

A COMPARATIVE STUDY OF STUDENTS' LISTENING COMPREHENSION TAUGHT THROUGH VIDEO AND AUDIO

Logi Bellamari Puspita, Muhammad Sukirlan, Dedy Supriyadi
logibella@gmail.com

ABSTRACT

Tujuan dari penelitian ini adalah: (1) untuk mengetahui apakah ada perbedaan yang signifikan mengenai pemahaman menyimak siswa setelah diajarkan melalui video dan yang diajarkan melalui audio, dan (2) untuk mengetahui media manakah yang lebih baik untuk meningkatkan pemahaman menyimak siswa. Penelitian ini dilakukan terhadap siswa kelas satu SMP Negeri 26 Bandar Lampung. Data dianalisis dengan menggunakan *Independent Sample t-test* di SPSS 16.0. Ada perbedaan yang signifikan mengenai prestasi pemahaman menyimak antara siswa yang diajarkan melalui video dan audio. Hal ini dapat dilihat dari *sign* lebih kecil dari *alpha* ($0,026 < 0,05$). Di kelas eksperimen 1 peningkatan nilai adalah 15,7 sedangkan kelas eksperimen 2 peningkatan nilai adalah 10,82. Menurut hasil data, pengajaran menyimak melalui video lebih efektif untuk meningkatkan pemahaman menyimak siswa karena video dapat memberikan suasana yang lebih menyenangkan bagi siswa di kelas .

The purpose of this research were: (1) to find out whether there is a significant difference of the students' listening comprehension after being taught through video and those who are taught through audio, and (2) to find out which one of those media is better to increase students' listening comprehension. This research was conducted to the first grade students of SMP Negeri 26 Bandar Lampung. The data were analyzed by using Independent Sample t-test in SPSS 16.0. There is a significant difference of the students' listening comprehension achievement between the students who were taught through video and those who were taught through audio. It can be seen from sign smaller than alpha ($0.026 < 0.05$). In experimental class 1 the increase score is 15.7 while in experimental class 2 is 10.82. From the result of the data, teaching listening through video is more effective to increase students' listening comprehension because video can give more enjoyable listening atmosphere for students in the classroom.

Keywords: audio, listening comprehension, video.

INTRODUCTION

Krashen (1982) states that listening is the primary important in the language learning and that the ability to speak and write fluently in the second will come on its own with time. It means that communication will not be running well without listening since listening is the basic skill of the language mastering. Listening fosters the learning of a second language because it provides input which is a main factor in the learning process as Krashen posited.

Based on interview to the first grade of SMP Negeri 26 Bandar Lampung done by the researcher, it was found that most students were lack the ability in listening. They found it difficult to listen a simple dialogue based on the cassette. The material is recorded in rapid conversation that makes them hard to catch the meaning and the message of the words.

This makes them unable to comprehend what they have heard. It was difficult to listen to the cassette or recorded media. They were still confused to understand the material and tend to repeat the record three times respectively. Although the material was familiar for the students, but they still could not get the main point of the listening through recorded media or cassette. If students could not get the point of what they have heard, it means that they could not comprehend the listening comprehension.

Heaton (1984:64) states that an effective way of developing the listening skill is through provision of carefully selected practice material. Therefore, teacher

should conduct an appropriate and suitable strategy for developing and enhancing students' listening skill and motivate them as well, so that they will achieve the goals in listening comprehension. Since English is not the first language for Indonesian people, comprehending the conversation and materials in listening comprehension is not easy for students, especially for students at the first grade of junior high school.

In finding the solution of the students' listening problem, the researcher is interested to compare the audio tape that are used in the school and video in order to know which one of those media help to increase students' listening comprehension. The main method of exposing students English is through the use of taped material which can exemplify wide range topics such as advertisements, news, broadcast, poetry reading, plays, pop songs, speeches telephone conversations and all manner of spoken exchanges (Harmer, 2001).

