**THE IMPLEMENTATION OF AUTHENTIC VIDEO AS TEACHING MEDIA TO INCREASE LISTENING SKILL STUDENTS ON THE ELEVENT GFRADE AT SMAS DARUL KHOLIL BURNEH**

**Ainaya Alfatiha**

English Education Department of STKIP PGRI BANGKALAN

E-mail: [ainayaalfatiha1705@gmail.com](mailto:ainayaalfatiha1705@gmail.com).

**Abstrak:**

Studi ini menjelaskan efek dan dampak penerapan video klip otentik sebagai media pengajaran pada pengajaran bahasa Inggris mendengarkan di kelas. Penelitian ini menggunakan penelitian tindakan kelas dengan jenis penelitian satu siklus. Hasil solusi pembelajaran berdasarkan skor hasil instrumen penelitian antara lain observasi, tes dan angket instrumen penelitian apakah siswa di kelas mencapai skor minimal 84% dari nilai 70%. Berdasarkan hasil skor penelitian bahwa penerapan video klip otentik memberikan dampak positif yaitu dapat meningkatkan keterampilan menyimak siswa di kelas dengan menyajikan kombinasi audio, gambar dan video dalam satu waktu sehingga dapat memudahkan siswa dalam memahami materi pelajaran di kelas.

**Kata Kunci** : *Keterampilan Mendengarkan, Video Klip Otentik, Penelitian Tindakan Kelas*

***Abstract:***

*The study explained effect and impact of implementation authentic clips video as teaching media on the listening English teaching in the classroom. This study using classroom action research on the one cycle research. The result of study was soulving based on the result score instrument research among are observation, test and questionaire instrument research is it students in the classroom was achieving minimum score is 84% of 70% value. Based on the result of score was soulving even the implementation of authentic clips video was giving positive impact is can increase listening skill students in the classroom with the present combination of audio, pictures and video on one time therefore can make easier students to understanding in the classroom.*

***Keywords*** *: Listening Skill, Authentic Clips Video, Classroom Action Research*

**INTRODUCTION**

L

istening skill become to important skill to mastery English. With the listening skill speakers can convey the topic or material to listeners. Although students as learners has difficulty experiencing on the listening learning activity. English as EFL or ESL become to main problem students beacuse students not accustomed to English real practice in students environment on the English learning. Moreover listening is a flexibel skill, complex skill for everyone to learn English as EFL and ESL. The accorading to (Putri et al., 2018) listening is a procees convey the topic in form of audio to listeners,also on the listening skill is an ability to understanding the content of topic on the audio speakers. As one of skill in dominate English listening skill have fourth phase onprocess learning is it listening, remembering understanding and responding (Hardiah, 2019, p.40). That also caused make in difficult students to learn listening English skill. Altough as one of complecx even difficult skill to learning in the English, many people intersting and learning listening English to support job working in the digital era. Many reason of people to learn English, so that they are must be mastering listening skill on the English learning. It time English become international language for mayority country in the world,so that it is important to mastering English to adaptation and following of condition in the one of era. English lesson as learning space for students beacomes important process to increase listening skill. Therefore teaching process it is crucial process for teachers and students. Teachers has active role in the lesson program for example of the make a teaching plan, create an effectice learn activity for students learning in the classroom. Students must be learn about of English, each student must be learn of the four skills in English is it reading, writing, listening and speaking as rules teaching of the 2013 revision curriculum and besaid that, the fourth skill of English have connection each others based statement of (Hardiah,M. 2019,p.36) namely the person can make a writing because writer was reading and the person can speaking because the speaker was listening about the topic. Therefore teachers must be can implemented the effective teaching strategy or media for implementation on the teaching process,each schools have different rules of education or syllabus for implementation effective teaching on process learning in the classroom. With the present syllabus at the schools the teacher can create a suitable teaching plan, therefore teaching activity can implementation with the effective ways. On the English teaching must teach of four skills is it reading, writing, speaking and listening, in this research, the writer presents about the listening teaching media in the classroom. Writer planned to collaboration with the English teacher in the SMAS DARUL KHOLIL to know and find solve on the English listening teaching in the classroom. Generally teachers following and obeying rules of models teaching based on syllabus of 2013 revision curriculum . Curriculum use as basic organize to implementation effective teaching for students (Jonker et al., 2020). On the implementation curriculum teachers create a disaign of teaching known as syllabus and teachers create the suiatble class teaching known as teaching plan in the classroom. The implementation of syllabus and teaching plan can create with use of method teaching contained on education curriculum (Devina et al., 2021). Mayority English students expriencing obstacle on the English learning process because can not understand the content of topic learning, so that students can not following and listen the topic with the optimally, it problem can be impact of quality listening skill students. Listening teaching can aplication with the use of strategy, method even media to convey the material of topic, mayority teacher use method and strategy wich has been specied of national education departement on the teaching process, the goverment has determine of teaching models based of research experts about education in the country, therefore the national education departement can find effective ways to implemmeraion in the teaching classroom. On the revision of 2013 curriculum education emphasize for teacher learning center is it on the teaching process use of act active teacher for example teacher can make group as method teaching, individual students learning it methods usually implementation on listening teaching in the classroom. The teaching method can implemneted on the listening teaching activity in the classroom.

