

## JURNAL

# TEACHING LISTENING USING VIDEO TECHNIQUE ON THE TENTH GRADE'S STUDENTS AT SMAN 7 KEDIRI



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### ABSTRAK

Listening is one of skills that should be mastered before reading and writing. Listening is quite difficult than others skill. In fact, many students got problem in listening and made them to be passive in class. Besides, many teachers got less attention in teaching listening and only used traditional way in teaching listening. That is why many students get bored and unmotivated in learning listening. The use of video technique can help the students in teaching listening process. The aim of this research is to find out the effect of teaching listening comprehension before and after being taught by using Video. This research used quantitative pre experimental research. The population of the study was tenth grade students of SMAN 7 Kediri. The sample was the X-11 class consisted of 32 students (10 male and 22 female). The result was analyzed by using SPSS v.21, the mean of post-test (83,43) was higher than the mean of pre-test (60,03). It means that students' listening comprehension after being taught using video technique was increased. In addition, the result reports that t-score (12,877) was higher than t-table (2,453). In conclusion, there was a significant effect of teaching listening comprehension using Video technique. The teacher can apply Video technique because it makes the students easy to comprehend listening activity and for the students, they have to participate actively during the teaching-learning process.

**KEYWORDS :** Listening skill, Video, Autoplay

### I. INTRODUCTION

Listening is an important thing that should be taught and has the big influence in daily life. As we know that

the first step people start thinking, conversation and doing something is from listening. J.Wallace (1998) state that "listening is a fundamental language

skill that typically develops faster than speaking and what often influences the development of reading and writing ability in the language". It means that listening is the fundamental skill that has the big influence for other skills. In Listening, listeners forced to understand what the people said to give an appropriate response. So indirectly, they authorize the new vocab and right vocabulary in catching the meaning from what they listened.

In listening class, most of the listening activities are focused on listening comprehension. Brown (2001: 69) said "Listening comprehension is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting<sup>1</sup> nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms". It means that in listening comprehension, listeners must discriminate among sounds, understands words and grammar, interpret intonation, and retain information gathered long enough to interpret it in the context or setting in which the exchange takes place.

It is a long and complex process in which human use a variety of strategies or techniques to use this input and react towards it.

Although listening is important process for communication, in fact, not all of the people can catch the native speakers' accents because of their lack of exposure. It also happens for almost the students in Indonesia. The problem faced when teaching listening procces not only come from the students but also from the teacher. First problem come from the time allocation that make the teacher can't give maximal knowledge about the listening task. It also supported when some problem happen to the speaker. Then, the lacks of students' background knowledge also influence their ability in listening. The last is the used of monotone media make the students easy feel bored and lazy doing listening activities.

As an effort to make students' listening comprehension get better, the researcher propose to use Video technique Video is kind of media that have element of sound image element. According to Johnston (1999), the setting, action, emotions, gestures, etc, that students can observe in a video; provide an important visual stimulus for language production and practice. It also supported by also supported by Fazey (1999); Johnston (1999) Video combines visual and audio

stimuli, is accessible to those who have not yet learned to read and write well, and provides context for learning. For English language learners, video has the added benefit of providing real language and cultural information (Bello, 1999; Stempleski, 1992). Video can be controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or for self-study. It allows learners to see facial expressions and body language at the same time as they hear the stress, intonation, and rhythm of the language (Bello, 1999). In this case, the video used made by autoplay studio 8. It is a kind of application that can make all of the teaching material in one part called by video. It is used to make the teacher's easier in teaching listening, means that they don't need to search file then play pause and try to find another file and doing the same thing. By using video made by autoplay, teacher can use the time effectively.

Video technique gave significant effect on students' listening comprehension. Based on Sarani, Zare, and Arani in their research of *The Effect of Video-Based Task in Listening Comprehension*, they state that Video has the big effect in improving students' listening both of in motivation or the listening comprehension. The research findings of the action research imply that

video technique can improve students' listening comprehension. Furthermore, the classroom situation also improved fabulously. It is also found that students easy catch the goal of the material of listening activity.

Related to the reason above, the researcher need to conduct a research entitled "Teaching listening using video technique on The Tenth Grade's Students at SMAN 7 Kediri". In this research, the researcher focused on teaching listening comprehension using video technique to the tenth grade students SMAN 7 Kediri. The researcher limited the problem only in how to authorize vocabulary and implied meaning in listening comprehension. The reason the writer choose senior high school students because they have more capability and experiences in comprehend listening skill.

This research was conducted to know the effect of teaching listening<sup>3</sup> comprehension before and after being taught using video technique, the ways how can video technique influence listening comprehension and what the advantage also disadvantage of the use of video it self.

## II. RESEARCH METHOD

The research design applied in this research is quantitative research. Then, the researcher used pre experimental research

to analysing how is the students' listening comprehension before and after being taught using video technique and to know the effect of video technique on students' listening comprehension.

The instrument used to collect the data in this research is test which consists of pre-test, treatment, and post-test. The pre-test and post-test were in the same form of match of the picture that consists of 6 questions, 6 questions of multiple choice, and 8 questions in a gap fills. All the form of the test representative of some indicators micro skills of listening comprehension which adopted from Willis (1981: 134). The researcher hopes the same kind of test can draw the difference of students' listening comprehension before and after being taught using video technique and answer the question number one, two and three of formulation of the problem. The score of students' listening comprehension before and after being taught using video technique analyzed using Paired sample t-test in SPSS version 21 to see the effect of using video technique on students' listening comprehension with a significant level = 5%.

This research was held in SMAN 7 Kediri which is located on Jl. Penanggungan no. 4 Kediri. The researcher decided tenth grade students of SMAN 7 Kediri as populations. Thus, the

researcher chooses tenth grade students of X-11 as the sample of this research that consists of 32 students, which is divided into 10 male and 22 female.

