

Teaching Listening through Video for the Eighth Grade Students of SMP Negeri 26 OKU

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ABSTRACT

In English language, there are integrated skills to be mastered such as speaking, listening, reading and writing. Listening is the language modality that is used most frequently; however, language learners do not recognize the level of effort that goes into developing listening ability. Therefore, it is essential for language teachers to help students become effective listeners. One of efforts can be done is teaching listening through video.

The writer used quasi-experimental method with two groups' pre-test, post-test design. The independent variable of this research is the use of video and the dependent variable is the students' listening ability. In this research, the population is all the eighth grade students of SMP Negeri 26 OKU, in academic years of 2009-2010. All of the populations are taken as samples of investigation. The data of this study collected by means of written test.

The results show that the students from the experimental group used video has better achievement in learning asking and giving direction than the students from control group. There was a significant difference in teaching listening through video and not using video. Therefore, it can be concluded that teaching listening through video was more effective than CD to the eighth students of SMP Negeri 26 OKU.

Key words: listening, video, teaching English

A. Introduction

English is the first foreign language in our country, which taught from Elementary level to University level. English is also intensively use in international communication, in written as well as in spoken communication. In English language, there are integrated skills to be mastered such as speaking, listening, reading and writing. There are various skills in mastering language, such

as *respective skills*, listening (understanding the spoken language), reading (understanding the written language), and *productive skills*-speaking and writing. Listening is the language modality that is used most frequently.

However, language learners do not recognize the level of effort that goes into developing listening ability. Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greeting, for example, require a different sort of listening than do academic lectures.

Language learning require intentional listening that employs strategies for identifying sounds, making sounds and making meaning from them. Listening involves a sender, a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language. Given the importance of listening in language learning and teaching. It is essential for language teachers to help students become effective listeners.

In the communicative approach in language teaching, this means modeling listening strategies and providing listening practice in authentic situation; those that learners are likely to encounter when they use the language outside the classroom. Teaching is making an effort to help the students to accomplish the knowledge (Castelo, 1991:28).

B. The Concept of Teaching

Teaching is a profession conducted by using a combination of art, science, and skill. It is an art because it relies on the "teacher's creation provision of the best possible learning environment and activities for his/her students". It is a science since it is a system, an ordered set of ideas, and method used by the teacher in doing his/her main jobs; plan a lesson, implement the plan in the classroom, and evaluate the outcome of the activities. And teaching is a noun, the action of a person who

teaches; profession of a teacher and something taught; precept; doctrine, or instruction.

According to Jenner (2009:1-2), teaching taken altogether comprises three general activities. First, there are skills to inculcate. Second, there is a view of things - a theory -, which under girds that practice. Finally, there is a critique, which weighs that theory against other possible theories. It means that teaching is an interactive process between the teacher and students themselves.

The teachers must have special techniques in order to teach the students in the process of teaching and learning activities, some techniques are very dependent on the teacher as a source of knowledge and direction; others see the teacher's role as catalyst, consultant, guide, and model of learning.

The method for teaching children should maintain the characteristic of children in order that the students can learn the target language optimally. One of common principles that maybe considered developing or choosing method for children is that learning a foreign language should be fun. From this principle, a language teacher may develop his/her own techniques. The important thing students must be confidence, brave, and dare to make mistake in learning English (Wiley and sons, 2009:1). Teaching listening by using video will help the teacher and students to achieve the goals, because it emphasizes students to develop their target language.

C. The Concept of Listening

Morley (1991:82) states that listening, same like the others skills required in learning English has an important rule in learning process. Listening is the most common communicative actively in daily life. We can expect to listen twice as much as we speak, four times more, and then we read, and five times more than we write. Then Colinam (2009:1) states that listening is the absorption of the meanings of words and sentences by the brain. Listening leads to the understanding of facts and ideas. It means that listening is an action to hear something intentionally.

Listening is a skill in a sense that related but distinct process than hearing that involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds. This correlation is like that between seeing and reading. Seeing is a very ordinary and passive state while

reading is a focused process requiring reader's instrumental approach. Listening has a "volitional component". Tomatis' (2007) cited in Saha and Talukdar (2000:1) view is, while listening; the desire to listen, as well as the capability to listen (comprehension) must be present with the listener for the successful recognition and analysis of the sound.

What 'listening' really means is 'listening and understanding what we hear at the same time'. Therefore, two concurrent actions demanded to take place in this process. Besides, according to Rost (1991) cited in Saha and Talukdar (2000:1), listening comprises some component skills, which are: a) discriminating between sounds, b) recognizing words, c) identifying grammatical groupings of words, d) identifying expressions and sets of utterances that act to create meaning, e) connecting linguistic cues to non-linguistic and paralinguistic cues, and f) using background knowledge to predict and later to confirm meaning and recalling important words and ideas.

