# THE EFFECTIVENESS OF USING VIDEO IN TEACHING LISTENING TO THE ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

**Safarina Rachmaningdias, Martono, Dwi Elyono**

**English Education Department**
**Teacher Training and Education Faculty**
**Sebelas Maret University of Surakarta**

Email: safarinarachma@gmail.com

***Abstract**: This research is an experimental study of using video in teaching listening to the eleventh grade students of SMA N 1 Slawi. The objective of the research is to find out whether the use of video in teaching listening to the eleventh grade students of SMA N 1 Slawi is effective. The data were obtained from the students' scores. The findings of the research are: (1) There is a significant difference between the listening achievement of the students taught using video and the listening achievement of the students taught using audio ($t_o$ is higher than $t_t$ or 2.605 > 2.000); (2) The post-test mean score of the experimental group taught using video is higher than the post-test mean score of the control group taught using audio. The mean score of the experimental group is 75.80 while the mean score of the control group is 68.87. Therefore, it can be concluded that using video in teaching listening is effective.*

***Keywords**: video, audio, media, listening*

## INTRODUCTION

Listening is one of the main skills in English language learning. Besides listening, there are reading, speaking, and writing skills. Along with reading, listening is seen as a passive skill, but this is not completely true. Message decoding, such as listening, encourages the active participation in the interaction between the speaker and the listener (Broughton, Brumfit, Flavell, Hill, & Pincas. 1980: p.65). When we listen to the speaker, we automatically portray the thing being told and respond to them by nod, glance, body movements, and so on. We need the receptive skill to understand the message.

In human language learning, listening is the first skill that is actually mastered by a baby. In the earlier stage of life, a baby acquires a language by listening to his surroundings. According to Conboy et al. in Friederici and Thierry (2008: p.24), babies are born with general auditory skills that are later shaped by listening in their first stage of life.

Even though we learn to listen naturally, it still has to be practiced and taught in the school. Sometimes we just listen but don't understand the meaning in the message. That is why learning to listen is important for us to be involved in real communication. Hron in Rost (1994: p.118) states that listening should be developed in the school because it is as important as reading. Rost (1994: p.118) also argues, "…for emotional impact, persuasion, accentuation of salient points, attitude shifts, a sense of sharing of communicative events and long-term memory formation, listening may be superior learning mode for most pupils."

Thus, teaching listening is important. Rost (1994: p.141) also states why listening

is important for the learners of English as a second language:

1. Listening is important in the classroom because it provides input for the learner. Without understandable input at the right level, any learning cannot begin.
2. Spoken language provides a means of interaction for the learner.
3. Authentic spoken language presents a challenge for the learner to attempt to understand language as it is actually used by native speakers.
4. Listening exercises provide teachers with a means of drawing learners' attention to new forms (vocabulary, grammar, interaction patterns) in the language.

In teaching listening, besides suitable materials, the teacher also needs media to teach the students. It will be nearly impossible if the teacher uses just his voice to accomplish the teaching learning process without media. Brinton in Celce-Murcia argues that media can do and improve language teaching, and any kind of media can help the teacher in their job, bring the outside world into the classroom and make the task in language learning more interesting (2001: p.459-460).

In teaching listening, of course we use sound-based media to practice students listening comprehension. Audio media are known as the mostly used media in teaching listening. There are many materials available in the format of audio cassette and mp3. It is easyfor them to be used and operated.

However, we can not neglect that nowadays, the development of technology is growing rapidly. There are many technology-based media that can be used by the teacher to teach listening skill. One of the media is video.

This kind of media now can be found in almost everywhere. Since internet connection is also growing fast, we can just download the video from many sites. The most common sites are Youtube and BBC, for example. There are plenty materials presented in video format which can be downloaded from those sites.

Because video has both moving pictures and audio elements, it delivers a new dimension to the students. The students will feel that they are in the same situation as the situation in the video. Video is also very useful if it is used in teaching a larger class (Daryanto. 2012: p.86) since it is really attractive. Considering the explanations above, the researcher conducted an experimental study about the use of video in teaching listening.

Based on the theories underlying the study dealing with using video and audio in teaching listening, the hypotheses proposed in this study are 1) There is a significant difference between the listening achievement of the students taught by video and the listening achievement of the students taught by audio, 2) The students taught using video have higher listening achievement than the students taught using audio.

