

THE EFFECT OF USING VIDEO IN LISTENING COMPREHENSION

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Abstrak:

Tujuan dari penelitian ini adalah 1) untuk mengembangkan pemahaman mendengarkan siswa dengan menggunakan materi video dalam mata kuliah Mendengarkan Lanjutan dan 2) untuk mengevaluasi sikap siswa terhadap penggunaan materi video dalam pembelajaran mata kuliah mendengarkan lanjutan. Populasi sampel penelitian ini adalah 21 mahasiswa semester tiga Program Studi Pendidikan Bahasa Inggris Billfath University. Penelitian ini dilakukan selama satu semester. One group pretest-posttest design diimplementasikan dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah tes. Data hasil pengujian kemudian dianalisis menggunakan Uji-T untuk menentukan nilai-T. Nilai dari pre-test dan post-test dapat menjadi bukti ada tidaknya peningkatan nilai siswa setelah dilakukan suatu pembelajaran.

Keywords:

Video, Listening Skill, Teaching Listening

Abstract:

The aim of this study were 1) to develop students' listening comprehension by using video materials in the Advanced Listening course and 2) to evaluate students' attitudes towards the use of video materials in learning advanced listening courses. The sample of the student population for this study was 21 third semester students of English Education Study Program of Billfath University. This research was conducted for one semester. One group pretest-posttest design was implemented in this study. The instrument used in this research is a test. The data from the test was then analyzed using the T-Test to determine the T-value. The scores from the pre-test and post-test can be evidence of whether there is an increase in student scores after a study is carried out..

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To develop listening comprehension, the effective materials used in English as a Foreign Language (EFL) classes are an important aspect of the teaching method. Technology has played an increasingly important role in teaching methods. One technology is video which offers instructors a wide variety of resource materials to use in EFL classrooms to improve students' listening comprehension.

Video materials can be used as alternative instructional tools for teaching listening comprehension, because they are a rich source of conversation and dialogue by English speakers. These can greatly facilitate the understanding of pronunciation. Secules, Herron & Tomasello (1992 cited in Keihaniyan, 2013) mentions that the use of

video-based instruction is preferable to audio-only instruction in teaching language learning because of its multiple input modalities that can motivate students and draw their attention to aural input. As a result, the use of video materials are widely used as an instrument to practice listening comprehension in learning English. For this reason, the aim of this study was to gain an understanding of the effects of using video material on the development of listening skills in the EFL classroom.

Understanding listening is a psychomotor process of receiving sound waves through the ear and transmitting nerve impulses, Brown (2001: 249). Meanwhile, according to Purdy (1997: 8) defines that active listening and dynamic process of attending, understanding, interpreting, remembering, and responding to expressed (verbal and nonverbal), needs, concerns, and information offered by other humans.

Listening is a creative skill, that means we understand the sound that falls on our ears, and take the raw material of words, strings of words, and the rise and fall of sounds, and from this material we are creative in significance, Rivers (2006: 8). The listener must cope with the sender's choice of vocabulary, structure, and level of delivery.

METHODE

The design of this research is experimental research. Best and Kahn (2006: 164) state that experiments provide a method of testing hypotheses. Thus, for this study, the researcher gave a test and selected an experimental design. This research will focus on One-group Pre-test and Post-test Design which is carried out in one group only. In this design, the group, one group was pretested and treated and then the posttest was carried out. This study is called a one-group pretest-posttest design, because the two tests are administered to the same group.

The research was conducted during one semester. In carrying out this research, it was carried out for 4 meetings, each meeting consisting of one hour. Two meetings were used for pre-test and post-test and the other was used for trial. The instrument of this study used a test. The test was used as a measuring tool in research. The purpose of this test is to measure students' ability in listening comprehension by using videos in the form of English short films, English short conversation videos, videos about speech and videos about business news. A test is a set of questions and exercises used to measure individual or group achievement or ability.