A listener as a processor of language has to go through three processes using three types of skills:

a. Processing sound/ Perception skills:

As the complete perception, does not emerge from only the source of sound. Listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/ Analysis skills:

It is a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning retained for much longer. Richards (1985:191) says that, 'memory works with propositions, not with sentences'. While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead, use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them, and avoid immediate detail.

c. **Processing knowledge and context/ Synthesis skills:**

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate particular understanding. Listening thought as 'interplay' between language and brain, which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

Listening is the language modality that used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in school information through listening to instructors and to one another. Listening is also important for obtaining comprehensible input that is necessary for language development. Therefore, listening, as a skill, is assuming more and more weight in SL or FL classrooms than ever before. Rost (1994, p. 141-142), points out, "listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking."

Definitely, we have to admit that language learning depends on listening as we respond only after listening something. Listening provides the aural input that serves as the stimuli for language acquisition and make the learners interact in spoken communication. Therefore, effective and ideal language instructors should help the learners to be introduced with native speaking, to be respondent to that both cognitively and orally. In order to do so, first, they should show the students how they could adjust their listening behavior to deal with variety of situations, types of input, and listening purposes.

D. The Concept of Audio Visual

Audio visual is an electronic devise produced sound and picture using video and audio program. Audiovisual communication is also helpful in education. The quality of teaching and learning process that is only using the teacher's voice is

very different with viewing and listening through object that being learnt (Moore, 1994:54).

According to Dwyer (1994:5), human learn a) 1% through tasting, b) 1.5% through touching, c) 3.5% through smelling, d) 11% through hearing, and e) 83% through viewing. From the data above, we can see that the learning and teaching process by using audio video is more effective than teaching using speech of the teacher themselves.

E. The Concept of Video

According to Harmer (1998:108), almost everything we have said about listening applies to video too. We have to choose the video materials according to the level and interest of the students, if we make it too difficult or too easy, the students will not be motivated. If the content is irrelevant to the students' interest, it may fail to engage them. Video is richer than audio tape. Speaker can be seen their body movement, give clues as to meaning, so do the cloths they wear, their location, etc. Background information can be filled in visually.

Video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion (Stephenson, 2001:10). Nowadays, it is one the strategies used by the writer in teaching, to make the teaching process more interesting for the students.

There are some advantages and disadvantages of using video. The advantages are 1) the students are more encouraged and motivated in learning individually or in a group, 2) it creates an enjoy learning condition and it grows the students' comprehension, 3) video can provide the most useful and most interesting lessons, and 4) the students can improve their vocabulary mastery, etc.

Meanwhile, the disadvantages are 1) using video sometimes makes the students too enjoy in watching the video without having perception about learning, they are unconsciously forgot about the point that they should get from watching the video, 2) the Video will useless if the recorder has a poor speaker, 3) the students might treat it rather as they watching televisione.g. uncritically, lazily.

F. The Stages of Teaching Listening through Video

Teaching is one of the easiest jobs in the world. Teaching well is one of the most difficult, and teaching is an interactive process between teacher and students and among students themselves. In teaching and learning activities, the teacher is a just guide to develop the students' motivation and the students as not only a listener but also use the language in both oral and written communication. Teaching is a guiding and facilitating enabling the learners, setting the condition of learning. The understanding of how the learners learn will determine the philosophy of education.

Students can use this outline for both in-class and out-of-class listening/viewing activities. Model and practice the use of the outline at least once in class before you ask students to use it independently.

According to Harmer (1998:108), some teachers, however, think that video is less useful for teaching listening than audio tape precisely because, with the visual senses engaged as well as the audio senses, students pay less attention to what they are actually hearing. A danger of video is that the students might treat it rather as they treat watching television e.g. uncritically, lazily. For this (and other) reason(s) teachers have develop a number of special techniques for videos such as the following:

1. Playing the tape without sound

Students and teacher discuss what they see, what clues it gives them and then they guess what the characters are actually saying. Once they have predicated the conversation, the teacher rewinds the video and plays it with sound. Were they right?

2. Playing the tape but covering the picture

This reverses the previous procedure. While the students listen, they try to judge where the speakers are, what they look like, what's going on etc. When they have predicted this, they listen again, this time with the visual images as well. Were they correct?

3. Freezing the picture

The teacher presses the pause button and asks the students what's going to happen next. Can they predict?

4. Dividing the class in half

Half the class faces the screen. The other half sit with their backs to it. The 'screen' half describe the visual images to the 'wall' half.

