

The Effect of Using Video to Enhance Listening Ability

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ABSTRACT

This research was design to examine whether videos could strengthen listening skill. It was a pre-experimental research. The participants were the Year-10 Students of Learning Group X Marketing 2 from Public Vocational High School 3 Pontianak in the Academic Year of 2022/2023. Based on the data analysis, the result showed that the video-based technique increased the student's achievement significantly in listening skill. The students showed enthusiasm during the teaching and learning process. They were very enthusiastic in applying the video technique when listening to a text. The t-test computation was higher than the t-critical value ($10.36 > 2.045$). The score of effect size was 1,79, and it is $>1,00$, categorized 'strong'. To conclude, the video-based technique enhanced the students to listen texts better. With video, the students understood the media video helped students to understand the language even if they do not know what the words mean, by providing visual aspects of the communicate. Thus, the writer suggested this technique be implemented in teaching listening ability.

Keywords: *Effect, Video, Listening Ability*

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INTRODUCTION

Listening is one of the four language skills that the students need to acquire. Hichem (2013, p. 8) claims listening is "the most complicated and difficult to be analyzed." It refers to one's dominant skill or strength in understanding and the power to comprehend the meaning of spoken language or utterances. Listening can be taught through audio media or audio-visual media such as videos. Media can be defined as any person, material, or event that creates conditions for the learner to acquire knowledge, skills, and attitudes (Jacobs, 2002, p. 240). Rosdiana (2018, pp. 46-49) states that the usage of audio visuals as media may enhance the learners' listening capacity. So, audio-visual media such as video are functional to teach listening.

In reference to pre-observation, the Year-10 Students of Vocational High School 3 Pontianak in Academic Year 2022/2023 need to learn more listening. They encountered problems mostly in listening. Such problems contributed a significant difficulty in acquiring other language skills in English.

The above-mentioned problem can be overcome with various techniques one of the potential techniques to settle down this problem is applying video-based technique during the learning process. Through a video as a media, the technique presents audio and visuals with good learning messages containing concepts, principles, procedures, and knowledge application theories to help the students understand the learning materials. Thus, the writer proposed the appropriate teaching technique to invite the students to participate the teaching and learning activities with joy. The use of video during the teaching and learning process may give a new nuance by concretely visualizing and displaying the concept in real terms. To convey a more explicit message from abstract materials, a video may relate the learning materials to the real life of students.

Video is a media that presents audio visuals containing learning material covering concepts, principles, procedures, theories, and examples of knowledge with the hope that the audience will understand the learning materials better. Muniandy and Veloo (2011) refer a video to a medium comprising verbal and non-verbal displays pictures and narratives with the proper scene scenario. So, with a video, the teacher manages learning activities through video media taught in real-world situations of students and encourages the students to connect the knowledge they have with its application in their lives as members of the family and society. Hruby (2010, p. 16) argues that audiovisuals such as videos can motivate the students since they will enjoy and participate it better during the listening learning process and when doing listening exercises. Oddone (2011, pp. 105-110) claims that videos in language class present native speakers. Learning language through videos is beneficial (Daryanto cited in Hasan (2018, p. 138); it presents moving images to students in addition to the accompanying audio, and display a phenomenon that is difficult to see in real life. A video can facilitate the development of student's language skill learning. Through videos, students are brought to imagine as if in real life, so that learning is no longer text-based but implementation. It also may trigger students to think critically about the learning materials by analyzing each plot in the video, for instance. Kasriyati (2019) reported her research that the students improved their listening skills through a video. Another researcher, Shafwati (2021) from English Language Education Department at the University of Lampung found that the result of the two-sided significance was 0.000. She reported that the students enjoyed the listening class using videos.

The present researcher conducted pre-experimental research to examine whether a video could improve students' listening skill. The study focused on the use of video to enhance the listening ability of the Year-10 Students from Vocational High School (SMK) 3 Pontianak in Academic Year 2022/2023)

METHOD

The present research is a pre-experimental study with a research design involving a single group pre-test and post-test design. Between the tests, a treatment was given to the students to examine whether the treatment affect the students' listening skill. The pre-test was administered to measure the initial ability of students' listening. The treatment between the pre-test and the post-test refers to the playing of a video called Crying Stone, the teaching process involving a video, the examples of videoed materials, and the reasons why videos are essential in learning. Then, the researcher explained some important aspects of listening, such as understanding, the stages of listening, and the components of listening. Finally, the researcher gave the student's treatment test in the form of a group of 4 members to identify the video they watched. The post-test was administered to measure students' achievement after learning via the video. The pre-test and the post-test were identical. The pre-experimental design can be seen in Table 1:

Table 1. One group pre-test and post-test design

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
X1	T	X2

The students attending the treatment were Year-10 Students of Vocational High School 3 Pontianak in the Academic Year 2022/2023 were studied in Learning Group X Marketing 2. They consisted of 30 students.