It is necessary to use interesting and suitable media in teaching listening because media cover recording, reproducing, and displaying moving images along with the sound, especially in the form that can be presented on the screen. Therefore, it is expected that those media can help students to grasp the gist of information needed in the listening. Students are able not only to hear the information but also see it by themselves. Thus, media will lead to a greater understanding of the lesson in listening comprehension.

Similarly, Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it. In order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.

Furthermore, media is able to avoid students' boredom during teaching at listening comprehension. It is reasonable to choose interesting media which in this research are video and audio tape as the listening equipments because many children and teenagers like to watch video and it could make the learning process easier and fun.

They will be interested and happy to listen through this media. Developing listening comprehension through videos will also make teacher comprehend the importance that has the use of technological tools in order to catch student's attention. When students are totally engaged in a class, their learning and comprehension are completely opened to the new knowledge, so the objectives of listening comprehension can be successfully achieved.

Considering the problems above, the study is oriented towards the following objectives: (1) to find out whether there is a significant difference of the students' listening comprehension after being taught through video and audio tape, (2) to find out which one of those media is better to increase students' listening comprehension.

METHOD

This research is a quantitative research with two group pre-test and post-test design. There were two groups of students in this research; the experimental class 1 in which the teacher used video and experimental class 2 by using audio tape. This research was conducted in SMP Negeri 26 Bandar Lampung at the first grade students. The researcher used video in experimental class 1 because the researcher

assumed that video is better media for students in increasing their listening comprehension than audio tape. The topics of the lesson were about Fairy Tales series entitled; Little Red Riding Hood, Cinderella, Jack and the Bean Stalk, The Beauty and The Beast, Three Little Pigs and The Dog and The Bone.

The audio tape is played in the speaker and video is in a form of FLV (flash video) spoken by native speaker in material of narrative text because this kind of text should be mastered by students in this level. The students were given 40 multiple choice items for both classes but different media in order to find the difference achievement between students who taught through audio recorded and video. The data were analyzed by using Independent Sample t-test in SPSS 16.0.

RESULTS AND DISCUSSION

Results

In order to know whether there is significant difference of students' listening comprehension ability after being taught through video and audio tape, the researcher administered pre test and post test. The items in the pre test and post test were determined by the selection of the items of try out test with 40 item multiple choices which consist of four optional answer, e.g., a, b, c, and d. The time allocation for the pre-test was 90 minutes for 30 students in experimental class 1 and 22 students in experimental class 2.

This test used Parametric Independent Group T-Test. In this test, the researcher compared the result of the post test in both classes. Prior to that, the researcher analyzed the result of pre test and post test in experimental class 1 and

experimental class 2 in order to know the increase of students' listening comprehension achievements.

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Post test	Experimental class 1	30	76.2667	9.09313	1.66017
	Experimental class 2	22	69.7727	11.24164	2.39673

In experimental class 1 the result of post test increased from the pre test about 15.7 points after the treatments. The highest score improve from 72 to 92 and the lowest score improve from 52 to 67. The mean improve from 76.26 to 60.56. On the other hand, in experimental class 2 there was an increase for about 10.82 point.

According to the result of the research, the total score of post test in experimental class 1 was 2288; mean score was 76.26; the highest score was 92 and the lowest score was 62. Comparing the data from the pre test and the post test in experimental class 1, the result showed that the students' score was improved. The mean score of the class improved from 60.56 to 76.26. On the other hands, the total score of post test in experimental class 2 was 1535; mean score was 69.77; the highest score was 87 and the lowest score was 52.

The result of post test in both classes showed that the significant level was 0.026. It means that H_1 was accepted and the two-tailed significant showed that $p < 0.05$ ($p = 0.026$) and H_0 was rejected since $0.026 < 0.05$.

There were significant differences of the post test scores between two classes. It can be concluded that there was significant difference of students listening comprehension who were taught through video and of those who were taught through audio tape. In other words, the hypothesis was accepted.

Discussion

In listening test, the difficulties faced by the students were some strange words and vocabularies that they were not familiar with. Silva (1983) states that unlike written dialogs, and even audio recordings, video is capable of capturing a communicative acts in its entirety; all the images, nonverbal communication, and actions shown in a video segment can communicate and provoke reactions in many ways. In line with the theory, the researcher found some reactions by the students in the meetings.

