

**THE EFFECT OF USING VIDEO ON STUDENTS' LISTENING
COMPREHENSION At ELEVENTH GRADE of SMKN 5 JEMBER IN
THE 2016/2017 ACADEMIC YEAR**

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ABSTRACT

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Listening is one of the basic skills which must be mastered in learning a language.. If they are not able to listen, then they will not have an ability to speak. If they are not able to speak, then they will not be able to read, those explanations show how skills in language are related and influenced each other. From this explanation, it can be concluded that listening is the very basic skill in learning a language

In this research, the research problem is “Is there any effect on listening achievement between the students who are taught by using video and the students who are not taught by using video?”. Based on the problems, the research objective is intended “To know the significance effect of teaching listening by using Video in students’ listening comprehension at SMKN 5 Jember in the 2016/2017 Academic Year?”.

The purpose of this study is to investigate whether there is or not significant effect of using video on the eleventh grade students’ listening comprehension at SMKN 5 Jember in the 2016/2017 academic year

This research was an experimental research. This research using technique cluster random sampling lottery and based on the result of lottery, the two classes are XI PHP 1 as the Experimental group consist of 36 students and XI PHP 2 as the control consists of 34 students. The design of the research is Quasi experimental Non equivalent Group Pretest-Posttest design.

To collect the data, It was used objective test in listening test. The Researcher use Mann-Whitney formula to analyze the data that collected by using SPSS. The value of Mann-Whitney formula significance is 0,005. it found that 0,005 is lower than the significance level of 0.05 which means that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted.

Considering the result above, it can be concluded that the use of video has significant effect on the eleventh grade students' listening comprehension at SMKN 5 Jember in the 2016/2017 academic year.

ABSTRAK

Puspitasari, Rr. Hanugrah, 2017, *Pengaruh Penggunaan Video Terhadap Pemahaman Mendengarkan Siswa di Kelas VIII SMKN 5 Jember Pada Tahun Akademik 2016/2017*. Tesis. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Jember.

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Kata kunci: Efek, Video, Pemahaman Mendengarkan

Mendengarkan adalah salah satu keterampilan dasar yang harus dikuasai dalam belajar bahasa .. Jika mereka tidak mampu mendengarkan, maka mereka tidak akan memiliki kemampuan untuk berbicara. Jika mereka tidak dapat berbicara, maka mereka tidak dapat membaca, penjelasan tersebut menunjukkan bagaimana keterampilan dalam bahasa saling terkait dan saling mempengaruhi. Dari penjelasan ini, dapat disimpulkan bahwa mendengarkan adalah keterampilan dasar dalam belajar bahasa

Dalam penelitian ini, masalah penelitian adalah "Adakah pengaruh terhadap prestasi mendengar antara siswa yang diajar dengan menggunakan video dan siswa yang tidak diajar dengan menggunakan video?". Berdasarkan permasalahan, tujuan penelitian dimaksudkan untuk mengetahui pengaruh signifikansi pengajaran mendengarkan dengan menggunakan Video dalam pemahaman mendengar siswa di SMKN 5 Jember pada Tahun Akademik 2016/2017? "

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada atau tidak adanya pengaruh yang signifikan dari penggunaan video pada pemahaman pendengaran siswa kelas XI di SMKN 5 Jember pada tahun akademik 2016/2017 Penelitian ini merupakan penelitian eksperimental. Penelitian ini menggunakan teknik cluster random sampling lotre dan berdasarkan hasil undian, kedua kelas tersebut adalah XI PHP 1 sebagai kelompok eksperimen yang terdiri dari 36 siswa dan XI PHP 2 karena kontrol terdiri dari 34 siswa. Rancangan penelitian ini adalah Quasi experimental Non equivalent Group Pretest-Posttest design.