On the listening teaching process ways, method, strategy to convey the material to students in the classroom present a group method teaching can helping achieving target teaching in the classroom, on proces implementation the method, students expriencing problem on listening teaching because mayority students can not focus in the group form. Group models teaching more efective space to echanges idea about the content of topic (Pahamzah et al., 2020) based on the research can find even each studets can not optimally focused to listen the content of topic. Therefore English teachers prefer choosing listening log as listening teaching media to implementation on lesson activity. The teacher use of listening log in from of present topic with the audio form, the listening log used with the apply audio of the topic learning. The accorading to (Fauzi & Angkasawati, 2019) listening log is a strategy teaching to convey the content of topic in form of audio or oral and combine with the suporting media. On the process apply of listening log each student should be listen audio until finish in the classroom and take a assignment based of the content listening log. Listening log can be used of several topic learning for example on the description topic, narrative topic, announcement topic and others, the listening log have flexibel characteristics to implementation in the teaching activity in the classroom. The flexibel characteristics make add value for listening log become to listening teaching media in the classroom. Besides that listening log can using all of grades at the senior high school to apply and implentation as listening teaching media. With the use of listening log teachers can be present the topic learning at the same time to training and test students abilities on one of time, therefore the listening log many choosen as listening teaching media in the classroom. The use of listening log as listening taching media in the classroom it is more helping teachers take do teach, and value of the students. With the present topic of learning in from of audio teachers can be teaching of the topic, training students and take do value of students listening skill. Therefore that media many choosed teachers. However the listening log many choosed teachers as effective media teaching to convey the topic or material learning in the classroom. Although mayority students experiencing difficulty to following and understanding the content of topic teaching in from of audio caused students should take a assignment in one of time on apply the listening log. Therefore this can have an impact on the listening skill of students, for anticipate the problems of students teachers should to create more effective listening teaching media for all of students with the various background, knowladge, skills of English students in the classroom.

Base on the experiencing students probelm writer present problem solving to face listening English learning in the classroom, mayority students can not follow and understand the content of topic listening log with the optimally. Therefore the writer collabrorated with the English teacher at SMAS DARL KHOLIL to present solve of students problem with the using authentic clips video as media listening Eglish teaching in the classroom. The accorading to (Kersting et al., 2021) the using video clips base on origially video clips without subtitle wich contains the topic. Authentic clips video as listening teaching media can interesting anthusiasm students to larrn the contain of video because on the implemenatation media combined video to support students for watching and following the content of video (Limbong et al., 2021). With the presents authentic clips video as teaching media expected to interesting and motivation students to learning English espcially in listening skill. Therefore the student can following and understanding the content of topinc in video and then can increase the listening skill students Elevent Grade at SMAS DARUL KHOLIL.

**RESEARCH METHOD**

Classroom action research become to reasech method of the implemenatation authentic clips video as teaching media on this study. The accorading to (Erawati, 2018) classroom action research is the action to finding the problem solving in the class. more. CAR as reseach method to soulving students problem on the learning activity. Therefore writer as researcher on the study present the research implementation of authentic clips video as teaching media in the classroom. And the classroom action research needed process to prove the solve in the casses (Siddiq & Reinita, 2019) .

