

TEACHING LISTENING SKILL BY USING VIDEO (AUDIO-VISUAL) TO THE ELEVENTH GRADE STUDENTS AT SMA AL-IKHLAS LUBUKLINGGAU

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Abstract

This objective of the research was to prove whether there is significantly effective or not to use video in teaching listening for the eleventh grade students at SMA Al-Ikhlal Lubuklinggau. In this research, the researcher used pre-experimental method with one group pre-test and post-test. In collecting data, the researcher used the written test that was given twice to the students, pre-test and post-test. The researcher analyzed the data through individual score, normality testing, and matched t-test formula. The results showed that were 6 students passed the pre-test and 10 students failed in pre-test. While in the post-test, the students' score increased, there were 14 students mastered the post-test and 2 students failed the post-test. In pre-test mean score was 66.25 and mean score in post-test was 85.31. The result of matched t-test, tobtained was 7.94 and ttable was 1.7531. it meant that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. So it was significantly effective to teach listening skill by using video media to the eleventh grade students at SMA Al-Ikhlal Lubuklinggau.

Keywords: *Listening Skill, Teaching, Video Media*

I. INTRODUCTION

English is the language most often used in international communication. In Indonesia, English is a foreign language that has been taught from elementary school to college. Although English is not the main language in Indonesia, students need to learn English to improve their abilities in facing the era of globalization. There are 4 skills that students must learn, namely, listening, speaking, reading, and writing. Listening is the first and the most important thing that must be passed because without understanding listening well, students cannot learn English well, especially listening as a communication process in teaching and learning (Syaprizal, Triyogo, & Nirwana, 2021).

Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood. Listening consists of the listener processing information from visual and auditory cues to determine what is going on in the speaker's message (Qomariyah, Permana, & Hidayatullah, 2021). Listening skills are important for students to know English words. Listening skill is a process that requires practice with sound/technology (Arono, 2014). Students can communicate well with others when they become good listening skills.

Video media can be used as an alternative tool for teaching listening since they are a rich source of conversation and dialogue by English speakers. Video is a medium that has elements of audio and visual motion (moving images). Video is the images in the frame where the frame is projected through the lens projector mechanically so that on the screen looks live image (Kasriyati, 2019).

II. LITERATURE REVIEW

Teaching is an activity carried out by someone in providing information or skills to others. Teaching is considered an art or science. As art, it is more imaginative and the teacher's artistic abilities to create valuable situations in the classroom so that students can learn. How does science explain it like this logical, mechanical methods to be followed to the achievement of goals (Rajagopalan, 2019). In the words of Arjulayana (2018), teaching is the process of understanding and explaining for a specific purpose, to improve students' knowledge, change their character and guide them to become people who have good behavior.

Teaching is like self-employment and finding ways to engage in a dialogue so that the exchange of information can be useful. According to Friedman, George, Li, & Vijayan (2022), opportunities to observe peer teaching and conduct discussions, challenges, and experiences with peers can lead to a sense of community, beneficial exchange of ideas, and ultimately wiser and more effective teaching. It can be

concluded that teaching is an activity carried out by someone to provide information in order to achieve goals. Teaching is also done to increase students' knowledge and guide them to become people with morals.

Listening skill is skills to receive, understand, and explain the message conveyed by the other person or the voice that is heard. According to Harmer (2010:134), listening skill is knowing specific information (such as time, platform number, etc), and sometimes for a more general understanding for example when listening to stories or interacting in social conversations.

Listening is a skill that must be passed by students to improve language knowledge. Listening is an important activity in receiving information in daily activity (Nushi & Orouji, 2020). Listening refers to a complex process for people to understand spoken language (Alzamil, 2021).

Understanding does not only depend on what the speaker says because listeners have an important role in the process of understanding listening by applying their knowledge to what they hear to understand what the speaker means (Alzamil, 2021). To be involved in communication activities, it is clear that one must have the ability to understand information from the speaker through listening. However, there are several factors that can affect the listener, some of which they may not be able to control, such as background noise which can affect the listener's understanding (Sahlen, Brannstrom, Ahlander, & Rudner, 2020).

Listening skills are one of the basic ways of communicating and learning which includes understanding, interpreting, and evaluating messages correctly (Kansizoglu & Yildiz, 2022). Listening includes active listening, where the listener must understand the contents of the message as an act of empathic understanding from the speaker (Susiani, Farizawati, Dauyah, & Riska, 2020).