Students were curious about the said word and kept asking what the meaning of the word to the researcher is. As for the audio tape class, the students kept asking the audio to be played repeatedly. Although the researcher had gave some stories and low level and simple vocabularies but they still difficult to differentiate the word which have the similar pronunciation like it/ate, she/sea and etc.

As mentioned in literature review, the listening is the fundamental skill that has to be mastered by the students for them to acquire English. So, listening practice hold an important value for the students in order to understand the spoken language and interpret the meaning of the message.

It was in line with Stempleski (1987:3) who states that video is a useful resource for learning a language because it presents students with language as well as pictures to enhance the context, this combination easily engages attention and interest. The students who were taught through video were able to fully concentrate on the lesson than of those who were taught through audio. They found video very interesting that the media lead to more pleasurable classroom atmosphere and created a way more conducive classroom for the teacher to teach listening comprehension.

During the research, the researcher faced some difficulties when conducting the listening treatment using audio tape in the first meeting. There were some students who made some noise and disturbed the concentration of other students in the class. As the result, the researcher had to repeat the story for several times until the class surrounding was quiet again. The difficulty in teaching listening is that the condition of the class had to be quiet and enjoyable so that the messages in the audio were completely transferred to the students in the class. The students who kept making noises during the listening process, would trigger the other students in their vicinity to make some noises too and that causing the class to be less enjoyable and the process of the listening were unfortunately being disturbed.

In addition, the students who did not get information from the text asked the researcher to replay the audio respectively. Consequently, it affects the time allocation in the class to be longer than the researcher had estimated.

Regrettably, the students who were taught through video also focused on the material very much. They inclined to watch the whole video and the character of

the story instead of getting the essential information of it. They were seemed to immerse to the story and forget to take some notes to help them answer the task. As the result, the teaching learning process was not running smoothly although the students were very fond to the teaching material that was presented to them.

Albeit so, the students in experimental class 1 were visibly more relaxed on the lesson than the students who were taught through audio. The video were able to entertain them into some extent that they were laughing together while watching some hilarious scenes. Moreover, it was not only happened in the first meeting, but also in the following meeting.

It was supported by Beare (2008) who states that videos support students to become more conscious of their learning process. They allow the learner to get an immediate feedback being videos more effective than “simple teacher correction”. The images showed in the video helped students to get the meaning of the words easier than the students who were being taught through audio. It is also proved that moving images in audio visual aid were very helpful to brighten the mood of the class and it was able to motivate them in the listening lesson as well. They did not feel burdened being told to do the task and enjoy the learning process gladly.

Video and audio tape are good media for teaching listening for the students in junior high school. The media could be used as consideration for the teacher in teaching listening comprehension. The media facilitated the students in the class and made them enthusiastic to the lesson so they got a more enjoyable in classroom.

It was supported by Harmer (2001) who points out that one major advantage of videos is that learners not only can listen the language but also they can see it. In order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.

Based on the research result, it was found that students who were taught through video could achieve higher result than those who were taught through audio tape. It was proven by the mean score of post test in experimental class 1 was higher than the students in experimental class 2. Therefore, the researcher concluded that video is a better media in increasing students' listening comprehension than audio tape.

CONCLUSIONS

Based on the result of the data analysis, the following conclusions can be drawn as follows: (1) there is a significant difference of students' listening comprehension achievements between the students who were taught through video and of those who taught through audio tape, (2) teaching listening through video is more effective to increase students' listening comprehension than through audio; it can be seen from the gained score of the students in post test, and (3) teaching listening comprehension through video is also very helpful in noting the specific information in the text. Because video is an audio visual aid, the students are able to make connection between the sound and the image that they have seen so that the message of the text can be interpret clearly. The words that they heard

through the video can be associated to the image that it's presented, so that the students can get the meaning of the word more easily. That causing the purpose of listening comprehension can be achieved by the students.

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