## RESEARCH METHODS

This project is an Experimental research. Experiment, according to Chapin (in Singh 2006: p.134), is an observation under controlled conditions. While Monore in Singh (2006: p.135) said, "Experimentation is the name given to the type of educational research in which the investigator controls the educative factors to which a child of a group of children is subjected during the period of inquiry and observes the resulting achievement." In experimental study, there are two kinds of variable: independent and dependent variables. The variable that is manipulated is called independent variable. The effect of the manipulation on the other variable,

which is called dependent variable, is measured (Goddard and Melville, 2006: p. 32).

The research was conducted in the class of grade eleven in SMA N 1 Slawi in the academic year 2014/2015. The population of the research was the eleventh grade students of SMA N 1 Slawi in the academic year 2014/2015. There are 10 classes of grade eleven. The students were divided into 7 PMIA or natural science classes and 3 PIS or social science classes. The total of the students was 285. The sample of the research came from two classes among the ten classes. Class XI.2 became experimental group and class XI.1 became the control group. Each class consisted of 31 students. Therefore, the total of the sample is 62 students. The sampling technique used by the researcher was cluster sampling. The researcher chose the two classes as the experimental and control groups using lottery.

The researcher used a test to collect the data and used t-test to analyze the data. The researcher gave the pre-test to the students. After giving the pre-test, the experimental group was taught using video while the control group was taught using audio. The next step was that the researcher gave the post-test to the students after several meetings. The score of both classes were compared using t-test formula to prove whether there was a significant difference between the listening achievement of the students taught by video and the listening achievement of the students taught by audio, and to find out which group had higher scores.

## RESEARCH FINDINGS AND DISCUSSIONS

The data obtained from the pre-test for the experimental group show that the highest score of the pre-test is 80 and the lowest is 35. The mean score is 64.03 and the standard deviation is 12.8.

*Table 1. The Frequency Distribution of the pre-test scores of the Experimental Group.*

| No. | Class Interval | Absolute Frequency | Relative Frequency |
|---|---|---|---|
| 1 | 35 – 42 | 3 | 9.7% |
| 2 | 43 – 50 | 5 | 16.1% |
| 3 | 51 – 58 | 0 | 0.0% |
| 4 | 58 – 65 | 7 | 22.6% |
| 5 | 66 – 73 | 8 | 25.8% |
| 6 | 74 - 81 | 8 | 25.8% |
| | **Total** | 31 | 100% |

The data obtained from the pre-test for the control group show that the highest score of the pre-test is 80 and the lowest is 40. The mean score is 60.32 and the standard deviation is 12.51.

*Table 2. The Frequency Distribution of the pre-test scores of the Control Group.*

| No. | Class Interval | Absolute Frequency | Relative Frequency |
|---|---|---|---|
| 1 | 40 – 47 | 6 | 19.4% |
| 2 | 48 – 54 | 2 | 6.4% |
| 3 | 55 – 61 | 8 | 25.8% |
| 4 | 62 – 68 | 6 | 19.4% |
| 5 | 69 – 75 | 6 | 19.4% |
| 6 | 76 - 82 | 3 | 9.7% |
| | **Total** | 31 | 100% |

In order to make sure that both experimental and control groups have similar ability before the treatment, the researcher tested their pre-test scores using

t-test formula. The results of the t-test , the $t_o$ = 1.153 is smaller than the $t_{t(60;0.05)}$ = 2,000 or 1.153 < 2,000 (Ho is accepted). Therefore, it could be concluded that there was no significant difference in listening achievement between the experimental group and the control group or both of the group have similar achievement in listening.

Before the pre-test data were analyzed using T-test formula, it was checked using normality test to know whether the samples were in normal distribution or not. To test the normality, the researcher used Liliefors formula. The result of the normality test for the experimental group showed that the highest value of max | F(Zi) – S(Zi) | or Lo was 0.1214. It was lower than the $Lt_{(31;0.05)}$ = 0.1591 or Lo<Lt = 0.1214<0.1591. Therefore, it could be concluded that the samples were in normal distribution. The result of the normality test for the control group showed that the highest value of max | F(Zi) – S(Zi) | or Lo was 0.1091. It was lower than the $Lt_{(31;0.05)}$ = 0.1591 or Lo<Lt = 0.1091<0.1591. Therefore, it could be concluded that the samples were also in normal distribution. The homogeneity test was also done to check whether the data were homogeneous or not. The researcher used Bartlett formula to check the homogeneity. The result of the homogeneity test showed that the value of $X^2_o$ was 0.138. It was lower than $X^2_{t(1;0.05)}$ = 3.841 or $X^2_o < X^2_t$ = 0.138<3.841. Therefore, it could be concluded that the data are homogeneous.

