

THE EFFECT OF USING VIDEO ON STUDENTS' LISTENING SKILL AT SMP WAHID HASYIM MALANG

Sabila Yassaroh
Universitas Islam Malang yassarohsabila@gmail.com

Abstract: The study aimed to investigate the effect of using video on students' listening skill at SMP Wahid Hasyim Malang. The research design of this study is a Quasy-experimental research in form of pre-test and post-test. There were 44 junior high school students involved as the participants in this research. The participants were classified into two group as control group and experimental group. The researcher divided two group in which class VIIA as the control group and VIIC as the experimental group. The result of the study showed that count<t table (2,852 <2,423) and $p < 0.05$ ($p = 0.05 < 0.05$). That means the H_0 was accepted, H_1 was rejected because, there were no significant effect in using video to increase students listening comprehension skill. It was proved that using video was not the proper media to increase students' listening comprehension skill.

Key Words: Listening skill, video, effect

INTRODUCTION

When we learn a language, there are four skills that we need to learn which include speaking skill, writing skill, reading skill, and listening skill, these four skill in learning English are very important but we often find that the listening skill is difficult. As this skill involves a very high concentration, the same intonation is difficult to discern but the context is different. Not understanding the English accent, mistakes in choosing learning strategies often occurred in listening problems, then lack of vocabulary is the most prominent. Listening is a process that occurs after stimuli the sound of touching layers of hearing in the brain (Rosr, 2007:7-8).

As we know that listening is one of the skills that must be taught in order to improve the students' language communication ability, this skill is considered

as the most important matter to be taught in school because all students can prepare to do the work from teacher. Listening is more difficult than just listening. It is a mechanism consisting of four phases: sensing and attending, comprehension and perception, recollection and reaction. The phases occur in series, but they are normally not known to us (Sheila Steinberg). For many students, listening is a difficult skill to be mastered. So, the teacher must find an appropriate method and media to improve the students' listening skill.

Based on the previous study, there was the study that was conducted by Fahmi (2014) found that the use of descriptive videos as one of the media in teaching listening comprehension influenced the students' scores positively. So the purpose of this recent study was to find out if there were the effect in using video to increase students listening ability. The study conducted by Hea Suk (2015) entitled *Using Authentic Videos to Improve EFL Students' Listening*

Comprehension, which have one research problem about Is there any significant improvement in listening comprehension among the three proficiency groups?. Hea Suk (2015) found that to investigate the effect of using videos on listening, paired sample t-tests between the pre- and post-tests were conducted.

METHOD

This research was conducted in SMP Wahid Hasyim Malang. The research design was a Quasy-experimental research. In this recent study the researcher chose two class as the participants based on the advice from the English teacher at the school. Those two classes were divided into control group and experimental group. Both the control group and the experimental group were given the pre-test and post-test. Pretest was given to find out the students' English listening proficiency, using questions arranged based on the material referred to K13. The researcher had controlled the validity and reliability of the test items by consulting to the lecturer and also testing it to students in the same school at the same grade

but different classes. There were 20 question test items that classified as 15 multiple choices and 5 T/F question. Both the control and experimental group were given three times of treatment. There were three variables included in this research; teaching technique that used by the researcher (video and audio-only) as the two independent variables and students' listening comprehension as the dependent variable. The researcher used independent T-test to measure the significance of different value of the data because of the subjects of the research. By using if sig level of significance, then the researcher compared the t-value of the test according to the independent of the t-test result with the t-table.

FINDINGS AND DISCUSSION

Findings

The experimental group was assessed by giving 15 multiple choice test items and 5 T/F items based on the listening audio which was downloaded from YouTube. The audio material was about animals which was in accordance with the English for seven grade syllabus of curriculum 2013. It was clear from *Table 1* that the mean score of the pretest was 72.00 with the highest score 70 and the lowest score was 50.

Table 4.1 The Experimental Group's Pretest and Posttest Score

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Skor	7A	22	75,6522	13,08229	2,72785
	7C	22	70,2273	4,99459	1,06485

--	--	--	--	--

Table 4.2 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means					
	F	Sig.	t	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed	16,634	,000	1,821	43	,07	5,42490	2,97837	-,58156 11,32834
Equal variances not assumed			1,853	28,522	,07	5,42490	2,92832	-,56855 11,37785

Based on the table above, it showed that the number of student of class VIIA is 22 students, while VIIC is 22 students. The post-test mean score of class VIIA (is it the experimental group, give the description) is 75.6, while the mean score of control group is 70.2. It can be concluded that between two groups there were differences in the achievement. The experimental group achieved higher score than the control group.

