

# 2 ARTIKEL ZANUBA

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# **THE EFFECT OF USING VIDEO IN LISTENING COMPREHENSION**

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## **ABSTRACT**

Tujuan dari penelitian ini adalah 1) Menggunakan video untuk mengembangkan pemahaman mendengarkan siswa dalam mata kuliah Advanced Listening dan 2) untuk menilai hasil pemahaman mahasiswa dalam mata kuliah advanced listening. Ukuran sampel untuk penelitian ini adalah 21 mahasiswa semester tiga program Studi Pendidikan Bahasa Inggris Universitas Billfath. Penelitian ini berlangsung selama satu semester. Desain kelompok pre-test-post-test dilakukan dalam penelitian ini. Instrumen yang digunakan yaitu instrumen eksperimen. Data uji kemudian dianalisis menggunakan uji-t untuk menentukan nilai t.

The aim of this study is 1) to develop students' listening comprehension using video materials in the Advanced Listening course and; 2) to assess students' attitudes in the use of video materials for advanced listening. The sample size for this study was 21 students in the third semester of Billfath University's English Education Studies program. This study took place over one semester. A one group pretest-posttest design was performed in this study. The instrument used in this study was an experimental one. The test data were then analyzed using the t-test to determine the t-value.

## **BACKGROUND OF THE RESEARCH**

To develop understanding listening, effective materials used in EFL (English as a Foreign Language) lessons are an important aspect of the teaching methodology. Technology plays an increasingly important role in teaching methods. One of the technologies is video which provides a variety of resources for instructors to use in EFL classes to improve students' listening comprehension.

Video material can be used as an alternative teaching tool to teach listening comprehension, because it is a great source of dialogue and dialogue for English speakers. These can make pronunciation much easier to understand. Secules, Herron & Tomasello (1992 cited in Keihaniyan, 2013) mention that the use of video-based instruction is preferred over audio instructions only in language teaching because of the possible multimodal input. can motivate students and focus their attention on auditory input. Therefore, the use of video material is widely used as a tool to train oral comprehension in learning English. For this reason, the aim of this research is to understand the impact of video material use on listening development in the EFL classroom.

Understanding listening is a psychomotor process that receives sound waves through the ear and transmits nerve impulses, Brown (2001: 249). Meanwhile, according to Purdy (1997: 8) defines active listening and this dynamic process as paying attention, understanding, interpreting, remembering, and responding to expressed needs (verbal and nonverbal), interests and information provided by others.

Listening is a creative skill, it means we understand the sound that falls into our ears and we take the raw material of the word, the sequence of words and the rise and fall of the sound, and from that material, we creating meaning, Rivers (2006: 8). The listener has to deal with the sender's choice of vocabulary, structure, and level of conveyance.

### **METHODE**

The design of this research is experimental research. Best and Kahn (2006: 164) state that experiments provide a method of testing hypotheses. Thus, for this study, the researcher gave a test and selected an experimental design. This research will focus on One-group Pretest and Posttest Design which is carried out in one group only. In this design, the group, one group was pretested and treated and then the posttest was carried out. Because these two tests were given to the same group, this study was called a one-group pretest-posttest design.

The research was conducted during one semester. In carrying out this research, it was carried out for 4 meetings, each meeting consisting of one hour. One meeting for pretest, one meeting for posttest and the rest was used for trial. The instrument of this study used a test. The test was used as a measuring tool in research. The purpose of this test is to measure students' ability in listening comprehension by using videos in the form of English short films, English short conversation videos, videos about speech and videos about business news. A test is a set of questions and exercises used to measure individual or group achievement or ability.