There are many more video techniques, of course. Many teachers use video. It brings an extra dimension to the class and can be most enjoyable. Used carelessly, however, it soon loses any special quality and becomes instead a kind of second-rate television.

According to Rubin (1995:151-165), in teaching listening using video, there are several important rules that used by the teacher in teaching process: a) plan for listening/viewing. The review is in the view point of vocabulary list and worksheet if the teachers have, and any information the teachers have about the content of the tape/video, b) preview the video. The activities are 1) (video) view the video without sound, 2) identify the king of program (news, documentary, interview, drama), 3) make a list of predictions about the content, and 4) decide how to divide the video into section, c) listen/view intensively section by section. For each section: 1) put down key words you understand, 2) answer the worksheet questions pertaining to the section, and 3) If the teachers do not have a worksheet, write a short summary of the section, d) monitor the comprehension whether it fits with predictions the teacher made, and whether summary in each section make sense to the other section, and e) evaluate the listening comprehension progress to know the students' ability in listening.

G. The Procedures of Teaching Listening

The writer conducted the teaching listening through the following procedures:

Lesson Plan

Subject : English
Class/Semester : VIII (eight)/2
Standard Competence : Comprehend the meaning in the transactional conversational conversation and simple short interpersonal to communicate with surrounding environments.

Basic Competence : Responding the meaning in a transactional conversation (*to get thing done*) and simple short interpersonal (socialization) accurately, and thanked to the interaction with the closed environments which consists of speech acts, such as asking, giving, rejecting, information and opinion or something.

Indicator : 1. Information identification accurately in a conversation

2. Completing interview text.

Kinds of texts : *Transactional and Interpersonal*

Theme : *Daily Activity*

Aspect/Skill : Listening

Time Allocation : 2 x 40 minutes

1. Objectives

At the end of the study, students are able to:

- a. Complete a dialogue based on the record
- b. Select answers based on the record

2. Lesson Material

a. Communicative practice

- Video record and dialogue script
- Question list and answers

b. Developing Oral Skills

- Video of dialogue records and answers
- Conversation record and confusing words list

3. Lesson Steps :

a. Pre-Activities

- Greeting
- Check the attendance list
- Give the students a motivation and a brain storming about the material that will be learning in the class.

b. Whilst Activities

- The teacher gives an explanation about what the students watch and what should they do. Here, teacher provides some steps or explain about lesson activities in teaching process.
- Turn on the sound and have students write down ten words that they hear
- Students compare their words in small groups
- The teacher asks students questions such as “Did you hear ...?” or “What did the man say about....?”
- Then have one student from each group write their ten words on the board and give feedback
- Play the scene one last time so the students can see how much more they understand
- Observe the students' activity.

c. Post Activity

- Evaluation

In order to know the students' ability in listening, ask after the very first listening how much they understood. Teacher asks, “Who understood fully about the lesson?”, and then pretends to be surprised when nobody raises his or her hand. You can ask if anyone understood 70% or more, or if anyone got 50% or more, etc. After the last listening, ask again. Most, if not all of the students will have improved; giving them renewed confidence in their ability to learn from video.

- Conclude the learning activity

4. Source

- a. Script of dialogue in the video
- b. Relevant dialogue in the video

5. Evaluation

- i. Technique : Written test
- ii. Form : completion suitable word

H. Research Methodology

1. Method of the Research

The writer used quasi-experimental method with two groups' pre-test, post-test design. One group is the experimental group, and another group is control group. The experimental group is a group of the students taught listening through video and the control group is a group of the students taught listening through CD recorder.

2. Operational Definition

To avoid misinterpretation, some words uses in this title to be define optionally: 1) teaching defined as an act to give instruction or to give lesson. It is a cause to know or be able to do something, 2) listening defined as an action of a person who gives close attention with the purpose of hearing; to give ear; to hearken; to attend, and 3) video defined as a technology of electronically recording of both the visual and audible components (especially one containing a recording or a movie or television program).

3. Research Variables

The independent variable of this research is the use of video and the dependent variable is the students' listening ability.

4. Population and Samples

4.1. Population of the Study

In this research, the population is all the eighth grade students of SMP Negeri 26 OKU, in academic years of 2009-2010. There are two classes of the eighth grade students that were described in table 1.

No	Class	Male	Female	Number of Population
1	VIII a	12	14	26
2	VIII b	10	16	26
Total		22	30	52

Source: SMP Negeri 26 OKU database

Table 1
The Population of the Study

4.2. Sample of the Study

All of the populations are taken as samples of investigation. Table 2 shows the sample of the study.