On the study author present *kurt lewin* models to implementation on the study because the models can apply on all of cycle if the author enperienced false on the study. Before the author start the main of reseacrh , author take do pre cycle on the study target as indicator reaserch to implementation the innovation teaching media. The accorading to (Purba, 2018) there are four phase to implementation classroom action research in the study to find the soulve and make a positive impact for the research target among are planning on the classroom action research methods, author needed to make effective plan to applied in the classroom like a prepare the topic of material prepare the teaching media teaching, prepare of collecting data even the writers must discussion with the English teachers to using the effective component of the classroom action reaesrach in the classroom. Author present the authentic clips video as teaching media base on the class situation and students condition in the classroom.

Action is the important phase of classroom action research methods , because the action phase is the time to implementation of plan study and research intruments in the classroom to find the result of implementation of teaching media. Author must become to conditional person as collaborator research to create effective condition class to implementation the teaching media can find the result study in the classroom.

Observing is the observation phase of to take the date based the learning activity students in the classroom. The learning activity will be analysis based on the real condition in the class continue to analysis the result of the study with implement task, test or practice for knowing and can find the trouble on the learning activity in the classroom.

Reflection after writer take an observation and find the result of implementation teaching media in the classroom, continue to writer take analysis the trouble and impact media teaching for students skill on the learning activity. If writer was find the solution and impact of teaching activity based on the implement teaching media in the classrrom. It that’s become to succesful indicatore research.

The study present the implementation of authentic clips video as listening teaching media in the classroom for 12 students on the Eleventh grade at SMAS DARUL KHOLIL BURNEH for knowing and find the problem solving of student to increase English listening skill students. On the study writer take timing research to pre cycle on the January 2023 and than cycle research on the January 2023. To analysis about the effect and impact of using authentic clips video as media teaching to increase listening skill students on the Elevent Grade at SMAS DARUL KHOLIL BURNEH.

Data author to knowing and find the effect of implementation of authentic clips video as teaching media choosen science class consisiting of 1 class on Eleventh Grade . The reaserch data is the Science Eleventh Grade at SMAS DARUL KHOLIL. The research take do for 12 students of 21 students in the class to find the solve and find the effect of using authentic clips video as English teaching media. Writer choosen SMAS DARUL KHOLIL as research target school becuause the school have islamic characteristic, that become to students familiar to use arabic, madurese language in students daily activity. Therefore that reason become to a problem teacher to teach English at SMAS DARUL KHOLIL BURNEH. Source data become to important aspect to completed the study. The source data can obtainned of target research and researcher of the study, on the study there several source data as information base to completed the study. Among are Students become to research target to prove the source data to find the solve of research problem in the classroom. Teachers as researcher on the study present the all of requered information about students to supporting research activity in the classroom. Author as research collaborator on the study present the teaching media to find the problem solving learning activity and requered the effect of implementation the teaching media in the classroom.

Planning author prepare inovative teaching media in the learning activity based on the previous study and English teacher at SMAS DARUL KHOLIL BURNEH was implement listening log as teaching media on the listening lerning activity, although mayority students difficulty experiencing on learning process. Because of this author presentinf study about the efect and impact use authentic clips video as teaching media in the listening learning activity in the classroom.

Action on pre cycle research the study implement pre cycle research to find and soulving the problem on the listening learning activity. On the phase using 2 intrument research among are observation intrument and test instrument research. Cycle Research author as researcher implementation authentic clips video to soulving students problem learning in the classroom. Author present the teaching media based on the condition was experiencing students on the learning activity. On the cycle research phase using 3 instrument research among are test intrument, questuonaire instrument and observation instrument research.

Observing phase used to find the result of study therefore can find the effet and impact of study. On the study using 3 instruments research among are : observation, test and questionaireresearch.

Table 1. Observation sheet

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Activity | Yes | No |
| 1 | Teacher giving introduction about the teaching media. |  |  |
| 2 | Teacher giving introduction about the topic . |  |  |
| 3 | Students giving attention to learning activity. |  |  |
| 4 | Students can understanding the words head |  |  |
| 5 | Students can understanding the main of learning activity. |  |  |
| 6 | Students giving respond to understand reaction (giving question/answers/opinion) about the topic. |  |  |
| 7 | Students can using the right sentence grammar on the answering task. |  |  |
| 6 | Students can right answering task based on the topic. |  |  |

Test instrument

P = research data

Source : (*Sari, 2022)*.