The data were collected by applying a measurement technique. Arifin cited in Pardede (2019, pp. 42-47) refers measurement to a process or activity to determine the quantity of something. Measures are the items in a research to which the participant responds. The collected data instrument was a test that was created based on the research questions. The test comprised ten items. Before the test items were distributed to the students, the test was analyzed its validity, reliability, level difficulty, and the discriminating power.

Validity

Validity is important because it determines which survey questions to use and helps ensure that the researcher uses questions that measure essential issues. The validity of a study is determined mainly by the experimental design. In this study, a question used as a test item by the researcher will be said to be good if the item data is valid. In this research, the researcher conducted a validity test for multiple-choice questions. Therefore, there will be several questions that are valid or even invalid according to the level of difficulty of the questions.

Reliability

Reliability refers to the extent to which the measurement of a test remains consistent after being repeated on the subject and under the same conditions. Research is considered reliable when it provides consistent results for the same measurements. In this study, researchers conducted a reliability test to see how consistent the results of a study were when it was done repeatedly. The higher level of reliability, the more reliable the research is. In this study, the reliability of the whole test could be estimated by using Kuder Richardson Formula 20 (KR-20) as follow:

$$r_i = \frac{k}{(k-1)} \left\{ \frac{st^2 - \sum p_i q_i}{st^2} \right\}$$

Legends:

K = Total item

p_i = the number of subjects whose score is 1

$q_i = 1 - p_i$

st^2 = variants total

The criteria for the category of reliability coefficient can be seen in Table 2.

Table 2. Category of reliability

Coeffisien	Reliability of the Test
0.00-0.19	Negligible
0.20-0.39	Low
0.40-0.59	Moderate
0.60-0.79	Substantial
0.80-1.00	High to Very High

The result of the reliability of the test item was 0.71. Based on the table classification, it is classified as "substantial. " Therefore, it is reliable for collecting the data.

Level of difficulty

The difficulty level concerns the ease or difficulty of test items. The level of difficulty can be seen in the students' answers. The fewer the number of students can answer the question correctly, it is deemed 'difficult', and conversely the more students can answer the question correctly, it is classified 'easy'.

The level of difficulty is classified as following criteria:

Table 3. Level of difficulty

Difficulty Level Indicator	Qualification
0,0 - 0.29	Revised (R)
0.30 - 0.49	Difficult (D)
0.50 - 0.79	Moderate (M)
0.80 - 1.00	Easy (E)

The try-out was taken from Learning Group X Marketing 1 to measure the items' difficulty level. This class consisted of 30 students. The results show that 7 items were easy, and 3 items were moderate.

Discriminating Power

The discrimination power deals with distinguishing two groups being measured (the highest and lower scoring group). The following formula is applied:

$$\text{Disc Power (DC)} = \frac{\text{Upper Group} - \text{Lower Group}}{\frac{1}{2}T}$$

Legend:

DP : The discrimination Power

HG : The correct answer from the upper group

LG : The correct answer from the lower group

1/2 T : Half of the students in the upper group and lower group

Table 4 Item Qualification of Discriminating Power

DC	Item Qualification (IQ)
Negative	Really poor
<20	Poor
0,20 - 0,39	Satisfactory
0,40 - 0,69	Good
0,70 - 1.00	Excellent

The result of the calculation for discriminating power showed that there were 6 items categorized satisfactory, and 4 items good.

FINDING AND DISCUSSION

The data analysis found that the average score of the pre-test was 57.66, and that of the post-test was 79.33. This finding showed that the mean score of the post-test was higher than the mean score of the pre-test.

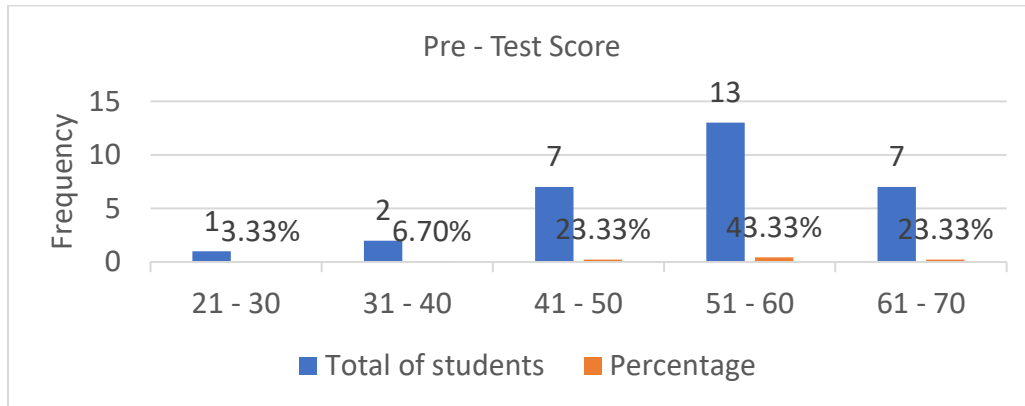


Figure 1. Student's pre – test score clasification

It can be seen from the diagram above that 1 student (3,33%) got 30 for their listening scores, 2 students (6,70%) got 40 for their listening scores, and 7 students (23,33%) got 50 for their listening scores. 13 students (43,33%) got 60 and 7 students (23,33%) got 70 for their listening scores. The mean score gained by the students was 56,77 with the highest score of 70 and the lowest one of 30.