Untuk mengumpulkan data, digunakan uji objektif dalam tes pendengaran. Peneliti menggunakan rumus Mann-Whitney untuk menganalisis data yang dikumpulkan dengan menggunakan SPSS. Nilai signifikansi Mann-Whitney adalah 0,005. Ditemukan bahwa 0,005 lebih rendah dari tingkat signifikansi 0,05 yang berarti bahwa hipotesis nol (Ho) ditolak sementara hipotesis alternatif (Ha) diterima.

Mengingat hasil di atas, maka dapat disimpulkan bahwa penggunaan video berpengaruh signifikan terhadap pemahaman pendengaran siswa kelas XI di SMKN 5 Jember pada tahun akademik 2016/2017.

INTRODUCTION

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Considering the importance of the language, our government has drawn up English as a foreign language that should be mastered by the students. In Indonesia, English teaching aims to master four basic skills of language, which include listening, speaking, reading, and writing skills.

According to Vandergift and Goh (2012:4) stated that

Listening is an important skill it enables language learners to receive and interact with language input and facilitates the emergence of other language skills. While language learners are often taught how to plan and draft a composition or deliver an oral presentation, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages.

In addition, listening is frequently used more than other language skills. According to Mendelsohn(1994) as quoted by Pearl Chang and Cyntia Lu(1999:169) states that adults spend 40-50% of communication time on listening, 25-30% on speaking, 11-16% on reading , and 9% on writing. It means that listening is the most prevalent activity and most people spend their time to get information from a speaker through listening skills.

In the language learning, basically the teacher still focuses on the old learning model. The students just listened the cassette and answer the teacher's questions correctly. It can make listening uninteresting material and get the minimum attention from the students.

Teachers can used media in the class of listening. The media that can be used is from visual materials, audio materials, and audio visual materials. Media are means of communicating with large number of people, television, radio and news paper. According to Field (2009) as quoted by Kamilah (2013) stated that students may have more capabilities to communicate well with others if they have a good listening skill. This research only focuses on teaching listening using audio visual media that is video, especially music video which is related to the topic.

According to Harmer as quoted by Kamilah (2013) audio visual media are believed more effective to be used for listening than the other types of teaching media. Through audio visual media, the students will use their two multi sensory,

sounds and sight at the same time when doing listening practice Moreover, audio visual media can attract students' focus and concentration more than audio or visual media only.

VIDEO

According to Zhang et al (2005) states that video is a rich and powerful medium being used in e-learning. It can present information in an attractive and consistent manner. However, the instructional video used in early studies was primarily either broadcasted through TV programs or stored on CD-ROMs. The linear nature of such video instructions produced inconsistent results. According to Oddone (2011:105) "video is today's medium and, as a matter of fact, people spend more time with audio-visual than with printed material". Watching videos involves two different senses, seeing and hearing at the same time, and promotes interest in the meaning of words. Today video is a common thing, video is a common technology which many people have already used. Video has made important contribution to foreign language learning. Gallacher (2003) says that video creates an attractive enjoyable learning environment. Using video in language learning will attract students' attention and make them enjoy learning English especially listening skill. The combination of sound and vision is dynamic, immediate, and accessible. Visual aid is very useful in teaching learning process because it can attract the students' attention. Good listening lesson depends on the listening task itself with related activities before, during and after viewing video. Here, the procedures of viewing video to young learner from Gallacher (2003), she divides three steps of viewing video:

1. Pre-Viewing

Any pre-viewing activity is associated with developing learners' comprehension strategies.

- a. Letting the students watch the video in blind viewing
- b. Asking the students to guess the topic

2. While Viewing

In this steps, the teacher played the video four times

- a. Viewing the video for the first time and answer the questions
- b. Viewing a video for the forth time to complete the task

3. Post-Viewing

In this step, the teacher leads the students to discuss their answer of the tasks. The teacher also asks some students to give responses or their opinion about the video given.

In this research, the researcher using music video, the videos taken from www.youtube.com. This website provides many music videos. It is appropriate for the eleventh grade students of senior high school students because the video

presents details on visual clues to meaning such as facial expressions, gestures, postures, and details of the environment.

