

**THE EFFECT OF USING VIDEOS ON LISTENING
COMPREHENSION OF THE FIRST YEAR STUDENTS OF SMAN 1
PEKANBARU**

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Abstract: *This study was an experimental research with one pre-post test design. It was aimed to find out the effect using videos on listening comprehension of the first year students of SMAN 1 Pekanbaru. A single group was invited to be the sample of this study by cluster random sampling to get the treatment. Multiple choice and filling gap test were used both in pre and post-test. The experiment conducted for 5 weeks. Where the first meeting was for the pre-test, the second to seventh meetings were for the treatment and the last meeting was for the post-test. In order to know the difference between pre and post-test and to analyze the hypotheses, t-test was used. After analyzing the data, it was found out that t-test was higher than t-table which means that alternative hypothesis is accepted and null hypothesis is rejected. It can be drawn from the result that the students' score was increasing after given the videos as a treatment. Based on research finding, it is suggested that teachers use video in teaching listening and students watch more videos outside the classroom to comprehend the language.*

Key Words: *Video, Listening Skill, Senior High School Students*

DAMPAK DARI PENGGUNAAN VIDEO DALAM PEMAHAMAN KEMAMPUAN MENDENGAR PADA SISWA TAHUN PERTAMA DI SMAN 1 PEKANBARU

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Abstrak: Penelitian ini adalah penelitian eksperimen dengan menggunakan desain *one pre-post test*. Penelitian ini bertujuan untuk mengetahui efek dari penggunaan video dalam pemahaman kemampuan mendengar pada siswa tahun pertama di SMAN 1 Pekanbaru. Dalam penelitian ini, satu kelas digunakan untuk menjadi sampel didapatkan dengan menggunakan *cluster random sampling*. Pilihan ganda dan mengisi bagian rumpang digunakan dalam pre-test dan post-test. Penelitian ini dilaksanakan dalam 5 minggu. Dimana pertemuan pertama untuk pre-test, pertemuan kedua sampai ketujuh untuk perlakuan dan pertemuan terakhir untuk post-test. T-test digunakan untuk mengetahui perbedaan antara *pre-test* dan *post-test* dan untuk menganalisa hipotesis. Setelah data dianalisa, ditemukan bahwa t-test lebih tinggi daripada *t-table* yang bermakna hipotesa analisis diterima dan hipotesa null ditolak. Bisa disimpulkan bahwa nilai siswa meningkat setelah dilakukan perlakuan menggunakan video. Berdasarkan hasil dari penelitian, disarankan kepada guru untuk menggunakan video dalam pembelajaran *listening* dan para diharapkan untuk menonton lebih banyak video diluar kelas untuk menguasai bahasa.

Kata Kunci : Video, kemampuan mendengarkan, siswa sekolah menengah atas

BACKGROUND OF THE STUDY

In learning English there are four skills to be mastered namely listening, speaking, reading and writing. Listening is a receptive skill by which students can get the information from the others. Besides, listening also a precursor skill to learn other English skills. Therefore, listening must be taught in order to improve student's language communication ability. This need is considered as the important thing to be taught in schools due to their preparation to face the job market.

However, most of Indonesian learners still face difficulty in learning listening especially in getting and understanding the sound. Listening skill becomes difficult because it requires more efforts and concentration. It also becomes difficult because we do not know whether someone really listens to something. For students, poor listening and less attention can result in lower grades, incorrect assignments also lost job opportunities. Because their language is one of the aspects of having the job.

There are three reasons to support the importance of listening in foreign language learning. First, a new language learner should learn listening at the very beginning level of language learning in the same manner as a child learns a mother language (Buck,2001). Listening is a natural process in acquiring language. According to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing, and reading skills. These skills are developed later as the children grow.

Second, listening can enhance speaking skill. Spoken language provides a means of interaction for the learner. Furthermore, a learner's failure to understand the language is not a burden for become a silence one. Therefore, it is very necessary to develop listening skill to have much more vocabulary that can help a learner to produce words to become a sentence.

Finally, listening exercise help to draw a learner's attention to new forms in the language i.e. vocabulary, grammar, and interaction pattern. Thus, listening comprehension provides the right condition for language acquisition and the development of other language skill (Krashen, 1989)

Many effective materials can be used to support teaching and learning listening skill in English as a Foreign Language (EFL) classes. In order to develop listening skill technology has played an increasingly important role in the methods of instruction. One technology is video which provides material being watched and heard that can be implemented in EFL classrooms to improve students' listening comprehension.

Listening is a skill that is rarely taught in most of school in Indonesia. In Senior High School 1 Pekanbaru (SMAN 1 Pekanbaru), for example, students are mostly taught reading and writing skills. Mean while, the students like to watch the videos or English movies, but then still need the subtitle to understand the content of the videos or movies they have watched. They are also not interested on it because it is strange for them. Based on unformal interview that I gave to some students in SMA 1, they like listening class rather than answering the questions from a long text. The students were never given a video while listening to the text, especially narrative text in the classroom. The teacher in SMAN 1 Pekanbaru also said that the students are not really interested on listening since they are more concerned in groupin exercise. Though, some English teachers nowadays prefer to use video in order to make their explanation become more attractive and understandable.