The data obtained from the post-test for the experimental group show that the highest score of the post-test is 95 and the lowest is 55. The mean score is 75.8 and the standard deviation is 10.8.

*Table 3. The Frequency Distribution of the post-test scores of the Experimental Group.*

| No. | Class Interval | Absolute Frequency | Relative Frequency |
|---|---|---|---|
| 1 | 55 – 61 | 4 | 12.9% |
| 2 | 62 – 68 | 3 | 9.7% |
| 3 | 69 – 75 | 8 | 25.8% |
| 4 | 76 – 82 | 6 | 19.4% |
| 5 | 83 – 89 | 7 | 22.5% |
| 6 | 90 - 96 | 3 | 9.7% |
| | **Total** | 31 | 100% |

The data obtained from the post-test for the control group show that the highest score of the post-test is 85 and the lowest is 45. The mean score is 68.87 and the standard deviation is 10.14.

*Table 4. The Frequency Distribution of the post-test scores of the Control Group.*

| No. | Class Interval | Absolute Frequency | Relative Frequency |
|---|---|---|---|
| 1 | 45 – 51 | 2 | 6.4% |
| 2 | 52 – 58 | 2 | 6.4% |
| 3 | 59 – 65 | 7 | 22.5% |
| 4 | 66 – 72 | 8 | 25.8% |
| 5 | 73 – 79 | 5 | 16.1% |
| 6 | 80 - 86 | 7 | 22.5% |
| | **Total** | 31 | 100% |

The post-test data of both experimental and control groups were in normal distribution. It was because the result of normality test for the experimental group

showed that the highest value of max | F(Zi) – S(Zi) | or Lo was 0.1232. It was lower than the $Lt_{(31;0.05)}$ = 0.1591 or Lo<Lt = 0.1232<0.1591. Therefore, it could be concluded that the samples were in normal distribution. Meanwhile, the result of the normality test for the control group showed that the highest value of max | F(Zi) – S(Zi) | or Lo was 0.1040. It was lower than the $Lt_{(31;0.05)}$ = 0.1591 or Lo<Lt = 0.1040<0.1591. Therefore, it could be concluded that the samples were also in normal distribution. The homogeneity test was also done to check whether the data were homogeneous or not. The researcher used Bartlett formula to check the homogeneity. The result of the homogeneity test showed that the value of $X^2_o$ is 0.138. It was lower than $X^2_{t(1;0.05)}$ = 3.841 or $X^2_o < X^2_t$ = 0.138<3.841. Therefore, it could be concluded that the data are homogeneous.

To check whether the hypotheses could be accepted or not, the researcher tested the null hypothesis (Ho) and the alternative hypothesis (Ha). The null hypothesis stated that there was no significant difference between the listening achievement of the students taught using video and the listening achievement of the students taught using audio. It can be formulated as Ho : $\mu 1 = \mu 2$ which means the mean scores of the post test of the students taught using video and the students taught using audio were equal.

Meanwhile, the alternative hypothesis stated that there was a significant difference between the listening achievement of the students taught using video and the listening students taught using audio. It can be formulated as Ha : $\mu 1 \neq \mu 2$ which means the mean score of the post test of the students taught using video is higher than the mean score of the post test of the students taught using audio.

To test the hypothesis, the researcher used t-test formula. The null hypothesis will be accepted if $t_o$ (t-obtained) is lower than $t_t$ (t-table). First, the researcher determined the degree of the freedom with the formula df = $n_1 + n_2 - 2$. And the result is the df = 60. With level of significance 0.05, the t-table value is 2.000 or $t_{t(60;0.05)}$ = 2.000.

Then, the researcher applied the t-test formula. From the computation of t-test formula, t-obtained ($t_o$) is 2.605 while the t-table ($t_t$) with level significance of 0.05 and degree of freedom 60 is 2.000. It means that $t_o$ is higher than $t_t$ or 2.605 > 2.000. Therefore, the Ho is rejected or it can be concluded that there is significant difference between the listening achievement of the students taught using video and the listening achievement of the students taught using audio.

