrow maybe”), or pragmatic (phone rings in a house, child answers and yells to another room, “Mom! Phone!”)

### 4) Performance Variables

Students have to train themselves to listen for meaning in the midst of distracting performance variable.

### 5) Colloquial Language

Learners who have been exposed to standard written English or “text book” language sometimes find it surprising and difficult to deal with colloquial language, idioms, Slang, reduced form and shared cultural knowledge are all manifested at some point in conversations, and colloquialisms appear in both monologues and dialogues.

### 6) Rate of Delivery

Initially the students think that the native speakers speak too fast! But actually Jack Richards (1983) said that, the number of and length of pauses used by speakers is more crucial to comprehension than sheer speech. Students will eventually need to be able to comprehend language delivered at varying rates of speed and at times, delivered with few pauses.

### 7) Stress, Rhythm, and Intonation

The prosodic features of the English language are very important for comprehension. Because English a stress-timed language, English speech can be a terror for some students as mouthfuls of syllables come spilling out between stress interpreting straightforward elements such as questions, statements, and emphasis but for understanding more subtle messages.

### 8) Interaction

Students need to understand that good listeners (in conversation) are good responders. They know how to negotiate meaning (to give feedback to ask for clarification, to maintain a topic) so that the process of comprehending can be rather than being aborted by insufficient interaction.

From the explanation above, there are many aspect which can make listening is difficult. So these aspects have to be known well by the students if they want to comprehend what they listen clearly.

### **b. Principles in Teaching Listening**

In teaching listening the teacher should know what the basic thing of something that they want to teach to their students. In order to this condition, listening can be given to students by following these principles<sup>9</sup>:

#### 1) Exposing students to different types of processing information

The bottom up vs. top down processing of information has been proposed by Rumelhart and Ortony (1977) and expanded upon by Chaudron and Richards (1986), Richards (1990) and others. The distinction is based on the way learners attempt to understand what

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<sup>9</sup> <http://englishstudyhelp.blogspot.com/2012/06/principles-of-teaching-listening-in-l2.html>



they read or hear. With bottom up processing, students start with the component parts: words, grammar and the like. Top down processing is the opposite. Learners start from their background knowledge, either content schema (general information based on previous learning and life experience) or textual schema (awareness of the kinds of information used in a given situation).

There is also interactive processing. The use of the combination of top down and bottom up data processing is called interactive processing.

## 2) Exposing students to different types of listening

The most common type of listening exercise in many textbooks is listening for specific information. This usually involves catching concrete information including names, time and so on.

At other times students try to understand in a more general way. This is global or gist listening. In the classroom this often involves tasks such as identifying main ideas, noting a sequence of events and so on. But these two types of listening do not exist in isolation. Inference is another critical type of listening. This is “listening between the lines”- that is, listening for meaning that is implied not stated directly. It is a higher level skill.

### 3) Teaching a variety of tasks

Learners of listening need to work with a variety of tasks. Since learners do the task as they listen, it is important that the task itself does not demand too much production of the learner. If for example a beginning level learner hears a story and is asked to write a summary in English, it could well be that that the learner understood the story but is not yet at the level to be able to write the summary. It may also be the case that they fail to respond even though they do understand. It may so happen that they understood at the time but forgot by the time they got to the exercise. In this example of a summary task based on a story, it may be better to have a task such as choosing the correct summary from two or three choices.

### 4) Considering text, difficulty, and authenticity

Spoken languages are very different from written language. It is more redundant, full of false starts, rephrasing and elaborations. Incomplete sentences, pauses, and overlaps are common. Learners need exposure to and practice with natural sounding language.

When learners talk about text difficulty, the first thing many mention is speed, indeed which can be a problem. But the solution is not to give them unnaturally slow, clear recordings. Those can

actually distort the way the language sounds. Speed, however, is not the only variable.

Any discussion of listening text probably needs to deal with the issue of authentic texts. Virtually no one should disagree that texts students work with should be realistic. However, some suggest that everything students work with should be authentic. However the issue of authenticity is not as simple as it sounds. Most of the recordings that accompany textbooks are made in recording studios. And recordings not made in the studio are often not of a usable quality.

#### 5) Teaching listening strategies

In considering listening, it is useful to note the items Rost (2002, p. 155) identifies as strategies that are used by successful listeners.

Not only in reading comprehension, but in listening comprehension also use top-down and bottom-up in processing information. The students should be able to identify whether what they listen is general or gist listening. Variety of task should be given to the students appropriately base on their capability. And automatically there are difficulties and authenticities in listening, so

they are suggested to master about listening strategies to be a successful listener.

### **c. Strategies of Listening**

Some factors can be classified as strategies of listening in the following<sup>10</sup>:

#### 1) Pre-listening Strategies

Predicting the themes and vocabulary of a lecture before you listen can help to improve your comprehension of difficult listening segments.

