

# IMPROVING STUDENTS' LISTENING COMPREHENSION THROUGH VIDEO AS MEDIA

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## ABSTRACT

Tujuan penelitian ini untuk mengetahui aspek-aspek menyimak yang meningkat secara signifikan dan mengetahui kesulitan siswa dalam pemahaman menyimak melalui video. Subjek penelitian adalah kelas XI 4D IPA SMA Negeri 1 Pringsewu. Penelitian menggunakan desain *one group pretest posttest*. Data dianalisis dengan *Repeated Measure T-test*. Hasil penelitian menunjukkan peningkatan yang signifikan dari pemahaman menyimak siswa setelah diajarkan dengan video. Hasil analisis SPSS menunjukkan bahwa *t-value* lebih tinggi dari *t-tabel* ( $9,248 > 2.032$ ) dan *Significance 2 tailed* ( $p = 0.000$ ,  $p < 0.05$ ). Hasil *t-test* menunjukkan bahwa *main idea* ( $p = 0.000$ ,  $p < 0.05$ ), *specific information* ( $p = 0.004$ ,  $p < 0.05$ ), dan *vocabulary* ( $p = 0.001$ ,  $p < 0.05$ ) meningkat secara signifikan setelah *treatment*. Hasil *interview* menunjukkan bahwa masalah yang sering dihadapi siswa adalah pengucapan, kosakata, kecepatan berbicara, dan logat penutur. Dapat disimpulkan bahwa penggunaan video dapat meningkatkan prestasi pemahaman mendengarkan siswa.

The purposes of this research were to find out the aspects of listening that significantly improve and to find out the students' difficulties in listening comprehension through video. The subject of the research was class XI 4D IPA SMA Negeri 1 Pringsewu. The study applied *one group pretest posttest design*. The data were analyzed by using *Repeated Measure T-test*. The results of the research showed that there was a significant increase of students' listening comprehension achievement after being taught through video. The result of SPSS analysis showed that *t-value* was higher than *t-table* ( $9.248 > 2.032$ ) and *significance 2 tailed* ( $p=0.000$ ,  $p<0.05$ ). The results of *t-test* showed that *main idea* ( $p=0.000$ ,  $p<0.05$ ), *specific information* ( $p=0.004$ ,  $p<0.05$ ), and *vocabulary* ( $p=0.001$ ,  $p<0.05$ ) significantly increased after treatments. Results of interview showed that the most problem faced by students were pronunciation, vocabulary, speed of the speech, accent of the speaker. For the conclusion, the use of video can improve students' listening comprehension achievement.

**Keywords:** *aspects of listening, improving, video*

## **INTRODUCTION**

Listening is as the key of communication process. People cannot communicate if they do not understand the message from the speakers. Listeners cannot respond and reply what the speakers say if they do not understand the message. Listening takes a big part in communication. By listening, someone can receive important and useful information. Rost (1994) points out that listening provides input for the learner. Listening is also required to gain information from media such as television or radio.

According to Hamalik (1986), the use of teaching media in teaching-learning process can raise new desire and interest; generate motivation and stimulation of learning activities, moreover has an impact on students' psychological effects. Therefore, teaching learning process needs media to improve students' motivation. If there is no motivation in the learning process, students are not able to understand the materials that are given. So it is important for teacher to use the appropriate media as an aid to improve students' listening comprehension.

In this research, the media used by researcher is video. Video is used to stimulate students' speculation and prediction that can lead to their schemata in listening comprehension. Juan and Flor (2006: 93) point out that "schemata, the relevant packages of prior knowledge and experience that we have in memory, can call on in the process of comprehension." In order to make teaching and learning process run effectively, students should be lead to use all their senses and the teacher is supposed to stimulate students to use their senses.

In Canning (2000) they state that the use of video as the media is able to improve students' listening comprehension. According to Putri (2011) video can increase students' ability in understanding the meaning of the text in terms of identifying main idea, specific information and inference. Rahayu (2007) also finds that video is effective to improve students' listening comprehension. In Putriani (2013) states that there is a significant increase of students' achievement in listening comprehension taught through video. It can be said that the use of video in teaching listening can improve students' listening comprehension.