No	Class	Male	Female	Number of Population	Kinds of Sample
1	VIII a	12	14	26	Experimental Group
2	VIII b	10	16	26	Control Group
Total		22	30	52	

Table 2
The Samples of the Study

5. Technique for Collecting the Data

The data of this study collected by means of written test. Pre-test given before the teacher taught about listening through video in order to know the students' ability in listening and as a warming up session, and the post-test given in the end of learning process. Both results of pre and post-test compared together to find the difference of the result and to know the effect of using video in teaching dialogue to students' listening ability. In collecting the data, the writer gave the students 20 items using completing suitable words in the dialogue based on the dialogue in video, which played in the class.

6. Validity of the Test

The writer set the test material that suitable with the syllabus of SMP Negeri 26 OKU. Table 3 shows the specification of test items.

Objective of the research	Indicator	Test Material	Number of Items	Types of test	Key Answers	
To find out students' comprehended in listening English from Video	The students are able to completing the dialogue with suitable words.	Students' know how to asking and giving direction, spoken and written	1 - 20	Complete the dialogue text	1. Coming 2. Screaming 3. Fighting 4. Stuck 5. Hurry up 6. Gonna be 7. Expect 8. Had 9. Notes 10. Then	11. Leave 12. Eating 13. Sending 14. Little 15. Took 16. Going on 17. Take a nap 18. Using 19. Security 20. Get up
Total			20		20	

Table 3
Specification Test Items

7. Reliability of the Test

To find out the reliability coefficient, the writer used Kuder-Richardson 21 with the following formula (Arikunto, 2006:189).

The formula is as follow:

$$KR - 21 = \frac{K}{K-1} \left[1 - \frac{M(K-M)}{K(SD)^2} \right]$$

Where:

KR-21 : Kuder -Richardson Reliability coefficient

K : Number of items in the test

M : Mean of the test scores

SD : Standard Deviation of the test score

In addition, the formula of Standard Deviation is:

$$SD = \sqrt{\frac{\sum (X - \bar{X})^2}{n}}$$

Where:

SD : Standard Deviation of the test

X : The number of correct answers

\bar{X} : Mean (average) of scores

n : The number of samples

To know or to find out whether the test instrument is reliable or not, the instrument tried out to non-sample students. The non-sample students took from another class and school, that class is VIII.A at SMP Negeri 29 OKU. This test tried before the writer carried out the research.

No.	Code of Students	Total of Answer			$(X - \bar{X})^2$
		Correct	Incorrect		
1	AS	11	9	-2.84	8.0656
2	AST	7	13	-6.84	46.7856
3	CS	17	3	3.16	9.9856
4	DS	16	4	2.16	4.6656
5	DP	18	2	4.16	17.3056
6	EE	18	2	4.16	17.3056
7	FA	15	5	1.16	1.3456
8	FI	12	8	-1.84	3.3856
9	HF	19	1	5.16	26.6256
10	IHY	9	11	-4.84	23.4256
11	IS	17	3	3.16	9.9856
12	JRF	16	4	2.16	4.6656
13	KMR	5	15	-8.84	78.1456
14	LMA	10	10	-3.84	14.7456
15	MA	17	3	3.16	9.9856
16	MST	10	10	-3.84	14.7456
17	NA	14	6	0.16	0.0256
18	NR	8	12	-5.84	34.1056
19	PTY	17	3	3.16	9.9856
20	RA	15	5	1.16	1.3456
21	SA	16	4	2.16	4.6656
22	SF	9	11	-4.84	23.4256
23	SP	15	5	1.16	1.3456
24	WA	17	3	3.16	9.9856
25	YP	18	2	4.16	17.3056
Total		346	154	$\sum(X - \bar{X})$ = 346	$\sum(X - \bar{X})^2$ = 393.36
Mean		13.84	6.16		

Table 4
The Students' Scores in the Test Try Out of Instrument

From the data obtained (see table 4), we got the calculation as follows:

$$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N}}$$

$$SD = \sqrt{\frac{393.36}{25}}$$

$$SD = \sqrt{15.7344}$$

$$SD = 3.97$$

$$M = 13.84$$

To know the reliability coefficient to the test;

$$KR - 21 = \frac{K}{K - 1} \left[1 - \frac{M(K - M)}{K(SD)^2} \right]$$

$$KR - 21 = \frac{20}{20 - 1} \left[1 - \frac{13.84(20 - 13.84)}{20(3.97)^2} \right]$$

$$KR - 21 = \frac{20}{19} \left[1 - \frac{13.84(6.16)}{20(15.7609)} \right]$$

$$KR - 21 = \frac{20}{19} \left[1 - \frac{85.2544}{315.218} \right]$$

$$KR - 21 = 1.05 [1 - 0.27]$$

$$KR - 21 = 1.05 [0.73]$$

$$KR - 21 = 0.76$$

Dealing with it, Fraenkel and Wallen (1993:149) noted that for research purposes, the reliability index should be at least 0.70 or preferably higher. From the calculation above, the writer got the reliability index 0.76. It is higher than 0.70. It means that the test was reliable and consistent.