Videos can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speaker. Moreover, listening using video can motivate learners and attract their attention to the aural input. As a result, the use of using video material is widely employed as an instrument to practice listening skill in English Language learning.

In this research the writer used eight videos which related to the narrative topic or theme of the materials that were taught to the first year students. The writer's reason for applying the video is to help students to understand the information on listening. With this video the listening material was expected to be easy to deliver and help the comprehension of students on the material and expression used in Narrative texts. The video was taken from several resources such as youtube, or website that served a narrative stories which related to theme or topic. Based on some reasons explained, this study answer the research question (Is there any effect of using video on listening comprehension of the first year students of SMAN 1 Pekanbaru?).

METHODOLOGY

This research was conducted at SMAN 1 Pekanbaru. It is located at No.159 Sultan Syarif Kasim Pekanbaru. The time of the research was from October, 4th 2016 – November, 5th 2016. This research was Experimental Research. There are various kinds of experimental research. This research used the pre-experimental research. According to Hatch and Farhady in Sugiyono (2011) pre-experimental research is divided into three categories, one-shot case studyone group pre-test-posttest design, and intact group comparison. In this research one group pretest and posttest design was used. There is no control class.

. The population of this research was all the first year student of SMAN 1 Pekanbaru of the academic year 2016/2017. There are 11 classes. Each class consisted of twenty seven up to fourty six students. In order to choose the sample of this research, the cluster Random Sampling technique was used.

Collecting data is important. In this research a pre-test and a post-test used to collect the data.

a. Pre-test

A pre-test was administered on the first day of class before treatment were carried out in order to know students' knowledge and achievement of the listening material. The instrument consisted of 20 items test consisting of two types:

Multiple choice, There were 10 items and each item was valued 5 so the total score of this type was 50.

Filling in the blank, There were 10 questions to be completed and each item was valued 5 so the total score of this type was 50.

b. Post-test

A post-test was given at the end of the treatment, in order to know students' ability and students' achievement in mastering listening. The instrument consisted of 20 item test consisting of two types:

1. Multiple choice,

There were 10 items and each items was valued 5 so the total score of this type was 50.

2. Filing in the blank

Completing 10 questions and each item was valued 5 so the total score of this type was 50.

Table 1. The Blue Print of The Test Item

	Indicator	Item	Number of Question
1	Fill in the Blank Vocabulary	10	1-10
2	Multiple Choice		
	Comprehension	6	1-6
	Grammar	2	7-8
	Generic Structure	1	9
	Purpose	1	10
Total		20	

This research was conducted for 5 weeks or 8 meetings. The First meeting was used for a Pre-Test. In the Pre-Test students were given an audio without the video and they had to answer the questions based on the audio given. From the second meeting to the fifth meeting, the students were given different videos. In each meeting students were given different stories. They watched and listened to the videos given while answering the questions provided by the writer.

In the last meeting (post test) students were given a video and they had to answer the questions based on the video already played. This study used quantitative data.

A. According to Nurkencana and Sunartana (1983) in Wahyuni (2013), in order to get the description of the students' answer, the data would be analyzed by using formula as follows

$$M = \frac{x}{n} \times 100$$

M = Individual Score

X = Correct Answer

N = Number Items

B. To analyze the data, the writer used SPSS 16.0 By using it, the writer found ot complete result including the mean, the accuracy of the test, the difference between two mean scores and also the corelation coofecient.

The result of t-test had significant effect after applying the media of this study. The score of t-test after analyzing using SPSS was 8,127. Therefore, t-test score were bigger than t-table (2.039). It indicated that the alternative hypothesis was accepted and

Null hypothesis was rejected. Finally, it can be concluded that there is effect of using videos for first year students' listening comprehension of SMAN 1 Pekanbaru.

CONCLUSION

The aim of the research is to find out the effect of using video for first year students' listening comprehension at SMAN 1 Pekanbaru. Some conclusions can be drawn from this experimental research focusing on listening comprehension as one of the aspects of learning English. By using video, the students not only listen to the speaker, but also see the activity in progress. Video provides not only an audio, but also a visual that help students in comprehending the message in listening material. By using the video, teachers can attract the students' attention to become more active in listening class.

Based on the tests, it can be concluded that the lack of practice in the listening comprehension for the students could be improved if the teacher keeps practicing the activity. It can be seen from the mean score, and the t-test score. The score of t-test is 8,127. It was bigger than t table 2.039 while the difference of mean score is 8,75. Thus, there is effect of using video for first year students' listening comprehension of SMAN 1 Pekanbaru.

RECOMMENDATIONS

Based on the results of this research, the writer offers some recommendations, they are:

1. Teachers is suggested to use video in teaching listening. Teachers consider to apply the video in listening activity in order to have variance in doing classroom activities.
2. Students need much of time to practice their listening comprehension by watching videos outside of classroom. Students get used in comprehending meaning from the speakers and can connect them to other language skills.
3. Other writers to conduct research in listening comprehension. They can apply different types of video for their listening activity. By applying research design, they can find other information in comprehending listening using video.

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