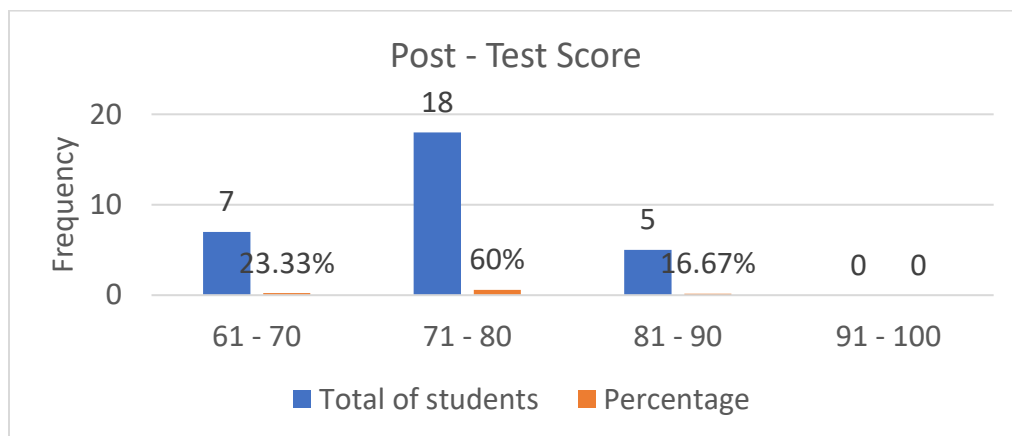


Figure 2. Student's pre – test score clasification

It can be seen from the diagram above that 7 students (23,33%) got 70 for their listening scores, 18 students (60%) got 80 for their listening scores, and 5 students (16,7%) got 90 for their listening scores. The mean score gained by the students was 79,33 with the highest score of 90 and the lowest one of 70.

The MD is 22.56, resulted from the students' post-test scores minus with (df) = N-1; it was found: 30-1= 29. T-critical with a significant level of 0.05, and df 29 is 2.045, meaning that the t-ratio was higher than the t-critical ($9.24 > 2.045$). The application of video in teaching listening class improved the students' listening skill. The effect size was 1.79, categorized 'strong'.

Discussion

As shown above, in applying the video to improve the listening ability method in the class, the data collected through the test and explained in the previous finding section shows that the students' listening ability significantly improves based on the computation of effect size which is 1.79, categorized 'strong'. The present researcher found that the Video technique significantly increased the student's achievement in understanding the narrative text in the form of videos. The students showed enthusiasm during the teaching and learning process. The students were very enthusiastic about applying the video technique that organizes essential information and main ideas based on the questions that have been provided. It is proven that the students' score of listening taught by using video is increased. It means that the use of video in teaching listening is effective. Another reason based on the student's responses is that most students find that watch videos enjoyable. This reason leads to better attention in learning and stimulates them to participate in listening activities.

Hruby (2010) claims that video is a perfect teaching media to help students to understand the language, even if they do not know what the words mean, by providing visual aspects of the communicate. In addition, video is also effective to improve students' listening abilities as reported by Shafwati (2021). The above claim is also supported by the answers to raise by the students. Most students stated that video was advantageous as an alternative teaching medium for listening practice. The researcher was found that the students made significant progress in understanding the video. The students organized detailed information that contained who, what, where, when, and why questions. In addition, the researcher also found that the students improved their ability to determine the content of a text. They showed their understanding of finding the topic of a given narrative text. In conclusion, via video, the students understood a narrative text better when discussing it with the teacher because they had guidance in the process.

CONCLUSION AND SUGGESTION

Conclusion

Video may become a teaching medium that can effectively improves students' listening ability in terms of content. It is evidenced by the statistical evidence, that is, significant improvement and strong effect size. The use of videos makes listening and learning activities more fun and exciting. It is because videos help students to get the

message not only from the spoken or written text, but also from the images, gestures, or illustration presented in the video. In addition, the teaching through a video is enjoyable. The students participate the class actively; they do not feel bored in class.

Suggestion

In line with the use of video to enhance listening ability English teachers must be innovative and creative to develop their English, materials based on students' needs so that learning is not too monotonous. Other than that, English teachers as facilitators in learning activities must provide appropriate and exciting materials and resources for students such as PowerPoint and video media. Besides, the teacher should try to put the video in the listening class, so the students are enthusiastic to enjoy the class. The researcher also hopes that in the next stage, the other researcher necessary to examine the effect of variables other than video to improve listening mastery.

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