

THE EFFECT OF NARRATIVE VIDEO ON THE LISTENING ABILITY OF THIRD GRADE STUDENTS AT SMPN 3 BAURENO

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Abstract: The purpose of this study is to determine the impact of narrative video on the listening skills of third-grade students at SMPN 3 Baureno. This study employed a quasi-experimental design. 44 students in the 2021–2022 academic year of SMPN 3 Baureno were the population of this study. The author employed a YouTube source for a narrative video for study, and a written test was used to collect the data. The data was analyzed using the Mann-Whitney test. The results of the study found the level of significance was .000 which is lower than .05. This indicates that students who are taught using narrative video-based learning and students who are taught using audio-only differ significantly in their listening abilities.

Key words: Listening, Narrative Video, effect.

INTRODUCTION

Listening has been defined by many researchers. According to Brown (2003) listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing. The same as the statement, listening as one of the receptive skills and as such it involves students in capturing and understanding the input of English (Pollard, 2008) The language modality that is most frequently utilized is listening. Based on estimates, people spend about half of their time communicating by listening, while students may learn up to 90% of their academic material by listening to their teachers and other pupils (Hasbullah, 2009). The capacity to listen plays a crucial role in communication because a good listener can improve the quality of a message. A greater concentration is required when listening, since it is important to pay attention to intonation, word meaning, stress, and pauses in order to minimize errors. Listening turns to be early receptive skill to learn before students practice speaking and writing. In line with this, one crucial skill that must be acquired is listening. A person's interpersonal relationships are greatly influenced by how well they listen. It's important to develop good listening skills as they contribute to effective communication. (Hidayat, 2013).

The integration of technology and education system in teaching and learning process is inseparable due to its usefulness to maintain online learning. It can help learners to get knowledge in active and creative form. For this, an expert stated that, with the right tools students may individually plan their learning. Thus, pupils who use technology become active users rather than passive information receivers (Mae, 2011). One of the uses of technology in educational form is Video-based Learning (VBL). Video-based learning is a teaching strategy that combines audio and visual elements to help students comprehend the subject matter. It is unquestionably beneficial because the primary purpose of video is to express messages through

beautiful moving images that are simple for viewers to understand. Video can be a useful educational tool for a variety of foreign languages. Using video can help students increase their vocabulary and conversational abilities as well as their listening and pronunciation skills (Kurniawati, 2016)

Video-based instruction offers a new learning environment that can stimulate curiosity and inspire students to learn English. The usage of video can encourage students to become more interested in learning to listen. The students' listening abilities may improve as a result of it. Video is a valuable learning tool for students in the classroom. Watching a video in class is different from watching television as a way to pass the time or unwind at home because in class, the teacher gives exercises and activities that make the students more engaging and better able to understand the material (Sulistyanto, 2015). Based on the theory, it can be concluded that motion pictures are relevant for all subject disciplines, in sciences, art, social sciences and physical education. They can be shown through monitor, cathode ray tube, or projected using video projector or through digital projector for group use. Videotape availability has further widened the possibilities for the use of motion pictures. Also video is richer than audio tape because it shows people's body movements, their clothes, location and background information can be filled in visually.

There are several researchers conducted studies related to this article. The first study is conducted by Woottipong (2014) ” who wanted to develop the listening skills of university students studying English with the use of video materials in teaching listening skill. The results of this study showed that using video resources to help first-year English major students increase their listening comprehension appeared to be successful, as shown by the posttest score being significantly higher than the pretest score. The second study was conducted by Brian, Saputra, & Wedhianti (2017) who focused by teaching with two different ways. Which are students who were taught by audiovisual (Video) and students who were taught by conventional way in teaching listening. The use of audiovisual media as a tool for teaching listening to seventh grade students at SMP Negeri 1 Mengwi had a significant impact on the students' listening comprehension.

However, based on low student learning outcome achievement, students' listening skills in SMPN 3 Baureno are not as good as their writing or reading skills. By referencing the theories and conclusions of previous studies, which concluded that teaching listening skills through video had a more beneficial effect than teaching listening using traditional techniques. By using a Narrative Video-based is expected that students can easily understand the conversations that are heard through videos which also indirectly explain their meaning through visuals.

