



## TEACHING LISTENING BY USING VIDEO MEDIA TO THE EIGHTH GRADE STUDENTS OF SMP N 3 LAHAT

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### ABSTRACT

The objective of this study is to find out the effectiveness of teaching listening by using video media to improve students' listening skills. The writer used pre-experimental design with one group pre-test and post-test design. The data of this study collected by means of written test. The sample of this study is 32 students. The results of this study showed it was effective to teaching listening by using video media. The writer found that the students' average scores in the pre-test was 59.5 and in the post-test was 76.7. The scores showed that the average scores in the post-test was higher than the students' average in the pre-test. The writer also found that the result of the matched t-test calculation between the students' scores in post-test and pre-test was 13.983. The scores were higher than the critical value of the t-table with 5% (0.05) significance level in one-tailed testing 1.695. It means that video media could improve the students' listening skills.

*Keywords: Teaching, Listening, Video, Media*

### 1. INTRODUCTION

Students need to acquire four essential skills: speaking, listening, writing, and reading. Listening is considered one of the challenging abilities when acquiring English. Mastering listening will provide assistance to learner especially students to capture the speaker's messages. In listening, there are three aspects that are related to each other, there are sender, message, and receive. Listening are vital for students to acquire knowledge of English vocabulary.

Listening could be a handle that requires hone with technology /sound

(Arono, 2014). Students who possess excellent listening skills could effectively engage in communication with others. Listening is the most important and essential requirement to pass because if students do not understand, they cannot acquire english efficiently if they are unable to listen, particularly when using listening as a communication tool in the classroom (Syaprizal, et al, 2021). Therefore, listening is a great thing important in a language because by listening the students will get a lot of input. Listening also plays a vital role in. creating a language of information. Rost, in Ahmadi (2016). Listening is all

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communication requires the ability to listen, without it, messages are ineffective. Hearing includes taking in visual signals as well as the speakers content. (Qomariyah, et al 2021).

Based on description above, listening is a skill that students must learn. In fact, not all students are able to understand listening. Based on the writer's experience during her school life, listening is material that is difficult to understand. The writer and the other friends have difficulty understanding the English vocabulary, did not comprehend the significanse of speakers using English and did not focused on listening for other reasons.

Based on discussion with one of the English teacher at SMP Negeri 3 Lahat, there are several problems, faced by the eighth grade students of SMP N 3 Lahat, the first is sstudents did not have high motivation in listening skills. Students found the speaker speaks too fast and also some new words they almost never use hear. Students claim to sound like it confusion, homonyms as well as words that have multiple meanings, those dialogue inference, and dialogue topics taught. The English teachers have provided the material well to students, but students still experience problems in listening.

Apart from that, teacher taught listening by provided audio, where audio is a media that conveys messages through sound. This media only uses the sense of hearing and is one-way, which could sometimes make students bored and unfocused. Since then, students'

listening skills has improved reduced, because the method of instruction in classroom faced several problems, students did not understood vocabulary, the speaker in the audio is too fast, low learning motivation and lack of focus. For low learning motivation, the teachers need better media to help students learn. Therefore, to see whether teaching listening is effective using better media learning such as audio visual, Audio-visual media is media that is visible and audible, this audio-visual media does look more interested. Examples of audio-visual media is video, film, slides and television. The writer choose video because video is an interesting and more focused medium for learning. Video is the pictures within the outline is anticipated mechanically the projector so image appear to be live. (Kasriyati, 2019).

From the result above, teaching listening using video media is a good alternative for improving students' listening skills. This is what made the writer interested in conducting research with the title "**Teaching Listening by Using Video Media to the Eighth Grade Students of SMP N 3 Lahat**".

**2. LITERATURE REVIEW****Concept of Teaching**

The act of imparting knowledge or skills to others is known as teaching. Instructed is seen as a craftsmanship. As craftsmanship, the teacher's imaginative capacities form important circumstances in classroom in order that understudies can learn (Rajagopalan, 2019). Arjulayana (2018), the process of

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comprehending and elucidating for a certain purpose is teaching, to advance children; knowledge and guide them toward becoming well-behaved adults.