RESEARCH METHODOLOGY

The research was conducted at SMKN 5 Jember. The research was conducted in November 29th 2016 – February 8th 2017. The participants of this research were the eleventh grade students of SMKN 5 Jember. The researcher used class XI PHP 1 and XI PHP 2 to be as the participants of the research. There were 70 students at all.

This study was conducted by the researcher is experimental research. This research try to investigate the effect of using video on students; listening comprehension at Eleventh grade of SMKN 5 Jember In The 2016/2017. Arikunto (2010:9) defines experimental research as the way to look for the relationship between cause and effect of two variable. Ary et al (2010:265) state that “An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s)”.

The instrument of this research was “*Listening Test*”. The researcher gave a pre-test before applying the treatment to measure increase of students’ Listening comprehension before being taught through Video. The test was Listening test in the form of multiple choice. The material was tested related to Curriculum 2013 or K13 which is suitable for their level. The researcher gave pre-test to know how far the competence of the students in listening skill before the treatment. Then, after giving pre-test, the researcher applies video method . Next, the teacher taught the students listen the video then do the assignment from the teacher. Finally, the researcher gave post test in the last meeting. The researcher gave the post-test by giving the listening test. The purpose of this test is to know how good the students’ response when they hear. The purpose of the research is to examine whether there is significant effect of students’ achievement in listening comprehension before and after being taught by using video on the eleventh grade students of SMKN 5 Jember in the academic year 2016/2017.

FINDINGS AND DISCUSSION

This research uses computer statistical analysis to analyze the data that collected by using SPSS program. The data of the research were presented into some part,

they are: the result of the pre-test and post-test of the students of experimental and control group. To know the result of the pre-test and post-test is as follow:

Table. 1 Descriptive statistic of Students' Pre-test and Post-test in Experimental and Control Group

Descriptive Statistics								
	N	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest_Eksperimen	36	40	80	2160	60.00	1.618	9.710	94.286
Pretest_Control	34	40	75	1945	57.21	1.596	9.309	86.653
Posttest_Eksperimen	36	80	95	3250	90.28	.995	5.969	35.635
Posttest_Control	34	30	95	2855	83.97	2.192	12.779	163.302
Valid N (listwise)	34							

From the table above, it can be seen that the mean score of pretest of the experimental and control group was 60.00 and 57.21. The minimum scores of the experimental and control group were the same, 40 and 40. The Maximum score of the experimental and control was 80 and 75. The mean score for the posttest of the experimental and control group was 90.28 and 83.97. The minimum scores of both groups were 80 and 30. And the maximum scores of the groups were the same 95.

In the research, the null hypothesis (Ho) is formulated in this research as there is no significance difference between students who are taught by using video and those who are taught by using video on listening comprehension at SMKN 5 Jember in the academic year 2016/2017.

The hypothesis above will be analyzed by using statistical formula. So, the hypothesis above must be formulated to become a null hypothesis as follows: There is no significant difference between students who are taught by using video and those who are taught by using video on students' listening comprehension of the eleventh grade at SMKN 5 Jember in the academic year 2016/2017.

Based on the result of testing homogeneity of variances, it is concluded that the null hypothesis is accepted.

Table 2. The result of homogeneity of variance test of Pre-test and Post-test in the Experimental Group and Control Group

Test of Homogeneity of Variances

Nilai_Pretest

Levene Statistic	df1	df2	Sig.
.000	1	68	.999

Table 2 shows that the significance pre-test of experimental and control group is 0,999. Therefore, the *asympt.sig* more than ($>$) 0.05, the null hypothesis is accepted and the variance of the experimental and control group on pre-test is homogenous.

Test of Homogeneity of Variances

Posttest

Levene Statistic	df1	df2	Sig.
3.440	1	68	.068

For the posttest shows that the significance posttest of experimental and control group is 0,068. Therefore, the *asympt.sig* more than ($>$) 0.05, the null hypothesis is accepted and the variance of the experimental and control group on posttest is homogenous. The conclusion is the pretest and posttest of the test were homogeneous.