Questionaire test

Y= is the highest score

Source *(Pranatawijaya et al., 2019)*

Reflection of lesson activity author find the result of implementation teaching media base on valuating learning acivity baed on instrument research is it observation, test and questionaire instrument. Classroom action reaserch can categorize succesful if the study of implementation authentic clips video as teaching media in the classroom can given positive impact and can improve listening skill students as object research on the English learning have reach value indicatoire or KKM of each subject study are 70 . Based on the KKM and valualing the score of research instrument author can get and know the results and impact of implementation research on the Elevent Grade at the SMAS DARUL KHOLIL. Although if the implementation of study can not improve listening skill students with the implementation of authentic clips video as teaching media in the classroom, the study must repeat the second cycle of study until the study can given positive and increase listening skill students.

**RESULTS AND DISCUSSION**

Pre Cycle Research

Listening learning activity become to study approach for find and solving of problem learning activity, the study need pre cycle data as research indicatore to solve the problem students on listening English learning. The pre cycle research take doing listening learning activity with using listening log with contains topic “giving opinion and sugesstion”. The using listening log as teaching media on the learning activity was presenting of Eglish teacher on eleventh grade at SMAS DARUL KHOLIL BURNEH because of author using that media to get the data research. Author take doing data with using test instrument research and observation instrument research.

Tabel 2. Pre cycle observation sheet

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Activity | Yes | No |
| 1 | Teacher giving introduction about the teaching media. | √ |  |
| 2 | Teacher giving introduction about the topic . | √ |  |
| 3 | Students giving attention to learning activity. | √ |  |
| 4 | Students can understanding the words head |  | √ |
| 5 | Students can understanding the main of learning activity. |  | √ |
| 6 | Students giving respond to understand reaction (giving question/answers/opinion) about the topic. | √ |  |
| 7 | Students can using the right sentence grammar on the answering task. |  | √ |
| 8 | Students can right answering task based on the topic. | √ |  |

Based on the obseravation teachers has giving introduction about the topic learning and students following the mechanisme teaching. Can be seen there are eight points observation sheet and wan getinh 5 yes and 3 no it is mean on the teaching activity is students only giving attention and respond to topic learning,but students can not understanding the content of the topic in the teaching activity.

Table 3. Result of test instrument pre cycle resesrach

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No | Participant | Aspect value | | | | |
| 1 | 2 | 3 | 4 | Score |
| 1 | KRH | 5 | 5 | 15 | 10 | 35 |
| 2 | APC | 5 | 5 | 10 | 20 | 40 |
| 3 | DPS | 5 | 5 | 10 | 10 | 30 |
| 4 | M | 10 | 10 | 15 | 15 | 50 |
| 5 | LM | 5 | 5 | 10 | 15 | 35 |
| 6 | S | 5 | 5 | 10 | 15 | 35 |
| 7 | MA | 5 | 5 | 10 | 15 | 35 |
| 8 | DIR | 5 | 5 | 15 | 10 | 35 |
| 9 | NF | 10 | 10 | 15 | 15 | 50 |
| 10 | ML | 10 | 10 | 20 | 20 | 60 |
| 11 | F | 5 | 5 | 10 | 15 | 35 |
| 12 | DM | 10 | 10 | 10 | 10 | 40 |
|  | Total score |  | | | | 480 |

Note : 1 words recognition

2 words percaption

3 grammar awerness

4 conphrehension

Based on the result test can be seen even students in the classroom did not hit the learning target build upon the students score can not reache minimum learning score is 40% of 70% . the score was solve even the main factor students is listening skill. Based on the teaching activity obsevation can find even there are interaction between author as collaborative reserach and students in the classroom for take learning activity and explain about the giving suggestion on the form listening log. Although students experiencing difficult to underderstanding the topic of listening log, but students try to learn and understanding the topic of listening log based on words students heard.

Cycle Research

On the cycle research phase was implementation authentic clips video as teaching media with using animation cartoon “ george make a bridge” on the learning activity students can watching video on the 3 on one times and continue to answering task.

Table 4 Cycle research observation sheet

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Activity | Yes | No |
| 1 | Teacher giving introduction about the teaching media. | √ |  |
| 2 | Teacher giving introduction about the topic . | √ |  |
| 3 | Students giving attention to learning activity. | √ |  |
| 4 | Students can understanding the words head | √ |  |
| 5 | Students can understanding the main of learning activity. | √ |  |
| 6 | Students giving respond to understand reaction (giving question/answers/opinion) about the topic. | √ |  |
| 7 | Students can using the right sentence grammar on the answering task. |  | √ |
| 8 | Students can right answering task based on the topic. | √ |  |

Based on the observation activity can prove is the mechanisme teaching activity same as pre cycle research. Even there are eight observation point was following on the teaching activity to prove the effect and impact students listening skill. on the observation sheet there are 7 yes and 1 no it is mean on teaching activity students was experiencing more anthusiasm for watching video therefore students can giving more focus and get understanding the topic on the learning activity.

