

# jurnal 3

*by* Erlik Widiyani S

---

**Submission date:** 22-Apr-2019 08:22PM (UTC-0700)

**Submission ID:** 1117368412

**File name:** 3\_Jurnal\_Erlik\_dinamika\_ilmu\_2016.pdf (284.58K)

**Word count:** 5091

**Character count:** 27209

## **Effect of YouTube Videos and Pictures on EFL Students' Writing Performance**

**Erlik Widiyanti Styati**

*College of Teacher Training and Education "PGRI" at Madiun  
(IKIP PGRI Madiun), East Java, Indonesia  
nistya@gmail.com*

### **Abstract**

This research aims at investigating the effect of YouTube videos and pictures as the authentic materials on Indonesian EFL students' writing performance. The experimental research is conducted by using quasi-experimental design. This research employed two groups; an experimental and control group. This is to see which group is effective to be used in helping the students' writing ability. The first group was taught by using YouTube videos and the second group was given treatment by using pictures. Both YouTube and pictures are the authentic materials which help the students to have better writing performance. The subjects of this study were the second semester students of English Department, IKIP PGRI Madiun. Both of the groups were instructed to write paragraph by using YouTube videos and pictures as the authentic materials. The data were analyzed by using Independent t-test. The result of the study shows that there is significantly different between the students who write paragraph after being taught by using YouTube videos and by using pictures. The students who were taught by using YouTube videos had lower writing performance than the students who were taught by using pictures. It means that using pictures in teaching writing is better than using YouTube videos to help the students in writing performance.

**Keywords:** *YouTube videos, pictures, writing*

### A. Introduction

There are a number of studies have been conducted by many previous researchers about the authentic materials used in the classroom. The use of authentic materials across different four skills of English in EFL classroom have been conducted to make the students interested in joining the classroom (Bahrani & Sim, 2013; Berardo, 2006; Khaniya, 2006; Kilic & Lter, 2015; Miller, 2005; Omid & Azam, 2015; Sabet & Mahsefat, 2012; Woottipong, 2014). The authentic materials are not designed for the English foreign language teaching purposes but it can be used in teaching and learning EFL classroom. Omid & Azam (2015) studied the use of authentic materials in EFL classroom. The result of their study mentioned that the use of authentic materials is influencing the students. Authentic materials minimized the challenges in teaching EFL in the English classroom. Then, Rahman (2013) also conducted the study on authentic materials in EFL classroom of English Department and Humanities BRAC University. Furthermore, Sabet. & Mahsefat (2012) study the authentic materials in EFL classroom. Those studies found that **authentic materials help the students have better performance in English skill, particularly writing.**

The kinds of authentic materials can be divided into visual, audio, and printed materials. Maroko (2010) mentions that authentic materials are divided into some types namely audio, visual, and printed materials. Gebhard (1996) mentions that the kinds of authentic materials are authentic listening viewing materials, authentic visual materials, authentic printed materials realia (real world objects). There are many kinds of authentic materials can be used in EFL classroom.

The authentic materials, in writing EFL classroom, are effective to make the students understand more about the topic taught. Rahman (2013) found in this study that the authentic materials are effective to enhance the students' ability in writing. Gutiérrez, Puello, & Galvis (2015) found that authentic materials could improve the students' writing vocabulary. Masood (2013) conducted the study on exploiting authentic materials for developing writing skills at secondary level and he found that the use of authentic materials gives effects in writing classroom. In Indonesian context, Wiguna (2015) studied the effect of using authentic materials in teaching writing and she found that it could improve students' writing ability. So, the authentic materials are effective in EFL classroom and can be used as an important part in teaching English.