Then, after calculating the normality of the data distribution, the researcher tested the homogeneity of the data to convince that the data had an equal homogeneity. The result of homogeneity test of variance showed that the significant value based on the mean is 5,42 (*see Table 4.2*). Compared with the level of significance 0.07, it can be determined that $0.05 < 0.07$. According to the significance value based on the mean, it can be elaborated that the variance of the

experimental and control group's posttest score was similar. Therefore, the data were homogeneous and fulfill one of the requirements of independent t-test analysis.

Discussion

This research discussion was guided by the single research question that has been declared in the introduction. After analyzing the data and testing the hypothesis to examine the effect of using video on listening skill listening at SMP Wahid Hasyim Malang, the results were discussed as follows.

The result showed that the use of video did not give the significant effect on the students' listening skill. It was probably caused by some factors, for instance the students tend to be less active and seemed to play around so that they underestimated listening learning. Then, when students given the task of listening through books, they were quite enthusiastic and all of them can complete the task. In short, the listening learning using video was less effective to improve the students' listening skill.

The result of this study was different from the previous studies conducted by Fahmi (2014), Boris (2014) and Kreitsai Wottipong (2014). The findings of studies by Fahmi (2014), Boris (2014) and Kreitsai Wottipong (2014) showed a significant correlation. In short, the listening learning using video was less effective to improve the students' listening skill.

The previous study showed that the use of video had significant influence on students' listening skill and most students agreed that videos were useful to improve their listening skill. The use of video material in their researches can develop the students' listening ability effectively. Different from the previous studies, in this study, the alternative hypothesis was rejected and could be caused by several other cases such as the instructions from the researcher were not fully

heard by students, teachers who taught there had never given English language learning using video media and because of very limited time allocation of teaching activity.

Conclusion

The purpose of this study is to investigate the effectiveness of video as a medium for students' listening skills. The researcher concluded that in general the students' listening ability was still poor. Then based on the data analysis, the research is not significant because students are still less capable, if given material about video and audio. The result showed that a difference between the two that is not significant in the effect of using video on students' listening. The use of video as media to teach listening had no positive impact to the EFL learners' listening skill since it proved that there was no significant effect in this recent study.

REFERENCES

- Arsyad, Azhar. *Media Pembelajaran*. Jakarta: 2004 Raja Grafindo Persada
- Brown, D. 1994. *Teaching by Principles*. New Jersey: Prentice Hall.
- Brown, d.h. 2001. *Teaching by principles: an interactive approach to language pedagogy, second edition*. New york: a pearson education company.
- Brown, d.h. 2004. *Language assessment: principles and classroom practices*. New york: pearson education inc.
- Burely, Allen. 1995. *Listening: the forgotten skill: a self-teaching guide*. New york: john wiley & sons, inc.
- Darmawan 2001. *Peningkatan Keterampilan Menyimak dengan Menggunakan Media Audio pada siswa kelas II SLTP Negeri 2 Kaliwungu Kudus*. Thesis UNNES.
- Fachmi 2014, *The effect of using descriptive video in teaching listening comprehension*. Syarif Hidayatullah State Islamic University Jakarta.
- Hasyuni 2006. *The Students' Preferred Activities for English Listening Classes (A Survey Conducted to the Second and Fourth Semester Students of English*

Department of FKIP Universitas Bengkulu Academic Year 2005-2006).
Universitas Bengkulu.

Helgesen, M. 2003. *Listening in Practical Language Teaching in English learning*
Edited by David Nunan. McGraw-Hill..

Junaidi, 2010. *Titik persentase distribusi t d.f=1-200.*

(<http://junaidichaniago.wordpress.com>, retrieved May 30, 2019)

Prastowo. *Creative guides make innovative teaching materials*. Yogyakarta: 2012
Diva Press.

Ramadhika 2014, *Improving students' listening skills using animation videos for
the eighth grade students of SMPN 6 Magelang in the academic year of
2013-2014*. University of Yogyakarta.

Rusman. *Pembelajaran Berbasis Teknologi Informasi dan Komunikasi :
Mengembangkan Profesionalisme Guru*. Jakarta : 2012 Rajawali Pers.

Rismawanti 2017, *Teaching listening by using authentic videos*. Syiah Kuala
University, Banda Aceh.

Rinehart, B. C. 1994. The effects of topic familiarity on second language listening
comprehension. *The Modern Language Journal*, 78, 179-189.

Rost, M (1).1991. *Teaching and researching listening*. London, UK: Longman.

Setyandari 2015, *Inovasi Pemanfaatan Media Film Untuk Peningkatan
Kemampuan Listening Dalam Pembelajaran Bahasa Inggris*. Prodi Pend.
Bahasa Inggris, FKIP, Unwidha Klaten.

Steinberg 2007, *An Introduction to Communication Studies*. Juta and Company
Ltd.,

Wottoping.2014, *Effect of using video materials in the teaching of listening skills
for university students faculty of humanities and social sciences, thaksin
university, muang district, songkhla province, thailand*. *International
Journal of Linguistics*. Vol. 6, No. 4 (203)