In this study, researchers need data from students. In obtaining and collecting data, the researcher will use the test technique. In this study, the researcher will collect data by giving tests (pre-test and post-test) at three meetings. For the first meeting, the researcher will give a pre-test which can also be used as an activity test for the level of student knowledge about the material to be delivered, a pre-test is carried out before the teaching activity is given, and to determine the ability of students to listen to what is taught by the lecturer. At the second meeting, the researcher will give a short film video to test students' listening comprehension. The third meeting of the researchers gave the next trial for the listening test using videos about short conversations to measure the achievement of the desired score. At the last meeting, the researcher will give a written

test (post-test) to the students. The purpose of this post test is to find out whether the use of video in listening tests can improve students' listening comprehension or not.

To analyze the data, the researcher used statistical procedures, such as range, mean, standard deviation and t-score. First, the writer tries to analyze the result data of giving the test. Here the researcher uses a curtain of statistical formulas. The objective is to obtain a range of mean values, standard deviations and t-scores.

RESULT

After conducting research on third semester students of the English language study program in the Advanced course by using video to measure students' listening comprehension, finally the researcher in the Advanced Listening course found the results of this research. This experiment starts from November 5, 2021 and ends on November 26, 2021. There are three meetings for the third semester class in the advanced listening course schedule, because it is an experimental class. There are two tests given to students in the class, pre-test and post-test. The results of this study consist of three graphs depicting the pre-test scores, post-test mean scores, pre-test scores and post-test scores. The graph shows the distribution of scores before and after the treatment is given.

The results of the study were analyzed using several statistical formulas. The instrument used is a test. Data from the test were analyzed using the t-formula to determine the t-score. The scores of the pre-test and post-test can be evidence of their improvement after conducting the study. For this experiment, the authors used a 5% (0.05) alpha level of significance as is typically used in psychological and educational research. The number of students in this study was 21. The degrees of freedom (df) were $n-1=21-1=20$. For the five percent alpha level and 20 degrees of freedom, there is no definite significant score table. It was necessary to find a definite score in order to get the closest critical score in the t-table. T-table for 20 1.70814. The t-score obtained is 7.15, so that the t-score is higher than the critical score in the table ($t=7.15 > t\text{-table}=1.70814$). The author further explains how to interpret the data.

DISCUSSION

From the results of the research conducted, it can be stated that the use of video in teaching listening can improve students' listening skills. This can be proven by the results of the pretest and posttest scores which can be evidence of an increase in listening skills after conducting research. The result of the pretest is 54.61 and the result of the posttest is 75. This means that the posttest score is higher than the pretest score. In short, students' listening comprehension improved significantly.

Thus, the researcher said that using video in teaching advanced listening which was effective was able to improve the listening skills of third semester students. Based on the data above, in semester III students of the English Language Education Study Program, Billfath University, it can be seen that the t-score of the pre-test and post-test of listening skills is 7.15, and the critical t/table score of t df of 25 is 1.70814 in

significance level of 5% (0.05). The results showed that the t-score was higher than the t-table. According to the above calculation, the t-score (7.15) is greater than the critical-t/table-t-score (1.70814) this has a significant difference. So, the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. This means that the effect of using Video in teaching Listening skills in Advanced Listening courses can improve students' listening comprehension.

CONCLUSION AND SUGGESTION

Conclusion

During the research process carried out in the third semester of the English Education Study Program, researchers found several improvements obtained by students after using video in learning listening. As a result, the students' post-test scores increased from the previous pre-test scores. The following are some of the improvements obtained by students in listening comprehension as follows:

First, before the researcher applied video in advance learning, the researcher found out whether or not the students had a lot of vocabulary. The researchers measured the students' vocabulary by proposing several vocabularies related to the video that was played. Students are able to understand the content in the video well, understand a lot of vocabulary and are able to explain it. Evidently, after the application was completed, the researchers found that almost all students easily understood the story from the video they watched and were able to present it well.

Second, after conducting this research, it is possible to evaluate students' attitudes towards the use of video material in learning advanced listening courses, namely the increasing ability in listening skills.

Suggestion

From the results of this study, it is recommended for further researchers to conduct more in-depth research in terms of the use of media, methods and strategies that will be used as trials.

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