The results has some connections with the advantages of using video in teaching learning process, especially teaching listening. Video provides more facilities than audio. It has moving pictures plus audio in a format. The moving pictures help the students to grasp what is actually being told in the audio. Instead of just imagining, they can see the real situation through the moving pictures. In other word, they help to clear the abstract images and provide more realistic images for the students.

Video also relieves students' boredom. Students can improve their listening ability in a fun way. They do not feel like studying while actually they are improving their listening skills. They absorb the materials subconciously. The materials can also be easily delivered and it can be remembered easily. Besides, video can help both visual and auditory learners since they learn in different ways because video has moving pictures and audio in it.

There are many activities that can be used by using video as the medium in teaching listening. It can be guessing the end of the video, answering the gap filling about specific information in the video, summarizing the content in the video, etc. Moreover, the teacher can get videos that are suitable for the teaching and learning process easily. They can download videos from the popular sites such as youtube.com, BBC, and many other educational sites. The teacher can also make the video by themselves to get the most suitable video that is related to the material being taught.

Actually there are many other media that can be used in teaching listening. However, if we see the research results, the teacher can use video as one of the alternative media to teach listening. Video can help both the teacher and the students. The video helps to explain detailed information with real pictures, making the students able to grasp the material better.

## CONCLUSIONS, IMPLICATION, AND SUGGESTIONS

The findings of the research are (1) There was a significant difference between the listening achievement of the experimental group taught using video and the listening achievement of the control group taught using audio, and (2) The use of video in teaching listening to the eleventh grade students of SMA N 1 Slawi was effective.

As we can see, teaching listening using video could increase the students' listening achievement. The students taught using video had higher achievement than the students taught without using video. The use of video in teaching listening helped the students to get better interpretation because video provides both visual and auditory formats. While the students were listening to the audio, they got deeper comprehension by looking at the moving pictures. Besides, video could decrease the students' boredom of learning and it gave the students clearer images, instead of abstract ones.

Related of the conclusion of the research that video can improve the listening skill and achievement of the students especially the eleventh grade students of SMA N 1 Slawi, the researcher would like to give some suggestions to English teachers and other researchers.

To help the students increase their listening skill, the teacher is suggested to use video as an alternative medium to teach listening. The teacher can download videos in popular sites, such as youtube or BBC, as there are many kinds of video that can be downloaded from those sites. However, the teacher should be selective in choosing videos for the students because not all videos are appropriate to be used. The teacher also should match the content in the video with the material and the students' ability.

Besides that, actually the teacher can design some interesting activities that can be used in the class using video. For example, instead of using video downloaded from popular sites, the teacher can make their own videos with or without the help of the students. Helping make the videos, the students will get a new experience of making the materials they will learn from. The teacher can also match the content in the video with the students ability since the teacher makes the video by himself.

Other researchers are encouraged to conduct related researches involving teaching media. There are many other teaching media that can actually be observed and used, not just video. The results of this research cannot be compared with the results of other similar researches because this research has different settings and participants. Therefore, the hypothesis

testing can be different. Meanwhile, although the results of the research confirm the hypothesis, they will not necessarily be true in every other research context. The researcher hopes that the results of this research can be a starting point to other broader projects in the future research.

## BIBLIOGRAPHY


Broughton, G., Brumfit, C., Flavell, R.., Hill, P., & Pincas, A. (2003). *Teaching english as a foreign language* (2nd ed.). New York: Routledge education books.

Friederici, A. D., & Thierry, G. (2008). *Early language development: bridging brain and behaviour.* Amsterdam: John Benjamin Publishing Company.

Rost, M. (1994). *Introducing listening.* England: Penguin Group.

Celce-Murcia, M. (2001). *Teaching english as a second language* (3rd ed.). USA: Thomson Learning, Inc.

Daryanto. (2012). *Media pembelajaran.* Bandung: PT. Sarana Tutorial Nurani Sejahtera.

Singh, Y. K. (2006). *Fundamental of research methodology and statistics.* New Delhi: New Age International (P) Ltd.,Publishers.

Goddard, W., & Melville, S. (2006). *Research methodology: an introduction* (2nd ed.). Lansdowne. Juta & Co. Ltd.