8. Technique for Analyzing the Data

Matched t-test

In analyzing the data, the writer used matched t-test. Its use to find out whether there is significant difference the students' achievement in the pre-test and in post-test.

The formula is as follows (Kai Kuadrat, cited in Anas Sujijono, 2008: 316)

$$t_{obt} = \frac{M_1 - M_2}{SE.M_1.M_2}$$

Where:

t_{obt} : Value

M_1 : The mean students' score of control group

M_2 : The mean students' scores of experimental group

SEM_{M_1, M_2} : The differences between standard error of experimental group and control group

Standard errors of differences between two means formed by applying the following formula:

$$SD = \sqrt{\frac{D^2 - (1/N) \cdot (\sum D)^2}{N - 1}}$$

Where:

SD : Standard Deviation

D : The differences between the scores of pre and post-test

N : Number of the students.

I. Findings

The findings of the study consisted of the result of the pre-test and post-test of the experimental group and the result of the pre-test and post-test of the control group. The test distributed to the sample of the study before and after the experiment. The same test gave twice to the students, the first as a pre-test and the second one as a post-test. The test of control and experimental group took on 5-6, September 2009 in class VIII.a and VIII.b at SMP Negeri 26 OKU.

1. The Pre-test and Post-test Scores of the Control Group

Before teach the dialogue using CD record or given treatment, the students given pre-test and post-test using instruments in which the reliability had been tested previously through try out test.

Based on the pre test result on the control group, the number of the students in the control group was 26. The average of the students' score in the pre-test was 5.06. The highest score was 8.0 that reached by one student. The lowest score was 2.5 that reached by one student. The total score of the control group in the pre-test was 126.5.

On the other hand, the average of students' in the post-test was 6.48 The highest score was 8.0 that reached by two students. The lowest score was 4.0 that reached by one student. The total score of control group in the post-test was 162. The complete result of the test shows in table 5.

No	Code of Students	PRE-TEST(X_1)		POST-TEST(X_2)		D (X_1-X_2)	D (X_1-X_2) ²
		Correct	Score	Correct	Score		
1	AS	10	5	16	8	3	9
2	AP	11	5.5	15	7.5	2	4
3	AF	13	6.5	13	6.5	0	0
4	AW	9	4.5	14	7	2.5	6.25
5	DSM	10	5	12	6	1	1
6	KAS	8	4	12	6	2	4
7	KDS	7	3.5	15	7.5	4	16
8	KMP	10	5	16	8	3	9
9	KDJ	5	2.5	10	5	2.5	6.25
10	KJA	9	4.5	13	6.5	2	4
11	LS	13	6.5	15	7.5	1	1
12	LSI	6	3	12	6	3	9
13	MS	11	5.5	14	7	1.5	2.25
14	NKD	10	5	12	6	1	1
15	NKS	10	5	12	6	1	1
16	NKR	7	3.5	10	5	1.5	2.25
17	NYS	16	8	14	7	-1	1
18	RJ	11	5.5	13	6.5	1	1
19	RI	12	6	12	6	0	0
20	RP	9	4.5	10	5	0.5	0.25
21	SA	11	5.5	12	6	0.5	0.25
22	SIS	7	3.5	8	4	0.5	0.25
23	SW	10	5	11	5.5	0.5	0.25
24	TU	9	4.5	10	5	0.5	0.25
25	WY	12	6	13	6.5	0.5	0.25
26	YNS	7	3.5	10	5	1.5	2.25
TOTAL			=126.5		=162	=35.5	=81.75

Table 5
The Students' Score of Pre-Test and Post Test in the Control Group

To get the average score from the pre-test control group, the writer used the formula as follow;

$$m_{x_1} = \frac{\sum X_1}{n}$$

$$m_{x_1} = \frac{126.5}{26}$$

$$m_{x_1} = 5.06 \quad (\text{Pre-test})$$

In addition, the average score from the post-test in the control group was;

$$m_{x_2} = \frac{\sum X_2}{n}$$

$$m_{x_2} = \frac{162}{26}$$

$$m_{x_2} = 6.48 \quad (\text{Post-test})$$

From the data above, the SD_1 of the students as control group calculated by using the following formula;

