

**THE IMPLEMENTATION OF EDUCATIONAL VIDEO IN
TEACHING LISTENING SKILLS FOR THE NINTH GRADE
STUDENTS**

SKRIPSI



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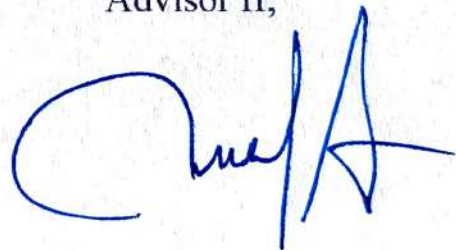
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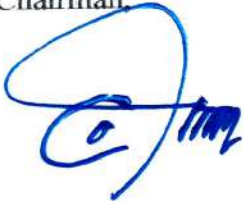
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MOTTO

“Becoming a boss at a young age is my dream”

And

“I don’t care with people say about me, only I know my story”

By : Adinda Putri Apriliza

ACKNOWLEDGEMENT

Paise be to Allah SWT for His grace, guidance, and blessings, which have enabled the writer to complete this undergraduate thesis entitled “Enhancing Junior High School Students’ Listening Skills and Critical Thinking through Educational Videos at a Stage Junior High School in Tuban Regency.” This thesis is submitted as a partial fulfilment of the requirements for obtaining a Bachelor’s degree in Education in the study program undertaken by the writer.

l’Ethe completion of this thesis was not without challenges. However, with the guidance, assistance, and support from various parties, this thesis was successfully completed. The writer would like to express sincere gratitude to the rector of the university, the dean of the faculty, the head of the study program, the thesis supervisor and examiners for suggestions. The writer also extends appreciation to the principal, the English teacher, and the students’ of a state junior high school in Tuban regency for their permission and cooperation during the research process. Special thanks are also addressed to writer’ beloved parents and family for their endless prayers, support, and encouragement, as well as to friends and colleagues for their motivation and companionship throughout the study period

The writer realizes that this thesis still has limitations and shortcomings. Therefore, constructive criticism and suggestions are highly appreciated for future improvement. It is hoped that this thesis will provide benefits for readers, particularly in the field of English language teaching and learning, and serve as a reference for future researcher.

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Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

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Abstract

Apriliza, Putri, Adinda 2026. The implementation of educational video in teaching listening skills for the ninth students. Skripsi, English Education Department, Faculty of Language and Arts Education, IKIP PGRI Bojonegoro, Advisor (I) Dr. Refi Ranto Roza, M.Pd., Advisor (II) Meiga Ratih Tirtanawati, M.Pd.

This Study is based on the fact that listening skill is an essential component in English learning, yet many junior high school students face difficulties due to less engaging teaching methods. The use of educational videos is considered a potential solution. This study aims to describe the implementation of educational videos in enhancing students' listening skills. This research employed a qualitative descriptive method with a classroom-based approach involving junior high school students. The data were collected through observation, listening tests. The findings show that the use of educational videos increases students' learning engagement, improved their ability to identify main ideas, make inferences, and supported the development of critical thinking through expressing opinions and analyzing information.

Keywords: listening skills; critical thinking ; educational video; English learning; junior high school students

Abstract

Apriliza, Putri, Adinda 2026. Implementasi video edukasi dalam pengajaran keterampilan menyimak untuk siswa kelas IX. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Dr. Refi Ranto Roza, M.Pd., Pembimbing (II) Meiga Ratih Tirtanawati, M.Pd.

Penelitian ini dilatar belakangi oleh fakta bahwa keterampilan menyimak merupakan salah satu keterampilan yang sangat penting dalam pembelajaran bahasa Inggris. Namun, masih banyak siswa sekolah menengah pertama yang mengalami kesulitan dalam memahami materi karena metode pembelajaran yang kurang menarik. Penggunaan video edukasi dianggap sebagai salah satu solusi yang potensial. Penelitian ini bertujuan untuk mendeskripsikan penerapan video edukasi dalam meningkatkan keterampilan menyimak. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan berbasis kelas yang melibatkan siswa sekolah menengah pertama. Data dikumpulkan melalui observasi kelas tes keterampilan menyimak. Hasil penelitian menunjukkan bahwa penggunaan video edukasi mampu meningkatkan keterlibatan siswa dalam proses pembelajaran, meningkatkan kemampuan mereka dalam mengidentifikasi gagasan utama dan menarik kesimpulan.