In this study, researchers need data from students. In obtaining and collecting data, the researcher will use the test technique. In this study, the researcher will collect data by giving tests (pretest and posttest) at three meetings. For the first meeting, the researcher will give a pretest which can also be used as an activity test to determine the level of student knowledge about the material to be delivered, the pretest is carried out before the teaching activity is given, and to determine the students' ability to listen to what is taught by the lecturer. At the second meeting, the researcher will give a short film video to test students' listening comprehension. The third meeting of the researchers gave the next trial for the listening test using videos about short conversations to measure the achievement of the desired score. At the last meeting, the researcher will give a written test (posttest) to the students. The purpose of this post test is to find out whether the use of video in listening tests can improve students' listening comprehension or not.

To analyze the data, the researcher used statistical procedures, such as range, mean, standard deviation and t-score. First, the writer tries to analyze the result data of giving the test. Here the researcher uses a certain of statistical formulas. The objective is to obtain a range of mean values, standard deviations and t-scores.

### RESULT

After conducting research on third semester students of the English education study program in Advanced course by using video to measure students' listening comprehension, finally the researcher in the Advanced Listening course found the results of this research. This experiment starts from November 5, 2021 and ends on November 26, 2021. There are three meetings for the third semester class in the advanced listening course schedule, because it is an experimental class. There are two tests given to students in the class, pretest and posttest. The results of this study consist of three graphs depicting the pre-test scores, post-test mean scores, pretest and posttest scores. The graph shows the distribution of scores before and after the treatment is given.

The results of the study were analyzed using several statistical formulas. The instrument used is a test. Data from the test were analyzed using the t-formula to determine the t-value. The pretest and posttest scores can be evidence of their improvement after conducting the study. For this experiment, the authors used a 5% (0.05) alpha level of significance as is typically used in psychological and educational research. The number of students in this study was 21. The degrees of freedom (df) were  $n-1 = 21-1=20$ . For the five percent alpha level and 20 degrees of freedom, there is no definite significant score table. It was necessary to find a definite score in order to get the closest critical score in the t-table. T-table for 20 1.70814. The t-value obtained is 7.15, so that the t-table is lower than the t-value in the table ( $t\text{-table} = 1.70814 < t\text{-value} = 7.15$ ). The author further explains how to interpret the data.

### DISCUSSION

From the results of the research conducted, it can be stated that the use of video in process of teaching listening can improve students' listening skills. This can be proven by the results of the pretest and posttest scores which can be evidence of an increase in listening skills after conducting research. The result of the pretest is 54.61 and the result of the posttest is 75. This means that the posttest score is higher than the pretest score. In short, students' listening comprehension improved significantly.

Thus, the researcher said that using video in teaching advanced listening which was effective was able to improve the listening skills of third semester students. Based on the data above, in semester III students of the English Language Education Study Program, Billfath University, it can be known that the t-value of the pretest and posttest of listening skills is 7.15, and the critical t/table

score of t df of 25 is 1.70814 in significance level of 5% (0.05). The results showed that the t-table is lower than the t-value. According to the above calculation, the t-score (7.15) is greater than the critical-t/table-t-score (1.70814) this has a significant difference. So, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This means that the use effect of Video in the process of teaching Listening skills in Advanced Listening courses can improve students' listening comprehension.

## CONCLUSION AND SUGGESTION

### Conclusion

During the research process carried out in the third semester of the English Education Study Program, researchers found several improvements obtained by students after using video in learning listening. As a result, the students' post-test scores increased from the previous pre-test scores. The following are some of the improvements obtained by students in listening comprehension as follows:

First, before the researcher applied video in advance learning, the researcher found out whether or not the students had a lot of vocabulary. The researchers measured the students' vocabulary by proposing several vocabularies related to the video that was played. Students are able to understand the content in the video well, understand a lot of vocabulary and are able to explain it. Evidently, after the application was completed, the researchers found that almost all students easily understood the story from the video they watched and were able to present it well.

Second, after conducting this research, it is possible to evaluate how students' attitudes in using video material in learning advanced listening courses, namely the increasing ability in listening skills.

### Suggestion

From the results of this study, it is recommended for further researchers to conduct more in-depth research in terms of the use of media, methods and strategies that will be used as trials.

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