Teaching can be conceptualized as a shape of issue tackling and choice made which has numerous properties in common with the work. This conceptualization has driven to a body of investigate which has examined the choice, made of teaching centering in specific on the data approximately students that is teaching utilize to create choices and the way they tailor instruction to person students needs (Calderhead cited by Rajagopalan 2019).

Good teaching is one of the most difficult challenges, and teaching is an interactive process not only between teachers and students, but also between students themselves. In teaching and learning activities, teachers are impartial guides to motivate students, who are not only listeners but also use language in oral and written communication. Teaching is the task of guiding and facilitated, empowering learners and created conditions for learning and understanding of how students learn determines the philosophy of education.

**Concept of Listening**

Listening may be a expertise that pupils must pass to advance in language (Nushi & Orouji, 2020). A few factors can affect the audience some of these might be out of their control, including foundation clamor (Sahlen, et al, 2020). The four languages abilities, listening is most important skill in teaching and learning the language since we started listening and speaking some time ago. In this way, doing enough listening practice will plan students to highlight the

foreign language more learning (Widodo & Gunawan, 2018, p. 35). Has a great capacity to listen to wishes, of course it has a very positive influence on social life and this will increase quality communication between communities (Maisarah, 2016). According to Manktelowand et al. in Maisarah (2016), the reason individuals listen is to learn, earn, get data and enjoy

In fact, most people listen two or three times more than we talk, four times more than we read, and five times more than we type (Widodo & Gunawan, 2018, p. 36). Schwartz in Yusnida et al. (2017, p. 2) argue that individuals will spend half their communication time listening so they get as much information as possible data that may be obtained from communications. Actually, the ability to listen is more widely used existing ones. Setup must be done in real-time from login listen no chance moment. The point here is just in case we don't listen Well; we will lose important data when communicating except the audience ask the speaker to repeat it once again (Yusnida et al. 2017).

Based on the definition above, one of the foremost imperative abilities that students ought to ace is listening. Since listening is fundamental for students to communicate with one another and helps within the advancement of the other English skills.

**Concept of Media**

Media, originating from Latin, denotes the plural form of "Medius"

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signifying 'middle' or intermediary. The term 'wassail' in Arabic is the plural of 'wasilah' and is synonymous with al-wast, which also means middle. The term middle signifies being in the middle of two sides, therefore it is referred to as an intermediary. (Wasilla) (Anggraeni 2015:22). According to (Fatria, 2017:136) Media included all forms of communication that could deliver messages and engage the mind, sparking students' interest, focus, and motivation to enhance the learning experience. So, from these opinions can be explained that the media is intermediary to communicate messages or information during the process communication between the giver of information and the recipient of the message.

According to (Djamarah, S. B and Zain, A. 2020:121) Learning media refer to any instruments that can serve as a platform for transmitting information in order to meet educational goals. (Ashar, 2011) said Learning media is a valuable resource that aids in the learning process within and beyond the classroom. It is considered a part of learning resources or physical tools that provide instructional content in a way that encourages student engagement and learning. In the meantime, as stated by (Fatria, 2017:140), learning media serves as a facilitative tool in the process of learning.

**Concept of Audio Visual**

According to Wati (2016: 44) Rachmattullah et al, (2018) audio media visuals are media that convey messages

or information done by displaying elements picture and sound simultaneously. In line with this opinion is Sanjaya's opinion (2015: 172) Audio visual media is a form of media that included both sound and visual elements that are visible. The next opinion says that audio visual media is a tool used in learning situations to share attitudes, knowledge and good ideas use writing or words pronounced (Trisnadewi et al, 2014:4) better understand what is being said by the teacher.

Audio visual media could be interpreted as a tool that can display images and makes a sound. Some examples that include this media are sound films, television and video (Prasetya, 2016:18). Audio visual media could also be interpreted as a type of media that includes both visual elements and sound elements that could be heard, such as sound slides, films, and video recordings. (Sundayana, 2015:14).