#### 2) Identifying Main Idea

There are four keys to identifying main ideas in lectures and presentations. The first, a speaker may signal a main idea through discourse markers; that is, there are certain phrases that tell you a main idea is coming. The second, repetition, how many times a word or phrase is repeated. The third key to identifying main or important ideas is pace (the speed of speech). Finally, a lecturer visual aids, such as outlines, lists or drawings, often provide obvious clues to a speaker's main points.

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<sup>10</sup> Michael Berman, *Advanced Listening, Listening Strategy Guide, Lectured 4-6*, DynEd International. Inc, 2003, p. 2

### 3) Note Taking

There are four important components to successful note taking; language, speed, organization and accuracy.

### 4) Processing Details

Consequently, this listening strategy topic is presented in three parts, each discussing a different aspect of understanding details.

a) Aural Skimming: Listening for a Particular Detail

b) Understanding and Recalling Details

c) Strategies for Making Inferences

### 5) Determining the Relationship of Ideas

A lecture is a series of smaller ideas which are put together in a particular way to form larger ideas. In other words, lectures and other styles of communication are built upon the relationship of ideas. *Discourse markers*, also called *organizational cues* or *signposts*, can help you determine these relationship. In fact, these markers can help you figure out the meaning of many words or ideas which you would not have understood otherwise.

### 6) Guessing Vocabulary from Context

Guessing meaning from context is an important skill. Even native speakers often hear unknown word in speech and must try to guess the meaning through context. Those who are successful at this skill

usually use many of the other strategies discussed in advanced listening to help them in guessing vocabulary:

- a) They make prediction and prepare themselves before they listen
- b) They pay attention to the repetition of key words
- c) They use their intuition to make inferences
- d) They pay attention to discourse marker

#### 7) Identifying Pronoun Referents

Determining a pronoun's referent (the person, place, thing, or idea to which a pronoun refers) in fast speech is a difficult task for many students. There are two main factors which can make dealing with pronouns in spoken English such a challenge.

- a) Pronouns are often unstressed in the spoken sentence; therefore, they are frequently spoken very quickly and softly, and are often reduced.
- b) Despite the simple rules for pronoun reference that you probably learned in your first English class, in real life pronouns can have many different kinds of referents, and these referents can appear in many different places within spoken language. As a student, the more you listen to and analyze examples of these differences, the more comfortable you will become with them.

Being a listener is hard because in listening process there are so many obstacles which faced by the students. There seven strategies to comprehend listening easier, such as: pre-listening strategy, identifying main ideas, note taking, processing details, determining of relationship of ideas, guessing vocabulary of content, and identifying pronoun referents.

## 2. Types of Listening Activities

Everybody has their own necessary for listening something. The students are important to listen more, so that the teacher can evaluate their english in listening skill. Not just the student that has listening activities but everybody also has a specific purpose for listening. When someone feel boring, he/her can listen to the music to make his/her mind is more relax, or maybe he/her listen to the radio in the morning to know the information from the news on it.

There are some types of activities that can be applied in learning listening. Ur provides four our listening activities as follows<sup>11</sup> :

- a) No overt response, the student do not have to do anything in response to the listening; however facial expression and body language often show if they are following or not. It includes stories, songs, and entertainment.

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<sup>11</sup> Ur, Penny, *A course in Language Teaching: Practice and Theory*, (Cambridge: University Press, 1996) p.111

- b) Short responses, includes obeying instructions, ticking of items, true / false, detecting mistakes, cloze, guessing definitions, and skimming and scanning.
- c) Longer responses, includes answering questions, note-taking, paraphrasing and translating, summarizing, and long gap-filling.
- d) Extended responses, here, the listening as only a 'jump-off point' for extended reading, writing or speaking: in other words, there are 'combined skills activities. It includes problem-solving and interpretation.

Beside of that, there are the other activities to improve listening skill that provided by Ur, they are:

- a) Listen to English pop song, includes write a summary, sing along with the melody, do a close exercise, and dictate lyrics.
- b) Listen to TV news reports, includes predication keep a diary, and record the news.
- c) Listen to film, includes read film reviews, make a gap-filling exercise, cover the subtitles, and read the novel of the film.
- d) Listen to TV programs or videos, includes follow instructions without looking the screen, cover the subtitles, and watch the first language version in advance.
- e) Listen to the radio, includes listen to fast speech, approach other resources in advance, listen to colloquial expressions, and write a summary.<sup>12</sup>

### 3. Media for Listening

In learning activities, medium is something designed to give help in teaching and learning process, to make easiness in transferring the material by the teacher to his/her students. Here some kinds of medium which can be used by the teacher in teaching listening:

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<sup>12</sup> Ibid., p.17



a) Audio

The audio medium is related to the sense of hearing which is a message was send by auditive signs, either verbal or nonverbal. Usman assumed that there are some kinds of medium which can be classified in audio medium are; 1) Radio, 2) Magnetic tape recorder, 3) CD / VCD, dan 4) Language laboratorium.<sup>13</sup>

In line with the statement above we know that audio medium is just can be respond by ear as a sound. That sound contains with many signs about the sound point. And this kind of medium was usually used by the teacher in listening process, moreover they do not use a various medium to be shown or given to their students.

b) Visual

Oemar Hamalik said that education medium has seemed meaning with teaching material, instructional material or audio visual aid. Audio visual aid is a material, method, and technique that is used for effective communication more and interaction between the teacher and the students in learning process.

Even this kind of medium can be used in English instruction, but this is inappropriate medium which will be used to measure the students' listening comprehension. Because of visual medium there is no sound. It

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<sup>13</sup> Usman, M.Basyiruddin, *Medium Pembelajaran*, Jakarta, (Ciputat Pers, 2002). p.83

just stimulate the scene of the students, moreover listening use audibility sense.

c) Audio visual

M. Basyiruddin Usman said that “the audio visual medium are can be film or moving picture and television”.<sup>14</sup> It known that film, television and moving picture were include into audio visual medium. This medium is different among audio and visual medium, because it is multimedia combined from those mediums. The audio-visual medium was a medium that used in learning process just involve sense of listening and sight of students in one process or one activity. Message and information could be channeled through this medium. This medium could be divided to verbal message and nonverbal message that rely on sight and sense of listening.<sup>15</sup>

In this research, the researcher will use audio visual medium in the form of TV News. It will be applied to the classroom in the language laboratory.

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<sup>14</sup> Ibid., p.97

<sup>15</sup> Rayandra Asyhar, *Kreatif Mengembangkan Media Pembelajaran*, Gaung Persada, Jakarta:2011, p.45

## **B. The Conceptual of Teaching Media by Using TV News**

### **1. TV News**

In this research, the researcher will use TV news that run in front of the classroom by using audio-visual media. It is TV news as the medium to increase students listening comprehension. It hoped that this research will run well to get the best result at the end.

In the M. Basyiruddin Usman's book, Oemar Hamalik stated that: Television is an electronic motion picture with conjoined or attendant sound; both picture and sound reach the eye and ear simultaneously from a remote broadcast point<sup>16</sup>. Television is an entertainment medium that very close to the students' daily. Not only movies, music, infotainment, but TV News also includes on the television program. Moreover, one of those, TV News can be used in teaching listening from the education side.

Furthermore, News is the report of recent events that appear in newspapers or on television or radio<sup>17</sup>. It shows to the people about current events around. A news program can include live or recorded interviews by field reporters, expert opinions, opinion poll results, and occasional editorial content<sup>18</sup>.

Television news refers to disseminating current events via the medium of television. A "news bulletin" or a "newscast" are television programs

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<sup>16</sup> Usman, Op. cit. p.97

<sup>17</sup> Hornby, A S, Oxford Advanced Learner Dictionary, London, Oxford University Press, 2000, p. 1255

<sup>18</sup> [http://en.wikipedia.org/wiki/News\\_program](http://en.wikipedia.org/wiki/News_program)

lasting from seconds to hours that provide updates on world, national, regional or local news events<sup>19</sup>. This medium as moving picture and also as radio which can be seen and heard in once. TV news gives real moments at a phenomenon which followed with any comment by the reporter which can be seen and heard in once by the audiences.

In this research, the researcher has decided to use *Indonesia Now* program in *Metro TV* channel to be the medium which will be brought to the class. Metro TV channel is one of TV channel that present the actual news of the environment, society, and global. TV News is one of the new media used by teachers to teach listening for the students which learn English as foreign language.

Moreover, in using *Indonesia now* TV news program, the researcher did not bring the television because it is very hard. The researcher will bring the video to the class to be shown to the students. It will be more effective than the students are asked to watch the *Indonesia now* TV news program depend on the schedule itself. The researcher will choose one topic for one meeting in a short time to make the students more focus on the news. It is necessary to provide the students with some listening activities and task with a certain period of time to avoid missing information.

## 2. The Benefits of Using TV News

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<sup>19</sup> [http://en.wikipedia.org/wiki/Television\\_news#Television\\_news](http://en.wikipedia.org/wiki/Television_news#Television_news)

There are some benefits that will we get when we use it to be our medium in teaching listening. It was cited by M. Basyiruddin Usman, there are some benefits of using TV news<sup>20</sup>:

- a. It is real and it can show the real case in the society.
- b. It expand classroom research, cross some areas or countries.
- c. It can reshow the past.
- d. It can show many things and with many perspectives from many sides.
- e. It uses many sources from the society.
- f. Interesting to the students
- g. It can train the teacher.
- h. The society are invited to increase their attention of the education

Most students are interested to watching television than study in their daily, so by using TV news as medium to study to get some information based on their needed. By watching television people choose TV news as their source information in society. It was an easy, cheap and fast way to the students and teachers.