The use of YouTube video as the authentic material can trigger the students to study English easily. Berk (2009) conducted the study on multimedia teaching with video clips; TV, movies, you tube, and movie in the college classroom. She found that the use of clips can attain 20 specific learning outcomes. Barbeau (2010) conducted a research in teaching writing using youtube. It helps the students appeal to digital natives, increase the students' awareness, reduce the gap between teacher and student, and the classroom become conducive. Mayora (2009) focused on using YouTube in writing classroom and she found that YouTube videos are effective in helping the students to write. Then, Lee (2004) studied a live and recorded video on Satellite TV and the Internet in FLT/L. He found that the use of live and recorded video on Satellite TV can enhance the communicative language classroom. Flerk, Beckam, Sterns, & Hussey (2014) conducted a research on YouTube in the English classroom and it provides how helpful tips and students perceptions. Oddone (2011) studied about using videos from YouTube and websites in the classroom. The use of video

from YouTube can be considered as the audiovisual material which can be employed to teach other subjects through English with low-level learners. Anggraeni (2012) and Pratiwi (2011) reported their study that the video helps the students enable to explore main ideas, organize ideas, choose of right words to create sentences and paragraph, produce grammatically correct sentences and use mechanic (punctuation and spelling) in writing. Thus, YouTube is effective in helping the students to write in English.

The use of pictures as the visual authentic materials has been conducted by many researchers. Saputri (2014) has conducted the research on students' writing skill by using picture. The result of her study mentions that it influences the components of writing, such as: vocabulary, grammar, mechanic, and punctuation. Chairena (2007) has conducted the study on the descriptive writing by using pictures. It is effective in helping the students in writing. Delaitre, Laptev, & Sivic (2010) conducted a study about still images used in writing classroom and they found that still pictures are effective than using audio-visual aids in the EFL classroom.

The use of authentic materials in the EFL classroom has many limitations. Mansourzadeh (2014) conducted a comparative study on vocabulary by using YouTube and pictures. The result of the study showed that the students who were taught by YouTube videos had lower writing performance than the students who were taught by using the pictures as the authentic materials. Picture helps the students build vocabulary better than using YouTube video in EFL classroom. It arouses the other researchers to conduct a study about the use of different kinds of authentic materials in EFL classroom.

Furthermore, the purpose of this article is to know whether the students who were taught by using YouTube videos have better writing performance than the students who were taught by using pictures in writing a paragraph.

## B. Research Methodology

This research was aimed at investigating the effect of YouTube videos and pictures as the authentic materials on EFL students' writing performance. The students are the second semester students of the English Department of IKIP PGRI Madiun, East Java, Indonesia. They were chosen as the subjects of the research. The reasons are they have been studied about sentence building in the previous semester and have been studied about the grammar well. The previous semester in writing classroom is employed conventional teaching. So, it is used to see whether YouTube or pictures as the authentic materials are effective in helping the students in writing paragraph.

An experimental research design is carried out to all the subjects. This experimental research is aimed at investigating whether the students who are treated by YouTube videos have better writing performance than the students who treated by using pictures. The data analysis of this research was Independent sample t-test. Independent sample t-test can be used to see which one is effective in helping the students on writing performance. The design can be seen as follows:

Table 1. Design of the Research

YouTube videos	Pre-test	treatment	Post-test
Pictures	Pre-test	treatment	Post-test



Based on the table above, it can be seen that experimental research is a research to know the effect of a variable in order to get the comparison. This research is important to develop the innovation which is useful to increase the writing performance of students.

There are two groups comparing in this research. The first group is employed the treatment by using YouTube videos and second group is employed the treatment by using pictures. The subjects of the groups are 30 participants in experimental group and 30 participants in control group. The participants are from the second term of English Department Students of IKIP PGRI Madiun in the same level to write a paragraph. It used intact class since this semester the English Department students of IKIP PGRI Madiun only has classes.

Both of the groups have their own stages of teaching and learning in the classroom. The group which was employed by using YouTube video had three activities namely opening, whilst, and closing activity. The opening activity is arousing the students' motivation to join the writing class. Then, whilst activity had some activities namely introducing the topic to be taught, giving explanation about how to write paragraph, giving the example how to write paragraph in English, writing a good paragraph (main idea, supporting detail, and concluding sentence), and watching the YouTube videos as the examples of materials and finally they write paragraph. The last is asking the students rewrite the students' draft into good paragraph after watching YouTube videos. The closing activity is summarizing the materials about paragraph writing based on YouTube videos and giving opportunity for the students to ask questions about the difficulty in writing by using YouTube videos.