### III. FINDING AND DISCUSSION

The finding of the questions study were asking about how the listening comprehension before being taught using video technique, how the students' listening comprehension after being taught using video technique and whether there is significant effect or not video technique on students' listening comprehension.

First, pre-test was held at the first meeting of the research. It was done on May 8<sup>th</sup> 2017. The total scores of students' listening comprehension before being taught using video technique of X-11 were 2145. The total sample was 32 students. There were 8 students got score 51 – 60 with categories less, 13 students got score 61 - 70 with categories enough and 11 students got score 71-80 with categories good.

The second step to know the result is treatment. Treatment was given to the students after the researcher had conducted pre-test. It was done on May 8<sup>th</sup> 2017 and May 10<sup>th</sup> 2017. There were all 32 students in this meeting. In this activity the researcher would introduce the topic and video technique to the students briefly. First, the researcher greeted the

students, introduced himself and the purpose of conducted research, then the researcher introduced and explained what video technique is. To start the lesson, the teacher gave brainstorming by showing the video then asks the students to predict about the topic. Then, she played the video then pause in the difficult vocabulary. She asked the students what the vocab was. First, only few students raise their hand and asked the question. Teacher played this technique continuously until the students understand the difficult vocab well. After these treatment, she gave the students a worksheet then play the video and asked the students to fill the blank with appropriate vocab based on video. In second meeting, the goal of the researcher is how to improve the ability of the students in catching the implied meaning. First, she explained about the definition of implied meaning then tried to explain in detail by using the video. Same with the previous meeting, teacher used play and pause technique in this treatment. Students was showed a video and they asked to find out what the topic and the conclusion of these video. First process, only few students can answer the question, but they increased in the next time. Teacher did it for many times, so she needed more than one video to drill the students.

At last, post-test was held after treatments given to students. The total scores of post-test was 2670. There were 5 students got score 61 – 70 with categories enough, 6 students got score 71 – 80 with categories good, 19 students got score 81 – 90 with categories very good and 2 students got score 91 – 100 with categories excellent.

To analyze the data result, there are data outputs from calculated using SPSS: Paired Sample Statistic, Paired Samples Correlations, Paired Samples Test.

**Table 1**  
**The mean score of Pre-test and Post-test**  
**Paired Samples Statistic**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 PRETEST	67,03	32	8,786	1,553
POSTTEST	83,44	32	8,076	1,428

From the Paired Samples Statistics table above, it showed the mean score of pre-test was 67,03 with standard deviation 8,786 and the mean score of post-test was 83,44 with standard deviation was 8,076 . The number of participants in each test (N) is 32.

**Table 2**  
**The correlation score of Pre-test and Post-test**  
**Paired Samples Correlation**

	N	Correlation	Sig.
Pair 1 PRETEST & POSTTEST	32	0,637	,000



From Paired Samples Correlations table above, the output showed the data before and after being taught using video technique were 0,637 with significance value (sig.) 0,000. It means there is any correlation between students. Listening comprehension before and after being taught using video technique

**Table 3**  
**The T-score of Pre-test and Post-test**  
**Paired Samples Test**

		Paired Differences					T	d f	Si g. (2- tail ed)
		M ea n	Std . De via tio n	Std . Err or Me an	95% Confidence Interval of the Difference				
					Low er	Upper			
Pair 1	PRET	-	7,2	1,2	-	-	12,	3	,00
	EST –	16,	10	75	19,0	13,80	87	1	0
	POST	04			06	7	1		
	TEST	6							

From Paired Samples Test table above, it showed t-test is 12,871 and the t-table with degree of freedom 31 is 2,453 at the level of significance of 5%. It means t-test was higher than t-table ( $12,871 > 2,453$  and Sig. (2-tailed) is 0,000 was lower than 0.05.

Based on the data that has been analyzes by using SPSS version 2.1. The first finding shown the result of students' listening comprehension after being taught

using video technique was increased. It is proven by the mean of post-test (83,44) is higher than the mean of pre-test (67,03). From the data analysis above it can also be concluded that there is any significant correlation between listening and students' listening comprehension.

The first finding, shown the result of students' listening comprehension increased after being taught using video technique. It is proven by the mean of post-test (83,44) is higher than the mean of pre-test (67,03). From the data analysis above it can also be concluded that there is any significant correlation between video technique and students' listening comprehension.

The second finding, shown there was very significant effect of using video technique on students' listening comprehension to be used in teaching listeing. It is proven by the result of t-score (12,871) is higher than t-table in the level of significance 5% (2,453) and value t-test is lower than level of significance of 5% ( $0,000 < 0,05$ ). This result is in line with the previous research conducted by Sarani, Zare, and Arani (2014) the result shown that video technique help teach listening comprehension in two primary ways: First, they raise awareness of the use and the benefit of video in teaching listening process. Second, video technique oblige students observe the video and



make explicit decisions about what the speaker said based on what they hear and what they look based on speaker's, action, emotions, gestures, setting of the place, etc.

It can be concluded that the students' listening comprehension before being taught video technique was low. Then, students' listening comprehension after being taught using video technique was increased. From the data that have been analyzed by using SPSS version 2.1, the result of the t-test scores was (12,8<sup>7</sup>1) and the t-table was 2,453 (in significant 5%). In other words, the t-score was higher than t-table. It means  $H_a$  is accepted and  $H_o$  is rejected. Based from the result, the writer concluded that there was a significant effect of video technique on students' listening comprehension.

Based on the results above the researcher concluded that video technique was suitable for students' listening comprehension, because this technique can help the students got the better comprehend in listening activity. Most of the students can answered some questions which consists of some indicators of listening comprehension especially in authorize vocabulary and implied meaning.

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