Table 5The results test cycle research

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No. | Participant | Aspect value | | | | |
| 1 | 2 | 3 | 4 | Score |
| 1 | KRH | 20 | 20 | 30 | 20 | 90 |
| 2 | APC | 15 | 20 | 25 | 20 | 80 |
| 3 | DPS | 15 | 20 | 30 | 25 | 90 |
| 4 | M | 20 | 25 | 25 | 20 | 90 |
| 5 | LM | 20 | 25 | 20 | 25 | 90 |
| 6 | S | 10 | 15 | 35 | 20 | 80 |
| 7 | MA | 15 | 15 | 35 | 20 | 85 |
| 8 | DIR | 20 | 15 | 25 | 20 | 80 |
| 9 | NF | 25 | 20 | 25 | 20 | 90 |
| 10 | ML | 20 | 20 | 20 | 25 | 85 |
| 11 | F | 25 | 25 | 20 | 25 | 95 |
| 12 | DM | 20 | 20 | 20 | 15 | 75 |
|  | Total score |  | | | | 1.030 |

Based on alyasis test of cycle resrach was prove reseult of test and reach indicatore value is 85,83%. That result was calculation with the valuating assesment score of students and multiplication 100% continue to devided of total students number therefore resulting 85,83%. It is mean the implementation of authentic clips video as teaching media can giving soulving with the present picture, video and audio even can create real interaction on the study. Therefore with the implement authentic clips video can improve listening skils students based words recognition and words perception skill student with students can giving more attention and more focus to listen and watch audio,picture of video therefore can helping students to understanding the content of video, there after based of the result tes can categorize succesed on the teaching activity. On the observation instrument can get students more interest with implement video on the learning activity to listening practice ,therefore students can more focus and understanding the topic learning in the classroom.

Questionaire instrument research

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Question | Grades | | | | | Categorize |
| TD | D | N | A | TA |
| 1 | What your feeling interest with the implementation of listening log | 10 | 2 |  |  |  | Disagree |
| 2 | What you feeling interest with the implementatation of authentic clips video |  | 2 |  |  | 10 | Totally Agree |
| 3 | What your interest about presenting video on the authentic clips video |  |  | 3 |  | 9 | Totally Agree |
| 4 | What your interest about presenting listening log on the lesson activity |  | 10 |  |  | 2 | Disagree |
| 5 | Do you agree for implementation of authentic clips video as teaching media in the classroom |  |  | 1 |  | 11 | Totally Agree |
|  | Total students numbers |  | | | | | 12 |
|  | Total score |  | | | | | 298 |

Note : TD is totally disagree

D is disagree

N is netral

A is agree

TA is totally agree

= 1,35

= 8,8

Calculation of the likert scale questionaire used opinion of respondets about the object research as source data become to indicatore value for find the physical reaction including on the agree categorize (Dzaky et al., 2022). On the results of questionaire prove even mayority students was interest for implementation authentic clips video as teaching media in the classroom,therefore that teaching media can get students interest to English listening learning. The results of questionaire is 8,8% from 10% students opinion is agree with the present authentic clips video as teaching media on the learning activity. Author find the result of implementation teaching media base on valuating learning acivity from obsevation, test and questionaire instrument research. Based on the instrument research can find the diffulty students is understanding words and experience of listening skill. there are improving listening skill with implementation authentic clips video as teaching media, it can be seen on the result of test and questionaire intrument .

Classroom action reaserch can categorize succesful if the study of implementation authentic clips video as teaching media in the classroom can given positive impact and can mproving listening skill students as object research on the English learning process . in this reseearch be obtained 85,83 value. That value achieving more than indicatore value from the English teacher is 70. Therefore the research can give positive impact on the listening skill students.