The second group was employed pictures as the authentic materials. There are also three activities used in this teaching and learning process namely opening, whilst, and closing activity. The opening activity is arousing the students' motivation to join the writing class. Then, whilst activity has some activities namely introducing the topic to be taught, giving explanation about how to write paragraph, giving the example how to write paragraph in English, writing the good paragraph (main idea, supporting detail, and concluding sentence), and giving them pictures as the examples of materials and finally they write paragraph. The last is asking the students rewrite the students' draft into good paragraph after they are given pictures. The closing activity is summarizing the materials about paragraph writing based on pictures and giving opportunity for the students to ask questions about the difficulty in writing by using pictures.

Writing test was used to collect the data of this research. The researcher arranged the writing instrument used in the study. It was constructed based on the right construct. Both of the groups were instructed to write descriptive paragraph. The researcher employed inter-raters to see the consistency of the writing test. To see the consistency, PPMC (Pearson Product Moment Correlation) was used. The scoring rubric was used in this research expert. An analytic scoring was used to score the students' writing which consists of organization including body and conclusion; logical development of ideas; grammar; punctuation; spelling and mechanics; and styles and quality of expression.

The students were taught by using YouTube videos and pictures to write descriptive paragraph. Additionally, trial out was conducted before the main study in this research is employed. The researcher asked the experts from the English lecturers

to validate and analyze the result of the research. Since the result of validating and analyzing are higher than 0.85, the writing test was used for the main research in this study. The pre-test and post-test were given both of the groups to see that the two groups are homogeneous.

Pre-test was used to know the students homogeneity both of the groups. It was also used to know the students' writing performance. Then, after giving the pre-test both of the groups were given different treatments. The first group was treated by using YouTube videos and the second group was treated by using pictures. Both of the groups were instructed to write good descriptive paragraph which consists of main idea, supporting details, and concluding sentences. Furthermore, post-test is given both the groups. The same instrument was designed to be given in the post-test. Pre-test and post test were given to both of the groups.

To answer the research questions, the data were analyzed by utilizing Independent t-test on SPSS 17. Independent t-test was used to know whether the students who taught using YouTube videos could write better than the students who were taught by using pictures.

### C. Findings

This section provides the results of the research. There are several results relate to the research question. The results show the descriptive statistics and independent sample t-test. There are four tables in the following results; table 2 represents the descriptive statistics pre-test both of the groups namely the groups which are treated by using YouTube videos and pictures, table 3 represents Independent Sample t-test (Pre-test both of groups which is employed YouTube videos and pictures), table 4 represents the descriptive statistics post-test both of the groups namely the groups which were treated by using YouTube videos and pictures. Furthermore, table 5 represents Independent Sample t-test (Post-test both of groups which is employed YouTube videos and pictures).

Table 2. Descriptive Statistics pre-test both of group which is employed YouTube videos and pictures

Group Statistics					
pictures		N	Mean	Std. Deviation	Std. Error Mean
Youtube videos	1.00	30	71.2000	2.00688	.36641
	2.00	30	72.5000	1.27982	.23366

Based on the table, it can be seen that the mean score for both groups are very close. The mean score for experimental group has 71.2000. Then, the mean score for control group has 72.5000. Based on the two means, it can be considered that both of the groups are not significantly different. But, this is not enough to state that the two groups are homogeneity. The following is independent sample t-test used to know the significance different both of the groups.

Table 3. Independent Sample t-test (Pre-test both of group which is employed YouTube videos and pictures)

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR001 Equal variances assumed	2.520	.118	-2.991	58	.004	-1.30000	.43457	-2.16989	-.43011
Equal variances not assumed			-2.991	49.240	.004	-1.30000	.43457	-2.17319	-.42681

Table 3 represents the independent sample t-test to see whether the two groups are homogeneity. The results of the sig. of the Lavene's test for equality of variances show that it exceeds the level of tolerance p. value .05. The result of sig. is .118. This means that there is no significant different from the two groups and HO cannot be rejected. It means the variances are the similar or the data are homogeny. So, table 3 shows the homogeneity of the two groups. After knowing that the two groups are homogeneity the treatments were given both of the groups. The first group was treated by using YouTube videos and the second group was treated by using pictures.