Kata kunci: keterampilan menyimak; video edukasi; Pembelajaran bahasa Inggris; siswa sekolah menengah pertama.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Listening is a foundational skill in mastering English, especially at the junior high school level. Proficiency in listening enables students to capture information, decipher meaning, and respond appropriately in communicative contexts. Richards (2015) emphasizes that listening serves as the cornerstone for developing other language skills. Furthermore, the importance of listening extends beyond comprehension; it directly supports speaking fluency and reading proficiency by exposing learners to authentic language models and contextual meaning (Renandya & Hu, 2018). Therefore, enhancing listening skills is a critical necessity in English language instruction, particularly for adolescents who are consolidating their basic linguistic competencies.

Advancements in technology have introduced educational videos as a promising medium for optimizing listening instruction. Videos provide multimodal input, combining auditory stimuli with visual supports such as facial expressions, gestures, and situational context, which enrich the semantic and pragmatic cues available to learners. According to Al-Seghayer (2021), visual scaffolding aids in decoding and inferencing, helping students connect spoken language with nonverbal indicators. This dual-channel input can reduce the cognitive load associated with pure audio listening, as meaning is reinforced through imagery and context (Sydorenko, 2020). Pedagogically, video-based learning allows for

structured activities that address various dimensions of listening comprehension, from detail extraction to synthesis and reflection (Sun & Gao, 2021; Rahimi & Yadollahi, 2021).

Moreover, video-based learning has been linked to the development of higher-order thinking skills. As learners engage with video content, they actively identify essential information, evaluate relevance, and make interpretations based on the audio-visual context (Lai & Hwang, 2016). In classroom practice, videos can serve as springboards for critical discussion, prompting students to question motivations, assess credibility, or analyze narrative causality (Gultekin, 2022).

However, several research gaps remain evident. First, while numerous studies affirm the general efficacy of videos for listening comprehension (e.g., Sydorenko, 2020; Al-Seghayer, 2021), there is a scarcity of focused research on their specific application and impact within the junior high school context in Indonesia, where students' cognitive development and language proficiency levels present unique pedagogical challenges. Second, existing literature often treats listening skill development and critical thinking as separate outcomes.

Although scholars like Subekti and Wibowo (2021) and Gultekin (2022) suggest that videos can stimulate analytical thinking, few studies have empirically investigated the integrated development of these two competencies—listening skills and critical thinking—as simultaneous and interrelated outcomes of a single video-based intervention. Third, there is a need for more concrete, practical frameworks showing how exactly video-based activities should be structured and

Thus, this study seeks to address these gaps by investigating the use of educational videos specifically designed to enhance both the listening skills abilities of junior high school students. It aims to provide a clearer understanding of the implementation process and to analyze the relationship between these two key learning outcomes, contributing a more nuanced perspective to the integration of technology in language education.

B. Formulation of the Problems

1. How is the implementation of educational video in teaching listening for the ninth grade students?

C. Objectives of the Study

In accordance with the research problems, this study aims to achieve the following objectives:

1. To describe how the implementation of educational videos enhance the listening skills of junior high school students.

D. Significances of the Study

1. Theoretical Significance

This study contributes to the existing body of knowledge in several ways:

- a. It enriches the literature on the efficacy of educational videos as a tool for teaching listening at the junior high school level, building upon recent works such as those by Al-Seghayer (2021) and Sydorenko (2020).
- b. It develops a conceptual framework that explicitly links listening comprehension processes with critical thinking skills, drawing on models of higher-order thinking (Facione, 2015) and multimedia learning (Mayer, 2020).

c. It offers new insights into the role of audiovisual media in promoting Higher-Order Thinking Skills (HOTS) within language education, extending findings from researchers like Gultekin (2022) and Sun & Gao (2021).