Therefore, the aims of the research are to find out what aspects of listening significantly increase in improving students' listening skill after being taught through video, and to find out students' problems in improving students' listening skill through video.

## **METHODS**

The researcher conducted this research by using *One Group Pretest-Posttest Design* (Setiyadi, 2006: 133). The researcher intended to find out the significant increase of students' listening comprehension achievement before and after using video as teaching media. Based on the design, the students were given a pretest to measure students' listening ability before the researcher gave treatments and post-test.

The formula of the research design was showed as below:

T1 X T2

Where:

T1 = Pre-test

X = Treatment (using video as teaching media)

T2 = Post-test

The population of this research was the second grade students of SMAN 1 Pringsewu. There were six classes in the second grade of SMAN 1 Pringsewu. The researcher took one class in this research, that class was 4 D IPA consisting of around 35 students. The sample class was selected by using a random sampling technique through a lottery.

The researcher also took a class as try out class. It conducted in 4 C IPA. Try out test was applied to measure the quality of the test as the instrument of research before it was given to students of experimental class; those criteria of quality of test were reliability, difficulty level, and discrimination power. The numbers of the items are 30 items of multiple choices. In this step, after testing the instrument, the items are reviewed again to create better quality of the test.

After pretest, treatments, and post-test, the researcher conducted an interview in order to find out students' problems in listening comprehension through video. Interview was given after the post-test to the students who get low scores in listening comprehension. The researcher asked some questions related to students' difficulties in listening comprehension.

The researcher analyzed the data of pre-test and post-test by using t-test. It was used to know whether the use of video increase students' listening comprehension. The data were calculated through SPSS (*Statistical Package for Social Science*).

## **RESULTS AND DISCUSSION**

In order to measure students' listening comprehension achievement before being taught through video as the media, the researcher conducted pretest. The results of pretest showed that the total score of pretest was 1740 and the mean score was 49.7; the highest score was 80 and the lowest score was 23.3. After giving the posttest, the researcher gave posttest; Posttest was administered in order to measure the improvement of students' listening comprehension after the treatments. The results showed that the total score of the post-test was 2220 and the mean score was 63.43; the highest score was 93.33 and the lowest score was 40. It indicated that there was an improvement. The improvement of total score was 480 and the improvement of mean score was 13.72.

To prove whether the data increased significantly or not, the researcher used Repeated Measure t-test to compare t-value and t-table at the criteria level of significance. The researcher used the level of significance 5% or 0.05 and t-table was 2.032. T-test analysis showed that t-value was higher than t-table ( $9.248 > 2.032$ ) and Significance 2 tailed ( $p=0.000$ ,  $p < 0.05$ ). It meant that there was a significant increase of students' listening comprehension achievement after being taught trough video. It

is in line with the finding of previous research done by Putriani (2013) and Putri (2011). They found out that video can improve students' listening comprehension.

The researcher found out that all five aspects of listening comprehension improved after being taught through video as the media. According to the results of aspects of listening, it showed that the highest mean of listening comprehension aspect was vocabulary with 63.93 in pretest and 79.29 in posttest. The lowest mean of listening comprehension aspect was main idea with 29.14 in pretest and 49.14 in posttest. Moreover, the highest improvement was main idea (20.00), which increased from 29.14 up to 49.14. Meanwhile, the lowest improvement was reference (5.14); it increased from 54.29 up to 59.43. It can be compared with the other aspects. The improvement of specific information was 12.86, which increased from 45.43 up to 58.29; the improvement of inference was 17.14, it increased from 54.29 up to 71.43; and the improvement of vocabulary was 15.36, the pretest was 63.93 increased to 79.29 in posttest.