$$SD_1 = \sqrt{\frac{D^2 - (1/N) \cdot (\sum D)^2}{N - 1}}$$

$$SD_1 = \sqrt{\frac{81.75 - (1/26) \cdot (35.5)^2}{26 - 1}}$$

$$SD_1 = \sqrt{\frac{81.75 - (0.038) \cdot (1260.25)}{25}}$$

$$SD_1 = \sqrt{\frac{81.75 - 48.47}{25}}$$

$$SD_1 = \sqrt{\frac{33.28}{25}}$$

$$SD_1 = \sqrt{1.33}$$

$$SD_1 = 1.154$$

From the calculate of SD_1 , it was found the standard deviation students' of control group was 1.154; so from the data above, it was found the mean of the standard error (SEM_1), by using the formula;

$$SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}}$$

In which:

SEM_1 = The mean of standard error of the students' experimental group

SD_2 = Standard Deviation of the students' experimental group

N_2 = Student s Number

Each item in formula applied with the data obtained as shown bellow:

$$SEM_1 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SEM_1 = \frac{1.154}{\sqrt{26 - 1}}$$

$$SEM_1 = \frac{1.154}{\sqrt{25}}$$

$$SEM_1 = \frac{1.154}{5}$$

$$SEM_1 = 0.23$$

From the calculate data of SEM_1 , it was found the mean of standard error of students from the control group was **0.23**.

2. The Pre-test and Post-test Scores of the Experimental Group

This section describes and analyzes the result of the test administered before and after the experiment. The same test was given twice as pre-test and post-test. The results of the tests were presented on the form of scores.

Based on the pre test result on the experimental group, the number of the students in the experimental group was 26. The average of the students' score in the pre-test was 5.61. The highest score was 8.5, which were reached by one student. The lowest score was 2.5, which were reached by one student. The total score of the experimental group in the pre-test was 151.5.

On the other hand, the average of students' in the post-test was 8.17. The highest score was 9.5 that were reached by two students. The lowest score was 7.0 that reached by one student. The total score of experimental group in the post-test was 220.5. The complete result of the test shows in table 6.

No	Code of Students	PRE-TEST(Y ₁)		POST-TEST(Y ₂)		D (Y ₂ -Y ₁)	D (Y ₂ -Y ₁) ²
		Correct	Score	Correct	Score		
1	AA	13	6.5	18	9	2.5	6.25
2	AL	8	4	17	8.5	4.5	20.25
3	BA	16	8	19	9.5	1.5	2.25
4	BAS	13	6.5	16	8	1.5	2.25
5	DP	14	7	17	8.5	1.5	2.25
6	DPY	9	4.5	16	8	3.5	12.25
7	FD	14	7	18	9	2	4
8	GBS	15	7.5	16	8	0.5	0.25
9	GS	5	2.5	14	7	4.5	20.25
10	HBB	10	5	17	8.5	3.5	12.25
11	HIS	12	6	15	7.5	1.5	2.25
12	IKW	14	7	17	8.5	1.5	2.25
13	KM	14	7	16	8	1	1
14	LAR	8	4	18	9	5	25
15	LAN	11	5.5	17	8.5	3	9
16	ML	9	4.5	16	8	3.5	12.25
17	MR	10	5	17	8.5	3.5	12.25
18	PEH	13	6.5	18	9	2.5	6.25
19	PD	11	5.5	17	8.5	3	9
20	PS	12	6	18	9	3	9
21	RU	8	4	16	8	4	16
22	RK	9	4.5	17	8.5	4	16
23	RSH	11	5.5	17	8.5	3	9
24	RRS	17	8.5	18	9	0.5	0.25
25	RL	13	6.5	17	8.5	2	4
26	RN	14	7	19	9.5	2.5	6.25
TOTAL			ΣY ₁ =151.5		ΣY ₂ =220.5	ΣD =69	Σ(D) ² =222

Table 6
The Students' Score of Pre-Test and Post Test in the Experimental Group

To get the average score from the pre-test in the experimental group, the writer used the formula as follow;

$$m_{Y_1} = \frac{\sum Y_1}{n}$$

$$m_{Y_1} = \frac{151.5}{26}$$

$$m_{Y_1} = 5.61 \text{ (Pre-test)}$$

The average score from the post-test in the experimental group was;

$$m_{y_2} = \frac{\sum Y_2}{n}$$

$$m_{y_2} = \frac{220.5}{26}$$

$$m_{y_2} = 8.17 \quad (\text{Post-test})$$

From the data above, the SD_2 of the students as experimental group calculated by using the following formula;

$$SD_2 = \sqrt{\frac{D^2 - (1/N) \cdot (\sum D)^2}{N - 1}}$$

$$SD_2 = \sqrt{\frac{222 - (1/26) \cdot (69)^2}{26 - 1}}$$

$$SD_2 = \sqrt{\frac{222 - (0.038) \cdot (4761)}{25}}$$

$$SD_2 = \sqrt{\frac{222 - 183.11}{25}}$$

$$SD_2 = \sqrt{\frac{38.88}{25}}$$

$$SD_2 = \sqrt{1.55}$$

$$SD_2 = 1.245$$

From the calculate of SD_2 , it was found the standard deviation students' of experimental was 1.245, so from the data above, it was found the mean of the standard error (SEM_2), by using the formula;

$$SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

In which:

SEM_2 = The mean of standard error of the students' experimental group

SD_2 = Standard Deviation of the students' experimental group

N_2 = Students Number

Each item in formula applied with the data obtained as shown bellow:

$$SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

$$SEM_2 = \frac{1.245}{\sqrt{26 - 1}}$$

$$SEM_2 = \frac{1.245}{\sqrt{25}}$$

$$SEM_2 = \frac{1.245}{5}$$

$$SEM_2 = 0.25$$

From the calculate data of SEM_2 , it was found the mean of standard error of students from the experimental group was 0.25.

1. Data Analysis of Matched t-test Formula between the Students of Experimental group and the Students of Control Group

To find out whether or not the implementation using video in teaching listening for the eighth grade students of SMP Negeri 26 OKU was effective, the writer used matched t-test in analyzing the data. The analysis of the data was based on the differences between the students score in pre-test and post-test. The differences between the values (pre-test and post-test) were computed using the following formula;

$$t_{obt} = \frac{M_2 - M_1}{SEM_1, M_2}$$

Where:

t : Value

M_1 : The mean students' scores of Control Group

M_2 : The mean students' score of Experimental Group

SEM_1, SEM_2 : The differences between standard error of experimental group and control group.

(Standard error) obtained by using the formula;

$$SEM_{1.M_2} = \sqrt{SEM_1^2 + SEM_2^2}$$

Where:

SEM_1, SEM_2 = the differences between standard error of experimental group and control group.

SEM_1 = the mean students' scores of Control Group

SEM_2 = the mean students' score of Experimental Group

Each item in the formula applied with the data obtained below;

$$SEM_1 = 0.23$$

$$SEM_2 = 0.25$$

$$SEM_{1.M_2} = \sqrt{SEM_1^2 + SEM_2^2}$$

$$SEM_{1.M_2} = \sqrt{0.23^2 + 0.25^2}$$

$$SEM_{1.M_2} = \sqrt{0.05 + 0.06}$$

$$SEM_{1.M_2} = \sqrt{0.11}$$

$$SEM_{1.M_2} = 0.34$$

The difference between standard error the experimental group and the control group was **0.34**

$$t_{obt} = \frac{M_2 - M_1}{SEM_{1.M_2}}$$

Where:

t = value

M_1 = the mean students' scores of Control Group

M_2 = the mean students' score of Experimental Group

$SEM_{1.M_2}$ = the differences between standard error of experimental group and control group

The means of each item were;

M_1 = The mean students' score of Control Group

$$m_{x_1} = \frac{\sum X_1}{n} = \frac{126.5}{26} = 5.06 \quad (\text{Pre-test})$$

$$m_{x_2} = \frac{\sum X_2}{n} = \frac{162}{26} = 6.48 \quad (\text{Post-test})$$

$$M_1 = \frac{m_1 + m_2}{n}$$

$$M_1 = \frac{5.06 + 6.48}{2}$$

$$M_1 = \frac{11.54}{2}$$

$$M_1 = 5.77$$

M_2 = The mean students' score of Experimental Group

$$m_{y_1} = \frac{\sum Y_1}{n} = \frac{151.5}{26} = 5.61 \quad (\text{Pre-test})$$

$$m_{y_2} = \frac{\sum Y_2}{n} = \frac{220.5}{26} = 8.17 \quad (\text{Post-test})$$

$$M_2 = \frac{m_1 + m_2}{n}$$

$$M_2 = \frac{5.61 + 8.17}{2}$$

$$M_2 = 6.89$$

Each item in the formula applied with the data obtained as shown below:

$$t_{obt} = \frac{M_2 - M_1}{SEM_{M_1 - M_2}}$$

$$t_{obt} = \frac{6.89 - 5.77}{0.34}$$

$$t_{obt} = \frac{1.12}{0.34}$$

$$t_{obt} = 3.29$$

The value of t-obtained is (3.29) > t-table5% (2.01) with df = 50 (N-2=52-2)