2. Practical Significance

The findings of this research are expected to provide practical benefits for various stakeholders:

a. For Teachers

It offers an engaging, alternative strategy for teaching listening through structured video-based activities that also foster students' analytical and evaluative abilities.

b. For Students

It provides a more interactive and meaningful learning experience, allowing them to improve listening comprehension while simultaneously practicing critical interpretation and evaluation.

c. For Schools

It can serve as a reference for policy formulation regarding the integration of technology-based media into the English curriculum and for improving the quality of audiovisual-assisted learning.

d. For Future Researchers

It establishes a foundation for further investigation into video-mediated language learning, listening comprehension, and critical thinking development across different educational contexts and levels.

E. Definition of Key Terminologies

1. Educational Videos

Educational videos refer to a specific type of instructional media. Mayer (2020), in his Cognitive Theory of Multimedia Learning, defines educational

videos as presentations that use both words (narration or on-screen text) and pictures (animation, video, or static images) to foster meaningful learning. Expanding on their pedagogical purpose, Sydorenko (2020) describes them as purposefully designed audiovisual materials that provide authentic linguistic input and rich contextual clues to support comprehension and language acquisition. Al-Seghayer (2021) further specifies that in language learning, these videos often incorporate visual scaffolding such as gestures, facial expressions, and situational context—to aid in decoding spoken language and inferring meaning.

Educational videos in this study are purposefully selected or created audiovisual materials that combine spoken input with supportive visual to make meaning clearer, reduce cognitive load, and provide a basis for structured activities that develop students' skills.

2. Listening Skill

Listening is a complex, active process in language learning. Richards (2015) posits that listening skills involve the ability to process and comprehend extended samples of spoken language in real-time, moving beyond mere hearing to include decoding, interpreting, and constructing meaning. Renandya and Hu (2018) emphasize its foundational role, arguing that listening provides the essential aural input necessary for acquiring vocabulary, grammar, and pronunciation, thereby underpinning the development of speaking and reading. From a pedagogical perspective, Vandergrift and Goh (2012) break down listening skills into a suite of cognitive and metacognitive strategies, including planning, monitoring, inferencing, and evaluating comprehension.

Listening skills in this study are defined as students' ability to construct meaning from spoken input by using cognitive and metacognitive strategies to monitor comprehension. In video contexts, this involves combining bottom-up decoding and top-down use of prior knowledge to understand the message, as shown through tasks such as identifying main ideas, extracting details, and making inferences.

3. Critical Thinking

Critical thinking is a higher-order cognitive skill essential for deep learning. Facione (2015), based on the seminal Delphi Report, defines critical thinking as purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based. In an educational context, Ennis (2018) describes it as reasonable, reflective thinking focused on deciding what to believe or do. Applied to language learning, Liaw (2007) argues that critical thinking involves analyzing arguments, making inferences using inductive or deductive reasoning, judging or evaluating, and making decisions or solving problems within the context of engaging with texts or discourse.

In this study, critical thinking is defined as students' ability to analyze, evaluate, and interpret video content, make inferences, connect it with prior knowledge, and draw reasoned conclusions based on the information presented.

4. Junior High School Students

This term specifies the developmental and educational context of the learners. In the Indonesian system, junior high school (Sekolah Menengah Pertama/SMP) typically encompasses students aged 13-15 years (Grades 7-9). Developmentally, Santrock (2019) describes early adolescence as a period characterized by significant cognitive advancement, including the growing capacity for abstract, logical, and hypothetical thinking, which aligns with the development of critical thinking. In language pedagogy, Harmer (2015) categorizes these learners as young teenagers who are motivated by topics relevant to their own lives, require high levels of engagement, and benefit from activities that promote collaboration and personalization.

In this study, junior high school students are Indonesian EFL learners aged 13-15 who need engaging and meaningful learning materials.