The study of implementation authentic clips video as teaching media on the listening learning activity was find the positive and impact for listening skill students with the present of combine video and audio on one time become effective teaching media, in line with (Sun et al., 2021) English teaching is the process to tell and transfer teacher knowladge for students. The process transfering material teaching need tools and rules for convey the information to students like a teaching media in the classroom. Teaching media become to important component for can gain interest students on the teaching activity to suporting and achieving target teaching activity, this agrees with opinion of (Zuliana et al., 2020) is teaching media is the important aspect on the education because base on the curriculum to improve the teaching learning activity. Therefore the combine of teaching media on English teaching activity can create the effective teaching in the classroom. Teachers much using the technolgy to supporting teaching activity in the classroom. The accorading to (Kravchyna, 2018) the teaching can usimg technology to easily teaching process, based on the statement of expects the author present study the effect and impact of implementation autentic clips video as teaching media to find students problem on listening learning activity in the classrooom and prove the problem soulving students to improve students listening skill.

Generally authentic clips video as a combine of English audio and visual content in the video become to exploring four skill including listening skill of students. The implememaion authentic clips video as English teaching media was prove can improve listening skill students on the English learning activity based on the result test of cycle research even students can understanding the topic and main of words on the video, the same with opinion of (Lee & Choi, 2015) is authentic clips video is the combine of movies story with the text of the topic,therefore on the one of video can improve listening skill at once, even result comparison of implementation listeaning log and authentic clips video it is different. The using listening log as teaching media on the listening practice makes difficulty students to understanding the topic learning becuse students experiencing difficult to heard and understanding the main of words without present picture as supporting learning. The implementation authentic clips video can give positive reaction students is the implementation authentic clips video can get more interest to listening practice with the listen video therefore can make positive impact and can improving listening skill students in the teaching activity. Learn with video have many possitive impact among are the with the using of video can helping students more understanding about the content of video with the present visual interaction, therefore students can learning in a manner real communication on the video (Kriswinardi et al., 2018). It is same with the result of implementation authentic clips video in the teaching can supporting easy learning and can give easy students understanding in the learning activity with present audio, picture and video on one time therefore can improve students lisening skill.

Implementation of authentic clips video can get students anthusiasm and interest for following learn procces in the classroom with the more anthuasiasm and interesting students can give more attantion and can more understanding the topic of learning activitty. It same with statement about implementation of authentic video can give much influence for students based on the analysis of research (Shevchenko, 2018), the brain of students can record the audio and visual on one time therefore can give sound memorize to supporting students on English learning process. therefore with implemnatation authentic clips video as English teaching media can improve students interest and anthusiasm on the learning activity so as can product positive result on the students learning activity.

The accorading to (Iskhokovna & Erkinovna, 2021) based on using the authentic clips video the learning target can more improveknowladge,person,phsychological,semiotic of English language as foreign language. Base on the previos research about the use of authentic clips video on the English learning process prove the benefit and positive impact of implementation authentic clips video in all of aspect English teaching in the classroom. It is similiar to the results of questionaire even students prefer easy to learned and more understanding the topic of teaching with the implementation authentic clips video as teaching media in the learning activity.

**CONCLUSION**

Based on the results presented study was effective in it is goals of improving students listening skill with of implementation authentic clips video as teaching media in the English listening learning activity along with some supports learning such as can giving students interest and anthusiasm on the learning activity, applying some learning test about the topic therefore can give easy understanding students in the teaching activity. After concluding the research on the Eleventh Grade Class at the SMAS DARUL KHOLIL BURNEH the writer concludes event the implementation authentic clips video as teaching media in the teaching activity can improving students listening skill. the students scores during pre cycle research and cycle reasearh is growth and prove the implementatiom authentic clips video as teaching media in the learning activity can give positive impact and improving students listening skill on the English learning activity it can be seen on the comparison score students during pre caycle is 40% besaid that on the cycle research students was achieving score is 85,83% it can be proves there are positive impact to improving listening skill students on the implemenatation authentic clips video as teaching media in the classroom.

During pre cycle reaserach it can be seen from the pre cycle test even students difficult experiencing and problem in the English listening learning. Students difficult experience to understanding the topic of listening learning because English is the foreigh language and students not accustomed to listen of the English language in the classroom. On the pre cyle research process author implement listening log as teaching media in the teaching activity, students listen the dialog of the listening log and continue to completed the task based on the content listening log for knowing the impact of implement listening log as teaching media in the teaching activity.