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<sup>20</sup> Usman, *Op.cit*, p.102

### 3. TV News Selection Criteria and Viewing Reminders<sup>21</sup>:

- a. Choose stories that are relevant to students' lives.
- b. Use various broadcasts that provide exposure to various accents and cultures.
- c. Choose stories that are proficiency-level appropriate; political and science related stories are often too difficult for many students to understand.
- d. Seek out news programs that stress human interest stories.
- e. Use stories that lend themselves to many learning activities and the integration of the four skills.
- f. Cue the video ahead of time.
- g. Copy the news story 3-5 times, if possible, so there is no need to rewind

## C. Theoretical Framework and Paradigm

### 1. Theoretical Framework

This research consists of two variables they are independent variable and dependent variable (Y). The independent variable is the TV News as medium (X) and dependent variable is students' listening comprehension (Y). In this case, the researcher assumes that there is a positive and significant influence of using TV News medium toward the students' listening comprehension.

Based on the above description, the researcher assumes that the students' listening comprehension will be able provided a positive influence through using TV News as medium. TV News will attract students' attention to listen than they just listen conversation between the first native and the

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<sup>21</sup> Christina, E. (2006). Using TV news to integrate the four skills: a guide for EFL teachers. IPP collection. Paper 166.  
[http://digitalcollections.sit.edu/ipp\\_collection/166](http://digitalcollections.sit.edu/ipp_collection/166)

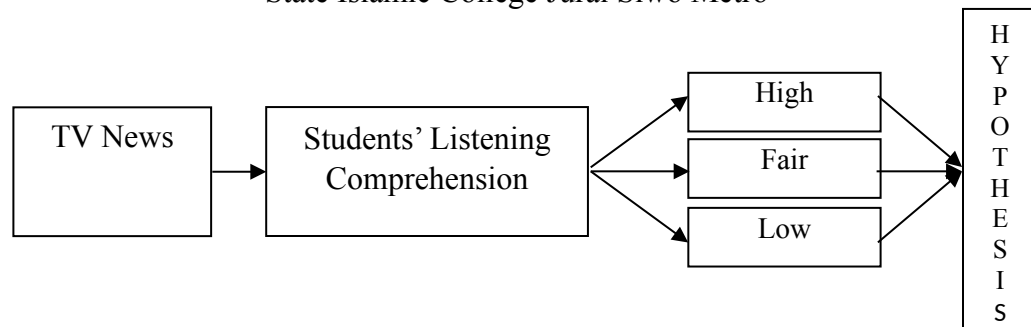
second native or more. Students' also can more comprehend the sounds and it involves some elements which can increase their listening comprehension.

#### D. Paradigm

“Research paradigm is link pattern between one and other variable that will be researched.”<sup>22</sup> Therefore the paradigm of this research can be described as following:

**Figure 2**

The Influence of Using TV News Medium toward Students' Listening Comprehension at the Fourth Semester English Education Study Program in State Islamic College Jurai Siwo Metro



In line with the paradigm above it can be widely recognize that, if the use of TV news is good and the students' listening comprehension is good, so there is positive and significant influence of using TV news toward students' listening comprehension. If the use of TV news is not good and the students' listening comprehension is bad so there is no positive and significant influence of TV news toward students' listening comprehension.

<sup>22</sup> Tim Penyusun, *Pedoman Penulisan Karya Ilmiah Edisi Revisi*, STAIN Jurai Siwo Metro, Metro, 2011. P. 42

## E. Hypothesis Formulation

Hypothesis is statement which is still weak and still needs to prove its truth in reality<sup>23</sup>. Furthermore, the hypothesis of this research can be described as follows:

### 1. Alternative Hypothesis ( $H_a$ )

There is positive and significant influence of Using TV News toward Medium students' listening comprehension at the fourth semester of English Study Program in State Islamic College of Jurai Siwo Metro.

### 2. Null Hypothesis ( $H_o$ )

There is no positive and significant influence of Using TV News Medium toward the students' listening comprehension at the fourth semester of English Education Study Program in State Islamic College of Jurai Siwo Metro.

Referring to the hypothesis above, the researcher has a hypothesis of this research. The hypothesis is: "There is positive and significant influence of Using TV News Medium toward the students' listening comprehension at the fourth semester of English Education Study Program in State Islamic College of Jurai Siwo Metro".

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<sup>23</sup> Cholid Narbuko dan Abu Achmadi, *Metodologi Penelitian*, Bumi Aksara, Jakarta, 2004, p. 28



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