Table 3: Result of the Mann-Whitney test of the Experimental and Control Group in the Post-test

Test Statistics^a

	Posttest
Mann-Whitney U	383.000
Wilcoxon W	978.000
Z	-2.794
Asymp. Sig. (2-tailed)	.005

a. Grouping Variable: kelas

As regard to Table 3, the significance is 0,005. it found that 0,005 is lower than the significance level of 0.05 which means that the null hypothesis (Ho) is rejected while the alternative hypothesis (Ha) is accepted. It can be concluded that the students' listening comprehension of the students both in the control and experimental groups in the post-test have a significant difference. Furthermore, the experimental group which given a treatment, that is Video have a better achievement of mean score than the control group. The mean score of experimental group is 90,28 while the mean score of control group is 83,97. In this analysis, the Mann-Whitney formula is applied to measure the level of the difference and significance. This formula used because the distribution of the data is not normal, therefore it is called non-parametric.

Therefore, the answer of the problem of the research is, there is significant difference between students who are taught by using video and those who are not taught by using video on students; listening comprehension of the eleventh grade students at SMKN 5 Jember in the academic year 2016/2017.

The purpose of the research was to find whether or not the use of video has significant difference students' listening comprehension between students who are taught by using video and those are not taught by using video of the eleventh grade students at SMKN 5 Jember in the 2016/2017 academic year. The teacher tried to introduce Video Method to the students.

The researcher applied the pre-test and post-test to get the data about video method. The total number of test items was consisted 20 question the test items should be finished by students in 60 minutes. The result of analysis showed that the students who were given treatment by using video got better score in their listening test, than the students who did not get treatment by using video. In experimental group the test analysis showed that the listening score from pre-test to post-test was improved. Based on the calculation, it can be known that it value of *Mann-Whitney* is 0,005 . it showed the probability value of the students' listening comprehension is lower than 0,05 level significance. So the null hypothesis (Ho) is rejected and hypothesis alternative (Ha) accepted. It means that, there is a significance different between students who are taught by using video and those who are not taught by using video on the students listening comprehension of the eleventh grade students at SMKN 5 Jember in the academic year 2016/2017. It also could be seen in the treatment process, the students more interested when the researcher applied the method.

The researcher knows that using video is one of alternative that can use in teaching and learning process, especially in students' listening comprehension. The students are more interesting, enjoyable in teaching and learning process.

By reviewing the background of the research that students get difficulties to understand what the speakers said and they think if listening is boring activity. The research results of the Gallacher (2003) says that video creates an attractive enjoyable learning environment. Using video in language learning will attract students' attention and make them enjoy learning English especially listening skill. According to research by Herron, Hanley and Cole as quoted by Canning-Wilson (2000) indicates that the visual support in the form of descriptive pictures significantly improved comprehension scores with language videos for English speaking students learning French. The result of some research revealed that the

use of video in teaching English to EFL students is more effective than the use of audio.

CONCLUSION AND SUGGESTION

Based on the result of the data analysis and the discussion, it can be concluded that there is significant difference between students who are taught by using video and those who are not taught by using video on students' listening comprehension. It means that by using video can improve students listening comprehension.

From the discussion above the researcher want to give suggestion to english teacher, to the students and to the other researchers.

1. The English Teacher

The English teacher are suggested to use more kinds of teaching media.to increase students' listening comprehension. It make students interested in material and didn't feel bored in the teaching learning process.

2. The Students

For the students' hopes to improve their English , it means not just I basic skill of English skill. They must be increasing all of the English skills tht they are not having a good ability in listening comprehension only.

3. The Other Researcher

Other researcher are suggested to use the research result as information or reference conduct a further reseach with the same or different design with the same topic at other schools and different subject. Get significant result it will be better to do the treatment more than one time.