The results of the analysis of all aspects of listening can be compared each other. Main idea has t-value was higher than t-table ( $4.381 > 2.032$ ) and Significance 2 tailed ( $p=0.000$ ,  $p < 0.05$ ). In Specific information, t-value was higher than t-table ( $3.067 > 2.032$ ) and Significance 2 tailed ( $p=0.004$ ,  $p < 0.05$ ). Reference, t-value was lower than t-table ( $1.717 < 2.032$ ) than  $p=0.095$  ( $p > 0.05$ ). Inference has t-value was lower than t-table ( $1.974 < 2.032$ ). And Sig. (2-tailed) or  $p=0.057$ . And vocabulary point out that t-value was higher than t-table ( $3.482 > 2.032$ ) and p was lower than 0.05.

By comparing the improvement of all aspects of listening, the researcher found out that the lowest improvement was reference (5.14) and the highest improvement was main idea (20.00). It can be concluded that all aspects have an improvement and the aspects of listening significantly increase are Main Idea, Specific Information, and Vocabulary. Reference and Inference are the aspects of listening that didn't get significant increase.

The improvement in all aspects of listening was a proof that the use of video as the media has an effect to students' listening comprehension. In line with Canning (2000) and Putri (2011) stated that the use of video as the media is able to improve students' listening comprehension. The video gave stimulus to students in teaching learning process. It meant that video helps students to understand the spoken text by stimulating their knowledge. As Arsyad (2006) stated that visual and verbal stimulus cause a better result of learning. The use of video can lead students to their prior knowledge or background schemata. In (Bilokcuoglu, 2014) stated that visual clues, such as pictures and video was discovered to be effective in stimulating background knowledge; thus, improving comprehension.

Juan and Flor (2006: 93) pointed out that "schemata, the relevant packages of prior knowledge and experience that we have in memory, can call on in the process of comprehension." The listening process was facilitated background schemata since listeners are involved in a series of action towards forming meaning from the text they listen to, based upon their intentions, expectations inferences and prior knowledge (Bilokcuoglu, 2014). It can be said that the use of video provides stimulus

to lead students to their background schemata that understanding the text and improve their listening comprehension.

The significant improvement of students' listening comprehension didn't mean students didn't have problems or difficulties in listening comprehension. The result of pretest and posttest, the researcher found that there were students got low scores in both pretest and posttest. It indicated that there were students faced problems and got difficulties in listening comprehension. In order to find out the problems were faced by students who got low score in listening comprehension, the researcher conducted interview. The result of interview identified that the most problems and difficulties faced by students who got low score were pronunciation, vocabulary, speed of the speech, speech/accents of the native speaker.

After getting the students' difficulties in listening comprehension, the researcher found that there was a connection between students' problems and difficulties with the aspects of listening. The aspects of listening which the researcher tried to find the connection with the students' problems were reference and inference. The results of analysis showed that reference and inference were the aspects of listening didn't increase significantly after the treatments. The students' problems may affect the aspects of listening like reference and inference were vocabulary and speed of speakers.

Vocabulary knowledge was used to understand the meaning of spoken text in listening. In this case, vocabulary influenced students' inference making skills.

Students who were lack of vocabulary have problems in understanding the text. In previous research, it has shown that children with comprehension difficulties are poor at inference making (e.g., Cain & Oakhill, 1999). Students with lack of vocabulary couldn't understand whole text completely. To make inference, students should get the meaning of the text first then draw conclusion based on the information in the text. This process needed general knowledge or prior knowledge to help students get the meaning implicitly. As (Cain and Oakhill, etc, 2001) stated that an inference can be made when the requisite general knowledge necessary to make that inference is available.

The researcher also found that the speed of speech affected the aspects of listening in term of getting reference. Many language learners believe that the greatest difficulty with listening comprehension is that the listener cannot control how quickly a speaker speaks (Underwood, 1994). Their disability to control how quickly a speaker speaks made them difficult to recognize or identify the utterances. They are so busy focusing on the meaning of one part of they hear thus missing the next part. In identifying reference, the parts of the spoken text were connected; a word in one sentence can refer to another word in another sentence. So, if there was a missing part or word that students didn't get understand in the text, they could identify the other parts or words which connected each other.