Tyagi (2013) stated that, listening skills are one of the keys to receiving

messages effectively. Listening is not only important for effective communication, but also for understanding other human beings, respect and acceptance, and a willingness to have an open mind to see things from the other person's point of view.

Out of the four skills of writing, speaking, reading and listening, the ability to listen well is very important because it can help improve other skills significantly (Alzamil, 2021). Various kinds of teaching media such as google classroom, blog, video, etc. Among these media, video teaching media is one of the popular media and attracts students' interest to learn.

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Video is a medium that can increase the effectiveness of the process of delivering information or messages because the video is able to stimulate various senses such as sight and hearing (Syaripuddin, Ahmad, & Awang, 2019). Besides that, explanations using videos can be done repeatedly, Video is an easy technique to help students learn. Repetition is done to facilitate student understanding. By using information technology-based strategies in learning can stimulate and build student interest in the class.

According to Rosmawar, Muslim, & Erdiana (2018) there are so many advantages such as students can see language through facial expressions, gestures, and other visual cues. Students also can see the world outside the classroom, students are more active, creative, happy and can motivate students to learn language.

The researcher chose video (audio-visual) because it can avoid boredom in learning with interesting topics, modern methods of learning, dynamic listening exercises which make students more enjoyable in learning. The researcher is interested in teaching using video in listening skills because of the advantages in using video media.

According to Berk (2009), provides eight steps for using video in teaching, namely:

1. The teacher determines a video to provide content or illustrate a concept or principle;
2. Special guidelines prepared by the teacher for students or discussion questions are intended as instructions for students on what to see, hear and look for. What's the point of the video? The teacher explains to students;
3. The video is briefly introduced by the teacher to reinforce a goal;
4. The video is played by the teacher;
5. The teacher pauses the video in any scene to highlight a point or replaying the clip for a teacher's class-specific exercise;
6. The teacher determines the reflection time about what is the point of view;
7. The teacher assigns active learning activities to interact with certain questions, issues, or concepts in the video; and
8. The teacher allows the students to answer the question.

III. RESEARCH METHOD

In this research, the researcher used quantitative method and pre-experimental research. Quantitative is a set of interrelated variables formed into propositions, or hypotheses, that determine the relationships between variables (Creswell, 2014). Pre-experimental design using a one-group pretest and posttest design. According to Fraenkel, Wallen, & Hyun (2012:269), in a one-group pretest-posttest design, a single group is measured or observed before and after being exposed to the treatment

of some sort.

The population is a collection of facilities, such as classrooms, schools, or even buildings. The population of interest in educational research is usually a group of individuals (students, teachers, or others) with certain characteristics (Fraenkel, Wallen, & Hyun, 2012:92). The population of this research was the eleventh grade students at SMA Al-Ikhlas Lubuklinggau. The sample of this researcher was class XI MIA that consisted of 16 students.

In data collection techniques, the researcher used true or false test in the form of a pre-test and post-test to assess students' listening skill. The test was given twice:

- 1) Before doing the treatments, the researcher given pre-test, and
- 2) After doing the treatments (4 times), the researcher given post-test. The researcher used true or false test that consists of 20 questions, with 40 minutes.

After the data was obtained, the researcher calculated the t-test to prove whether using video media has a significant effect on students' listening skills. Researcher compared the results of the t-test and t-table.

IV. FINDINGS

The pre-test was conducted to find out students' basic knowledge about natural and social phenomena before being given treatment. The pre-test was given before students got treatment. The number of students participated the pre-test was 16 students. After the score was obtained, the researcher found that the highest score was 90 and the lowest score was 40. Based on the calculation of the pre-test, the average value (\bar{x}) of 16 students is 66.25.

The post-test was carried out after students were given treatment by using video media. The number of students participated in the post-test is 16 students. The researcher found that the highest score was 95 and the lowest was 65. The students'

mean score (\bar{x}) on the post-test was 85.31.

Table 1

Table of Comparison between Pre-Test and Post-Test Score

Components	Pre-Test	Post-Test
Highest Score	90	95
Lowest Score	40	65
Mean Score	66.25	85.31
SD	13.72	8.84
Students Who Passed the test	6	14
Students Who failed the test	10	2

The table above explained the comparison of pre-test and post-test results. It showed that students score increased in the post-test. In the pre-test, many students got low score and could not passed the test. After the students got treatment by using video media, students score were be better when given post-test. This could be seen from the increased number of students passed the test. This means that there were increased in the results of students score on the pre-test and post-test.