During the cycle research writer implement atuthetic clips video as teaching media in the teaching activity, author gived the animation cartoon to apply on the content video contine to students commpleted task. Although the animation using English language students can interest and anthusiasm to watching video and understanding the topic of video based on present combine of audio, picture and video therefore students easy experiencing to focus in the teaching activity. This can be seen form the result of comparison between pre cycle research and cycle research in the previous chapter. Based on the results has been proven even the implementation authentic clips video can improve students listening skill from the students listening, students uderstanding the material until students can get the main of material learning in the classroom.

**ACKNOWLEDGEMENT**

Alhamdulillah, the researcher expressed the thankfulness to Allah SWT for the blessings and mercy shown to throughout the process of preparing this thesis. The prophet Muhammad SAW, who has led us from the depths of darkness into the light, is the last and most favored religious messenger. Sholawat and salam are directed to him. The researcher encountered numerous obstacles while producing this thesis, which led the researcher to understand that the thesis has numerous errors and weakness. The researcher requires suggestions and correction in order to improve. The researcher would like to express her sincere gratitude to everyone who helped her write the following:

My highest appreciation and deepest thankful to my beloved family, my parents, my husband and my beloved daughter. And all of my family for their support, love and attention. My highest appreciation for the Head of STKIP PGRI Bangkalan, Mr. Fajar Hidayatullah, M.Pd. My highest appreciation and deepest thankful are due to Mrs. Mariyatul Kiptiyah S.Pd, M.Pd and Mr. Mohammad Arief Wahyudi, S.Pd, M.Pd as my first and second supervisor. My highest appreciation also due to Mrs. Tera Athena, S.Pd, M.Pd as the Head of English Department. My highest appreciation and deepest thankful are also due to Mr. Hendra Sudarso, S.Pd, M.Pd who always give motivation to do the best of me. The next thank you also goes to all of my friends and people who closest to me in English Department 2019 who are spending time together doing the thesis. Thank you for your support, never forgotten, I love you all. The last thank you researcher to the English teacher and all students of elevent grade of SMAS Darul Kholil Burneh. Thank you very much for the time, opportunity and the contribution.

The words I used to express my gratitude for their assistance and contribution to the completion of this thesis were insufficient. Finally, the researcher comes to the conclusion that this thesis was far from flawless. It was therefore a delight for her to welcome helpful criticism and recommendations for this thesis improvement. May Allah SWT bless them all.

**REFERENCE**

Al-Ajmi, N. H., & Aljazzaf, Z. M. (2020). Factors influencing the use of multimedia technologies in teaching english language in Kuwait. *International Journal of Emerging Technologies in Learning*, *15*(5). <https://doi.org/10.3991/IJET.V15I05.12277>.

Devina, P., Suanto, E., & Kartini, K. (2021). Pengembangan Perangkat Pembelajaran Berorientasi Berpikir Tingkat Tinggi Model Problem Based Learning Materi Peluang Kelas VIII SMP. *Jurnal Gantang*, *6*(1). <https://doi.org/10.31629/jg.v6i1.2867>.

Dzaky, M. A., Junaedy, & Musdar, I. A. (2022). ANALISIS DAN PERANCANGAN UI/UX PADA STARTUP RENOVACTION MENGGUNAKAN METODE USER CENTERED DESIGN.

Erawati, E. (2018). MENINGKATKAN KEDISIPLINAN ANAK MELALUI PENGGUNAAN REINFORCEMENT SECARA VARIATIF PADA ANAK KELOMPOK B1 TAMAN KANAK-KANAK NEGERI PEMBINA KEPAHIANG. *Jurnal Ilmiah Potensia*, *3*(2).

Erzad, A. M. (2020). EXPLORING ENGLISH LISTENING PROBLEMS AMONG EFL STUDENTS AT IAIN KUDUS. *Edulingua: Jurnal Linguistiks Terapan Dan Pendidikan Bahasa Inggris*, *7*(1). <https://doi.org/10.34001/edulingua.v7i1.1166>.

Fauzi, I., & Angkasawati, P. (2019). THE USE OF LISTENING LOGS THROUGH WHATSAPP IN IMPROVING LISTENING COMPREHENSION OF EFL STUDENTS. *JOALL (Journal of Applied Linguistics & Literature)*, *4*(1). <https://doi.org/10.33369/joall.v4i1.6773>

Hardiah, M. (2019). Improving Students Listening Skill by Using Audio Visual Media. *Al-Lughah: Jurnal Bahasa*, *7*(2). <https://doi.org/10.29300/lughah.v7i2.1673>

Iskhokovna, I. L., & Erkinovna, T. M. (2021). *6748-Article Text-13222-1-10-20210223*. *18*(4), 2990–2998.