Based on the discussion above, the conclusion was the use of video as media could improve students' listening comprehension achievement. It can be seen from the improvement of students' score in pretest and posttest. In the teaching learning

process, the researcher found that the use of video as media could improve students' motivation and interest in listening. The use of video as teaching media could improve all aspects of micro skill in listening; those are identifying main idea, specific information, reference, inference, and vocabulary. According to the interview, the most problems and difficulties faced by students who got low score were pronunciation, vocabulary, speed of the speech, speech/accents of the native speakers.

## **CONCLUSIONS**

Based on the results and discussion, the researcher drew a conclusion as follows:

1. There was a significant increase of students' listening comprehension through video as media after being taught through video as media at the second year of SMA Negeri 1 Pringsewu. The data showed that the total score of pretest was 1740 increased to 2220 in posttest. The mean score in pre test was 49.71, while in posttest, the mean score was 63.43. The result of t-test analysis showed that t-value was higher than t-table ( $9.248 > 2.032$ ) and Significance 2 tailed ( $p=0.000$ ,  $p < 0.05$ ). It meant that there was a significant increase of students' listening comprehension achievement after being taught through video. So, teaching listening through video as media is appropriate and effective to be used in improving students' listening comprehension achievement. According to the analysis of the result of pretest and posttest in listening aspects, it showed the improvement of each aspect. The results of SPSS analysis showed that the aspects of listening significantly increased

after treatments were main idea, specific information, and vocabulary. And the aspects of listening didn't significantly increase significantly after treatments were reference and inference. The results of analysis of all aspects of listening can be compared each other. Main idea has t-value was higher than t-table ( $4.381 > 2.032$ ) and Significance 2 tailed ( $p=0.000$ ,  $p < 0.05$ ). In Specific information, t-value was higher than t-table ( $3.067 > 2.032$ ) and Significance 2 tailed ( $p=0.004$ ,  $p < 0.05$ ). Reference, t-value was lower than t-table ( $1.717 < 2.032$ ) than  $p=0.095$  ( $p > 0.05$ ). Inference has t-value was lower than t-table ( $1.974 < 2.032$ ). And Sig. (2-tailed) or  $p=0.057$ . And vocabulary point out that t-value was higher than t-table ( $3.482 > 2.032$ ) and p was lower than 0.05.

2. Students who got low scores in listening comprehension have problems and difficulties. The problems and difficulties faced by students who got low score can be seen in the result of the interview. Based the result of the interview, the researcher found out that the most problems and difficulties faced by students who got low score were pronunciation, vocabulary, speed of the speech, speech/accents of the native speaker.

Referring to the results of and discussion, suggestions are presented as follows:

1. English teachers are recommended to use video as one of the media in teaching listening comprehension of news item text. It helped students to

comprehend the spoken text. The researcher proved that the use of video as media can improve students' listening comprehension achievement.

2. Based on the results of data analysis in listening aspects, the lowest aspect of listening was main idea and the lowest improvement was reference. The researcher suggests that the teacher should give students more practice in identifying the main idea and reference.
3. English teachers should prepare the video appropriately. The video can be downloaded from the internet, it can be searched in newscast' site like CNN, BCC, Reuters, etc. Teacher should choose news video which no longer than 2 minutes. The speed of the speaker should not be too fast. If it is too fast, teacher can reduce the speed of the video by using the application. The topic selected should be interesting for students and appropriate with curriculum.
4. In teaching-learning activity, teacher should give attention to the students when preparing the media (LCD and sound system) at class. Teacher should not play the video too long. The video can be played 2 times enough. Teacher should test the students' listening comprehension by asking students to retell the video in front of the class. Give the students practice to recognize the spoken words.
5. For the other researchers, it suggested for further research to investigate the use of video both in term of macro and micro skills of listening. The research can compare both of macro and micro skills of listening.

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