Table 4. Descriptive Statistics post-test both of group which is employed YouTubevideos pictures

Group Statistics					
	Pictures	N	Mean	Std. Deviation	Std. Error Mean
Youtube videos	1.00	30	70.7333	2.47656	.45216
	2.00	30	77.6333	1.12903	.20613

Based on the table above, it can be seen that the mean score for both of the groups are different. The mean score for group which is treated by using YouTube videos has 70.7333. Then, the mean score for the group which is treated by using

pictures has 77.6333. Based on score, it can be considered that both of the groups are significantly different. But, this is not enough to state that the two groups are significantly different. The following is independent sample t-test used to know the significance different both of the groups.

Table 5. Independent Sample t-test (post-test both of groups which is employed YouTube videos and pictures)

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
VAR001 Equal variances assumed	17.215	.000	-13.885	58	.000	-6.90000	.49693	-7.89470	-5.90530
			-13.885	40.555	.000	-6.90000	.49693	-7.90390	-5.89610

Table 5 above shows the analysis of the post-test both of the groups; the group which was treated by using YouTube videos and the group which was treated by using pictures. The analysis was done by using independent sample t-test. The result of independent sample t-test shows the significant different can be seen from the sig. 000 in t-test for equality of means. This result is lower than the p value .05 of significance tolerance. The two groups are significantly different. The groups which are employed by using YouTube videos and pictures are significantly different. But, from this explanation the students who are treated by using pictures have better writing performance than the students who are treated by using YouTube videos. It can be stated that there is significant different from the two groups of equality of means. This means that  $H_0$  can be rejected.

#### D. Discussion

In this discussion section, the researcher discusses the results of the study about the effect of YouTube videos and pictures on EFL students' writing performance. There are two main discussions about; pre-test and post-test.

The results of pre test both of the groups are very close. It means that the two groups are homogeneity. The mean score for group which is treated by using YouTube videos has 71.2000. Then, the mean score for the group which is treated by using



pictures has 72.5000. The mean score of the two groups are not considered significantly different. Furthermore, the results of the sig. of the Lavene's test for equality of variances show that it exceeds the level of tolerance p. value .05. The result of sig. is .118. It means that there is no significantly different from the two groups and HO cannot be rejected.

The results of post-test both of the groups show significantly different. The result of independent sample t-test shows the significant different can be seen from the sig. 000 in t-test for equality of means. This result is lower than the p value .05 of significance tolerance. The two groups are significantly different. From the results, it can be seen that the students who are treated by using pictures have better writing performance than the students who are treated by using YouTube videos. It can be stated that there is significant difference from the two groups of equality of means. It can be said that using pictures as the authentic materials can help the student have better writing performance.

Based on the result of post test, it can be seen that the effect of pictures has better writing performance. It is obviously different from the previous assumption that using YouTube videos the students will have better writing performance. The results, using pictures helps the students have better writing performance. There are many reasons and implications that pictures are more effective than YouTube videos. Furthermore, this provides the implication and reasons the use of YouTube videos and pictures on EFL Indonesia students' writing performance.

Using pictures as the authentic materials can help the students have better writing performance. Saputri (2014) found that the use of picture series can improve the students' skills in writing. It is significant improvements of the students' writing in the aspects of content, organization, language use, vocabulary, and mechanics. The students write well in descriptive paragraph. Chairena (2007) found that the use of pictures contributes greatly to the students' writing descriptive. It is effective help the students in writing. So, using pictures are effective in writing performance.

The use of pictures enhances the students' vocabulary in writing performance. It is confirmed by the study of Mansourzadeh (2014) which was found that pictures help the students to understand the difficult words easily by looking at the pictures. The use of pictures can enrich vocabulary learning. The use of pictures attracts the students' curiosity in learning new vocabulary. It also confirms the findings of Gutiérrez, Puello, & Galvis (2015) which mentioned that pictures help students increase their vocabulary usage by utilizing words. It is explained and evaluated the pictures and also providing visual feedback of the objects and actions portrayed in writing.

The use of pictures improves the students' interest, motivation, and attitudes. The students are interested in joining writing classroom. They like writing because the use of pictures can attract the students to write well in paragraph writing. Then, the use of pictures can motivate the students in writing paragraph. Hazanah (2011) mentions that the sequences order of pictures can also activate the students' motivation. They like the pictures which are given by the lecturers. Moreover, the use of pictures arouses the students' good attitudes. It supports the study conducted by Wibowo (2013) which is mentioned that using pictures can develop a better students' behavior in writing. This implication confirms the study by Saputri (2014) that the use of picture series enable to improve the students' interest, motivation, and attitudes toward the teaching and

learning process. Furthermore, the use of pictures can demonstrate a good writing environment as the good attitudes in the writing classroom. It is in line with Lina (1994) that the instruction of using pictures as a guided writing environment assisted beginning foreign language students develop and improve their writing skills as well as. It happens since it shows the lower the anxiety level of expressing oneself in the target language.