Jonker, H., März, V., & Voogt, J. (2020). Curriculum flexibility in a blended curriculum. *Australasian Journal of Educational Technology*, *36*(1). <https://doi.org/10.14742/ajet.4926>.

Kersting, N. B., Smith, J. E., & Vezino, B. (2021). Using authentic video clips of classroom instruction to capture teachers’ moment-to-moment perceiving as knowledge-filtered noticing. *ZDM - Mathematics Education*, *53*(1). <https://doi.org/10.1007/s11858-020-01201-6>.

Kravchyna, T. (2018). Types of interactive methods of teaching english for technical students. *OPEN EDUCATIONAL E-ENVIRONMENT OF MODERN UNIVERSITY*, *5*. <https://doi.org/10.28925/2414-0325.2018.5.140145>.

Kriswinardi, G. T., Nitiasih, P. K., & Dambayana, P. E. (2018). AN ANALYSIS OF USING VIDEO ON TEACHING SPEAKING IN EFL CLASSROOM OF THE ELEVENTH-GRADE STUDENTS OF SMA N 4 SINGARAJA IN ACADEMIC YEAR 2017/2018. *Language and Education Journal*.

Limbong, A. D. W., Panjaitan, B. O., Silitonga, M. W., & Ginting, N. F. (2021). THE INFLUENCE OF VIDEO-BASED LEARNING MEDIA (AUDIO-VISUAL) ON THE LEARNING EFFECTIVENESS OF STUDENTS IN JUNIOR HIGH SCHOOL. *ISER (Indonesian Science Education Research)*, *3*(1). <https://doi.org/10.24114/iser.v3i1.27928>.

Pahamzah, J., Syafrizal, S., Gailea, N., Masrupi, M., & Mulyati, E. (2020). A Comparative Study between the Use of Role Play and Discussion Method in Teaching Speaking Ability. *International Journal of Emerging Technologies in Learning*, *9*(2). <https://doi.org/10.15642/IJET2.2020.9.2.227-241>.

Purba, R. (2018). Improving the Achievement on Writing Narrative Text through Discussion Starter Story Technique. *Advances in Language and Literary Studies*, *9*(1). https://doi.org/10.7575/aiac.alls.v.9n.1p.27

Putri, E. W., Fauzan, U., & Toba, R. (2018). The Quality of Listening Skill of the EFLPutri, E. W., Fauzan, U., & Toba, R. (2018). The Quality of Listening Skill of the EFL Students. IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics), 3(1). https://doi.org/10.21093/ije. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *3*(1). <https://doi.org/10.21093/ijeltal.v3i1.125>.

Shevchenko, M. (2018). Analysis of the Influence of Authentic English Videos on Technical Students’ Memorization and Subsequent Recall of the English Lexis. *Science and Education a New Dimension*, *VI(155)*(65). <https://doi.org/10.31174/send-pp2018-155vi65-11>.

Siddiq, M., & Reinita, R. (2019). PENINGKATAN HASIL BELAJAR SISWA MENGGUNAKAN MODEL COOPERATIVE TIPE COURSE REVIEW HORAY PADA PEMBELAJARAN TEMATIK TERPADU DI SEKOLAH DASAR. *Jurnal Bahana Manajemen Pendidikan*, *8*(2). <https://doi.org/10.24036/bmp.v8i2.105545>.

Sun, X., Cai, C., Pan, S., Bao, N., & Liu, N. (2021). A university teachers’ teaching performance evaluation method based on type-II fuzzy sets. *Mathematics*, *9*(17). <https://doi.org/10.3390/math9172126>

Syahabuddin, K., & Rizqa, K. (2021). IMPROVING STUDENTS’ LISTENING SKILL USING PODCASTS. *JOURNAL OF DIGITAL EDUCATION, COMMUNICATION, AND ARTS (DECA)*, *4*(01). <https://doi.org/10.30871/deca.v4i01.2867>.

Zhe, T. (2021). Research on the Model of Music Sight-Singing Guidance System Based on Artificial Intelligence. *Complexity*, *2021*. <https://doi.org/10.1155/2021/3332216>.

Syah, M. (2010). *Psikologi pendidikan dengan pendekatan baru*. Bandung: PT. Remaja Rosdakarya Offset.