METHOD

In this study, the researcher used Quasi-Experimental design because there are two classes as a comparison, one class as a control group and the other class as an experimental group. Creswell (2008) stated that quasi experiments include assignment, but not random assignment of participants to groups. In this study, the researcher used a written test to obtain

data. The test contains 30 questions: 20 as multiple choice and 5 as true or false question and 5 as essay. The test must be answered by all participants, based on the information obtained when they are watching or listening to the video or audio that has been given.

RESULT

The data was collected from 44 participants, including 22 from the control group and 22 from the experimental group. The data was collected from the posttest results of the students, and the outcome is shown in the following table.

Table 4.1 the result of descriptive analysis of experiment and control class

Class	N	Min	Max	Mean	Range	Std. deviation
Control class	22	45	75	64,77	30	7,940
Experiment class	22	75	95	88,64	20	5,602

According to descriptive statistic table above, from the control class the minimum score was 45 and the maximum score was 75. The range is 30, and the mean is 64.77. The control class's pretest's standard deviation was 7.940. In the experiment class, the lowest score was 45 and the highest was 75. Additionally, the range is 30, and the mean is 64.77. The control class's pretest's standard deviation was 7.940.

Table. 4.2 The Result of Mann - Whitney Test.

Data	N	Mean Rank	Assymp. Sig (2-tailed)	Conclusion
posttest	22	Control 11,52	0,000	significant
	22	Experiment 33,48		

Based on the table above, the data obtained from the computation of the Mann Whitney test, the level of significance was .000 which is smaller than .05. It means that the accepted hypothesis is H1 = there is significant difference in student listening skill outcomes between students who are taught using narrative video-based and students who are taught using audio only. While the null hypothesis H0 = There is no significant difference in student listening skill outcomes between students who are taught using narrative video-based and students who are taught using audio only is rejected. It can be said that the use of narrative video-based for listening skills has a positive impact on student learning outcomes when compared to teaching using audio only.

DISCUSSION

According to the research findings presented in this article, the students who get narrative video-based instruction as opposed to those who receive audio-only instruction significantly differ in their listening skill outcomes. Based on the data obtained from the computation of the

Mann Whitney test, the level of significance was .000 which is smaller than .05. It means that the accepted hypothesis is H_1 = there is significant difference in student listening skill outcomes between students who are taught using narrative video-based and students who are taught using audio only. While the null hypothesis H_0 = There is no significant difference in student listening skill outcomes between students who are taught using narrative video-based and students who are taught using audio only is rejected. In other words, it has been proven that teaching listening skills to third-grade pupils at SMPN 3 Baureno is much more effective when narrative video-based instruction is used (control class).

Comparing to the previous study by Kurniawati (2016), she pointed out that students' listening ability was greatly improved after learning listening skills through video. This is also marked by an increased posttest value when compared to the pretest value which is taught using conventional methods. Some other study was conducted by Brian, Saputra, & Wedhianti (2018) also proved that Instead of using the conventional way in teaching listening by teaching listening skills using audiovisual, students' learning outcomes have increased. This may imply that video was an effective tool in assisting students to improve their listening skills. From the preceding reasons, it is clear that the use of narrative video based has a positive impact on the listening outcomes of third grade students at SMPN 3 Baureno. These findings are also in line with previous study that reveals the positive impact caused by application of the visualization learning model.

Furthermore, teaching listening through videos students can understand better what the speakers are saying and help students to concentrate on listening through visual aids. Other than that, Students can definitely remember the sequence of events in a story which will be very useful when the student got the test. The results showed that students who received teaching treatment using video, the output test showed fewer wrong answers than students who were only taught using audio only.

CONCLUSION

This study aimed to determine the impact of narrative video on the listening skills of SMPN 3 Baureno students in third grade. From all of the data that has been described above, coupled with the research conducted by previous studies by some researchers (Woottipong 2014 and Brian, Saputra, & Wedhianti 2017), it is true that narrative video based learning specifically and the use of video media in general can improve students' listening skills. So that it can increase and improve the achievement of listening scores in the previous situation.

After getting the data and then analyzing it, the writer gets the results from the analysis. The data was analyzed through computer software (SPSS Version 20) with the Mann Whitney method, so that the following results were obtained: the level of significance was .000 which is smaller than .05. Thus, it can be said that, when compared to teaching listening skills using audio alone, using narrative video-based instruction has a beneficial effect on student learning outcomes. For further research it is suggested to use an essay form instead of using multiple choice.

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