The advantage use of pictures as the authentic materials in writing paragraph is to make the students more active in writing paragraph. The students are enthusiastic in looking at the pictures than watching YouTube videos. It confirms the study by Wibowo (2013) which mentions that pictures can improve student's writing narrative text can be one of the positive ways to increase students' enthusiasm in learning English. They have high concentration because they can keep attention every single spot on the pictures. They can write more details in arranging the paragraph.

Using pictures can reinforce the students' experience while looking at the pictures in writing to determine the sequence order of paragraph writing. Hazanah (2011) mentions that the use of picture sequence can improve in determining the sequences order in good paragraph writing related to the ideas. The students can be stimulated by using interesting pictures in composing the writing. Moreover, some of the students who write based on their favorites pictures they can produce writing well. Thus, using pictures are effective to have better writing because they are helped with the pictures' sequences order.

To sum up, the students who are treated by using pictures have better writing performance. It can be seen from the results of the study that mention the use of pictures has significantly different from the use of YouTube videos in writing performance. There are many reasons to supports the results. First, the use of picture series can improve the students' skills in writing performance in aspect of writing. The aspects are content, organization, language use, vocabulary, and mechanics. Second, the use of pictures enhances the students' vocabulary in writing performance. Third, using pictures as the authentic materials makes the students more active in writing paragraph. Fourth, the use of pictures improves the students' interest, motivation, and attitudes. The last, using pictures can reinforce the students' experience while looking at the pictures in writing to determine the sequence order of paragraph writing. Furthermore, the use of pictures in writing can be used for the lectures and teachers in writing classroom.

## E. Conclusion

This article shows that the there is an effect of the use of YouTube videos and pictures on EFL students' writing performance. Both of the authentic materials are used in writing activity. Unfortunately the students who were taught using YouTube videos have lower writing performance than the students who were taught by using pictures. The students who were treated by using pictures had better writing performance. There are many reasons that pictures as the authentic materials are effective. The pictures can improve the students' skills in writing performance in aspect of writing; it enhances the students' vocabulary in writing performance, makes the students more active, improves the students' interest, motivation, and attitudes and reinforces the students' experience. It implies that pictures as the authentic materials affect the students writing performance.

The limitation of this study is acknowledged to the future research. The future research might conduct the study on writing performance by comparing the kinds of the pictures to make the students have better writing performance. The future result might have better results. It is hoped to be used in the real writing classroom.

## BIBLIOGRAFI

- Anggraeni, S. N. (2012). *Optimizing the Use of Youtube Video to Improve Students' Competence in Writing Procedure Text (A Classroom Action Research at the Tenth Grade Students of SMA N Kebakkramat in Academic Year of 2011/2012)*. Sebelas Maret University.
- Bahrani, T., & Sim, T. S. (2013). Authentic Language Input for Language Learning in EFL/ESL Contexts. *The International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, 3(2), 67–72.
- Barbeau, M. (2010). Teaching Writing with YouTube. *LORE*, 8(1).
- Berardo, S. A. (2006). The Use of Authentic Materials in the Teaching of Reading. *The Reading Matrix*, 6(2).
- Berk, R. A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning*, 5(1), 1–2.
- Chairena, M. S. (2007). *The Use of Picture to Teach Writing Descriptive Text (The Case of Eighth Year Students of SMPN 13 Semarang in The Academic Year of 2006/2007)*. Semarang State University.
- Delaitre, V., Laptev, I., & Sivic, J. (2010). Recognizing human actions in still images: a study of bag-of-features and part-based representations.
- Flerk, B.K.B., Beckam, L.M., Sterns, J.L. & Hussey, H. D. (2014). Youtube in the Classroom: Helpful Tips and Students Perceptions. *The Journal of Effective Teaching*, 14(3).
- Gebhard, J. G. (1996). *Teaching English as a Foreign Language: A Teacher Self- Development and Methodology Guide*. Ann Arbor: The University of Michigan Press.
- Gutiérrez, K.G.C., Puello, N.N & Galvis, L. A. P. (2015). Using Pictures Series Technique to Enhance Narrative Writing among Ninth Grade Students at Institución Educativa Simón Araujo. *English Language Teaching*, 8(5).
- Hazanah, Y. A. (2011). Using Pictures Sequences to Improve Students' Ability in Writing Narrative Texts. In *Best Practices in the Teaching of English* (pp. 261–273). Malang: State University of Malang Press.
- Khaniya, T. R. (2006). Use of Authentic Materials in EFL. *Journal of NELTA*, 11(1).
- Kilic, Z. V., & Lter, B. G. (2015). The effect of authentic materials on 12th grade students' attitudes in EFL Classes. International Association of Research in Foreign Language Education and Applied Linguistics. *ELT Research Journal*, 4(1), 2–15.
- Lee, C.-H. (2004). The effective use of live and recorded video on Satellite TV and the Internet in FLT/L. *Multimedia-Assisted Language Learning*, 7(1).
- Lina, L. (1994). L2 Writing: Using Pictures as a Guided Writing Environment. In *Rocky*