Code of Students	Score in Control Group				Code of Students	Score in Experimental Group			
	Pre-test (X ₁)	Post-test (X ₂)	D (X ₁ -X ₂)	D (X ₁ -X ₂) ²		Pre-test (Y ₁)	Post-test (Y ₂)	D (Y ₁ -Y ₂)	D (Y ₁ -Y ₂) ²
AS	5	8	3	9	AA	6.5	9	2.5	6.25
AP	5.5	7.5	2	4	AL	4	8.5	4.5	20.25
AF	6.5	6.5	0	0	BA	8	9.5	1.5	2.25
AW	4.5	7	2.5	6.25	BAS	6.5	8	1.5	2.25
DSM	5	6	1	1	DP	7	8.5	1.5	2.25
KAS	4	6	2	4	DPY	4.5	8	3.5	12.25
KDS	3.5	7.5	4	16	FD	7	9	2	4
KMP	5	8	3	9	GBS	7.5	8	0.5	0.25
KDJ	2.5	5	2.5	6.25	GS	2.5	7	4.5	20.25
KJA	4.5	6.5	2	4	HBB	5	8.5	3.5	12.25
LS	6.5	7.5	1	1	HTS	6	7.5	1.5	2.25
LSI	3	6	3	9	IKW	7	8.5	1.5	2.25
MS	5.5	7	1.5	2.25	KM	7	8	1	1
NKD	5	6	1	1	LAR	4	9	5	25
NKS	5	6	1	1	LAN	5.5	8.5	3	9
NKR	3.5	5	1.5	2.25	ML	4.5	8	3.5	12.25
NYS	8	7	-1	1	MR	5	8.5	3.5	12.25
RJ	5.5	6.5	1	1	PEH	6.5	9	2.5	6.25
RI	6	6	0	0	PD	5.5	8.5	3	9
RP	4.5	5	0.5	0.25	PS	6	9	3	9
SA	5.5	6	0.5	0.25	RU	4	8	4	16
SIS	3.5	4	0.5	0.25	RK	4.5	8.5	4	16
SW	5	5.5	0.5	0.25	RSH	5.5	8.5	3	9
TU	4.5	5	0.5	0.25	RRS	8.5	9	0.5	0.25
WY	6	6.5	0.5	0.25	RL	6.5	8.5	2	4
YNS	3.5	5	1.5	2.25	RN	7	9.5	2.5	6.25
Total	=126.5	=162	=35.5	=81.75	Total	=151.5	=220.5	=69	=222
Mean	5.06	6.48	-	-	Mean	5.61	8.17	-	-

Note: *Code of student's base on shortened the sample's name, e.g. AS stand for Aan Sagita

Table 7
Match t -test of score in Control Group and Experimental Group

J. Interpretation of the Research

Based on the criteria of testing the hypothesis, the alternative hypothesis (H_a) tested through the matched t-test table. Since the sample of the research was 52 students. Therefore, to accept the alternative hypothesis with 5% significance, the value should exceed 2.01 with $df = 50$ ($N-2=52-2$).

From the calculation above, the highest score of the pre-test of the students' of control group was 8.0, the lowest was 2.5, and the mean score was 5.06, the highest score of the post-test of the students' was 8.0, the lowest was 4.0, and the mean score was 6.48. Than the highest score of the pre-test of the students' of experimental group was 8.5, and the lowest was 2.5, and the mean score was 5.61, the highest score of post-test of the students' was 9.5, the lowest was 7.0, and the mean score was 8.17.

The result of matched t-test calculated was 3.29. It was higher than 2.01. This statistical evidence supports that the null hypothesis (H_0) was rejected, consequently the alternative hypothesis (H_a) was accepted. It means that there was a significant difference in teaching listening through video and not using video. And it showed that teaching listening through video can applied in teaching English to the students of junior high school particularly in relation to develop their listening skills, and then the students could be motivated in learning English and it helped the students to understand the lesson easily, more active and not get bored in learning.

K. Conclusions

It could be concluded that the use of video in teaching listening to the eighth grade students was more effective than used of CD. The students were able to understand the materials and improve their ability in teaching listening through video. It could be seen that the mean score of the pre-test of the students' of control group was 5.06, and experimental group was 5.61. The mean score of the post-test of the students' of the control group was 6.48, and experimental group was 8.17. The value of t-obtained was 3.29 at the significance level 5% with $df = 50$, the critical value of t-table is 2.01. Since the value of t-obtained was higher than t-table, H_0 was rejected and H_a was accepted.

In addition, it could be concluded that the students from the experimental group used video has better achievement in learning asking and giving direction than the students from control group. It means that there was a significant difference in teaching listening through video and not using video. It concluded that teaching listening through video was more effective than CD to the eighth students of SMP Negeri 26 OKU.

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