Based on students' score obtained in the pre-test and post-test, the researcher calculated the match t-test to prove whether or not it was significantly effective to improve students' listening skill by using video media in class XI MIA students at SMA Al-Ikhlas Lubuklinggau.

Degrees of freedom (df) used to looked the table was 15 from the formula $N-1(16-1)$ and the t_{table} was 1.7531. Could be seen in the following table:

Table 2
Result of t-test

Paired t-test	
Df	15
<i>A</i>	0,05
T _{table}	1.7531
T _{obtained}	7.94
Conclusion	H _o = rejected H _a = accepted

In the t-test it could be seen the effectiveness of video media in listening skill. In the pre-test, the students' average score was 66.25. In the post-test, the students' average score increased to 85.31. The highest pre-test score was 90 and the lowest score is 40. While the highest score in the post-test was 95 and the lowest score was 65.

Based on the calculation of the pre-test, the mean score (\bar{x}) of the 10 students was 66.25. The percentage of students in the pre-test could be seen that there were 6 students (37.50%) in the "passed" qualification and 10 students (62.50%) in the "failed" qualification. This percentage stated that the number of students did not understand listening to report text was still high.

In the post test, the mean score (\bar{x}) was 85.31. The highest score in post-test was 95 and the lowest was 65. There were 14 students (87.50%) passed the test and 2 students (12.50%) failed the post-test. From these result it can be concluded that video media was effective in improving students' listening skill. The result of this research were also reinforced by Ariawan & Sulistyani (2020) research on the significant effect of using video on students' listening skill by looking at the result of the post-test. Video media significantly increases listening in class (Arjulayana, 2018).

V. DISCUSSION

In the t-test it could be seen the effectiveness of video media in listening skill. In the pre-test, the students' average score was 66.25. In the post-test, the students' average score increased to 85.31. The highest pre-test score was 90 and the lowest score is 40. While the highest score in the post-test was 95 and the lowest score was 65.

Based on the explanation above, it could be seen that in the post-test most students could make better achievements than in the pre-test. In line with Utari & Nurviyani (2020) opinion that the post-test result was better than the pre-test. This is also in line with the opinion of Kasriyati (2019) that post-test results increase after being given treatment using video. The ability of the pretest was the ability possessed by students before being given treatment. After students was given a pre-test, it was continued by a teaching and learning process by using video media or it often called treatment.

Video media given students the advantage of being able to predict the main title or topic, why it happened and some other information. In addition, after using video media in learning, the result of t-test calculation showed that the t-obtained is much higher than the t-table ($7.94 > 1.7531$). It meant that the null hypothesis (H_0) was rejected and the (H_a) was accepted. In line with the result of research from Hasbullah (2009) that the calculated t-obtained is higher than the t-table, it meant that H_0 was rejected and H_a was accepted. According to Kamarullah (2018), video media was significantly effective to used in the class in helpful listening learning, this was in line with this research which obtained the result that H_a was accepted, which means that video media was significantly effective to used in listening.

From the discussion above, the researcher could conclude that video media was effective in teaching listening skill to the eleventh grade students at SMA AL-Ikhlas Lubuklinggau.

VI. CONCLUSION

It could be concluded that it was effective teaching listening skill by using video media to the eleventh grade students at SMA A-1 Ikhlas Lubuklinggau. This can be proven by a comparison of the percentage of students in the pre-test and post- test. In the pre-test there were 6 students (37.50%) in the "passed" qualification and 10 students (62.50%) in the "failed" qualification. The students' average score on the pre-test was 66.25 with the highest score was 90 and the lowest score was 40.

While in the post-test there were 14 students (87.50%) in the "passed" qualification and 2 students (12.50%) in the "failed" qualification. The students' average score in the post-test was 85.31 with the highest score was 95 and the lowest score was 65. The students' average score in the post-test was higher than the students' average score in the pre-test.

Based on the statistics of the matched t-test calculation, the t-obtained was 7.94 while the t-table was 1.7531. It meant that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. This indicates that video media was significantly effective for teaching listening skill to the eleventh grade students at SMA Al-Ikhlas Lubuklinggau in the academis year of 2022/2023.

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