- Mountain Modern Language Association Conference.*
- Mansourzadeh, N. (2014). A Comparative Study of Teaching Vocabulary through Pictures and Audio-visual Aids to Young Iranian EFL Learners. *Journal of Elementary Education*, 24(1), 47–59.
- Maroko, G. M. (2010). The authentic materials approach in the teaching of functional writing in the classroom. In *The new decade and (2nd) FL Teaching: The initial phase Rudolf Reinelt Research Laboratory EU Matsuyama* (pp. 71 – 87). Japan.
- Masood, A. (2013). Exploiting Authentic Materials for Developing Writing Skills at Secondary Level –An Experimental Study. *Journal for the Study of English Linguistics*, 1(1).
- Mayora, C. A. (2009). Using YouTube to Encourage Authentic Writing in EFL Classrooms. *TESL Reporter*, 42(1).
- Miller, M. (2005). *Improving aural comprehension skills in EFL, using authentic materials: an experiment with university students in Nigata*. University of Surrey Australia.
- Oddone, C. (2011). Using Videos from YouTube and Websites in the CLIL Classroom. *Studies about Languages*, 18.
- Omid, A., & Azam, R. (2015). Using authentic materials in the foreign language classrooms: Teachers' perspectives in EFL classes. *International Journal of Research Studies in Education*, 5(2), 105–116.
- Pratiwi, A. I. (2011). *Optimizing the Use of Youtube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juvirang Klaten in the academic Year of 2009/2010)*No Title. Sebelas Maret University.
- Rahman, M. (2013). *Using Authentic Materials in the Writing Classes: A Tertiary Level Scenario*. BRAC University.
- Sabet, M. K., & Mahsefat, H. (2012). The Impact of Authentic Listening Materials on Elementary EFL Learners' Listening Skills. *International Journal of Applied Linguistics & English Literature*, 1(4).
- Saputri, I. W. (2014). *Improving the Writing Skills of Recount Texts by Using Picture Series for the Eighth Grade Students of Smp Muhammadiyah 2 Kalasan in the Academic Year of 2013/2014*. Yogyakarta State University.
- Wibowo, K. A. (2013). Improving Student's Writing Ability In Narrative Text By Using Chronological 3d Pictures As Media. *English Language Teaching Forum*, 2(1).
- Wiguna, R. A. (2015). *The Effectiveness of Using Authentic Materials in Teaching Recount Text to Improve Students' Writing Ability*. State Institute for Islamic Studies (IAIN). Salatiga.
- Woottipong, K. (2014). Effect of Using Video Materials in the Teaching of Listening Skills for University Students. *International Journal of Linguistics*, 6(4).

# jurnal 3

## ORIGINALITY REPORT

26%

SIMILARITY INDEX

22%

INTERNET SOURCES

12%

PUBLICATIONS

14%

STUDENT PAPERS

## MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

9%

★ doaj.org

Internet Source

Exclude quotes On

Exclude bibliography On

Exclude matches < 15 words