According to Wati (2016: 46) audio media visuals are divided into two types, namely: 1) Pure audio visual is a medium which could display sound elements and moving image, where it comes from one source. Example of audio visual purely sound films, videos, television. 2) Audio visual is not pure, it is a medium whose elements are images and the sound comes from a different source. Examples are slides or films.

**Concept of Video Media**

Videos are classified as audio visual media, Arsyad's opinion in Wiarto

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(2016:136) which states that: "Videos are internal images frame, where frame by frame projected through the projector lens mechanically so that it is visible on the screen living image." Video is a form of audio-visual media that could show a moved object along with natural or suitable sounds. Ability the video paints a vivid picture and the sound provides its own charm. Videos have the ability to deliver information, demonstrate procedures, clarify intricate ideas, and impart skills, summarize or prolongs time, and influences attitudes.

There are 2 types of videos for learning. First, an intentional video created or designed for learning. This video has the potential to act as a substitute for the teacher during lessons. This video engages students in an interactive way. This video can take over the teacher's role in education. Videos this kind of thing can be called a "learning video". The teacher could save time and energy by used learning videos to explain material to students instead of doing it orally. When decided to utilize learning materials, the teacher's role is simply to support students and may function more as a facilitator. Apart from being equipped with material, learning videos are also equipped with evaluation questions, keys answers, etc. according to the creativity of those who make them. Usually, one video contains one subject.

Secondly, videos created for purposes other than learning could still be utilized to explain something relevant to education. Utilizing this video can also stimulate students' creative abilities, provoke students' critical inquiries, and

enhance the significance of learning for students. This type of video content needs additional clarification and guidance from the instructor since it lacks interactive features. Hence, proficiency in teaching is essential for effective utilization of video media.

**Procedures of Teaching Listening by Using Video Media**

According to Wachid. A (2021) there are four steps to teaching and learning activities. The procedure of teaching listening using video media, consider the following:

- a. Step 1  
The teacher greeted the students and checked the attendance list. The teacher eexplained the lesson about listening and asked several questions related to students.
- b. Step 2  
After students understand the listening material, the teacher prepared a laptop, LCD projector and the teacher displayed video material and asked students to watch the video. After that, the teacher explained what students have to do in the video material such as give instructions for students to see, and hear.
- c. Step 3  
The teacher gave listening task and asks students to answer the questions based on video material and listening carefully. The teacher paused the video to help students answer the questions.
- d. Step 4  
After the students answered the questions, the teacher checked the

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students' answers and summarize what they have done. The teacher thanked and greeted the students.

**3. METHODOLOGY**

The research method used in this study was a pre-experimental design with a one-group pre-test and post-test design. This approach involved measuring students' listening skills through tests conducted before (pre-test) and after (post-test) the treatment, which was the implementation of video media in teaching listening. A written test was employed as the instrument to collect data. Using this method, the results from the pre-test and post-test were compared to evaluate the effectiveness of the teaching method applied. The collected data were analyzed using a t-test to determine the significance of the differences between the pre-test and post-test scores.

**4. RESULTS AND DISCUSSION****The Students' Score in the Pre-Test**

The sample was 32 students and this test was carried out before being given treatment in the task of 20 multiple choice questions with narrative text material about "Snow White". The data obtained have been calculated by the writer, to evaluate correct and incorrect answers. The pre-test results obtained an average value was 59.5. Three students scored 70, while one student scored 45, the highest and lowest scores, respectively.

**The Students' Score in The Post-Test**

In this study, students were given posttest after carried out treatment using video media. The objective of this test to find out students' comprehension in listening English from video "Snow White". After the writer gave the post test, the post-test results obtained an average value was 76.7. Three students achieved the top score of 85 while two students achieved the lowest score of 65.

**The Results of Matched T-Test**

In this study, the results of students' scores on the post-test and pre - test were compared using matched T-Test to determine whether it was effective or not teaching listening by using video media to the eighth-grade students of SMP N 3 Lahat. From the results of the post-test and pre -test. After getting the results from the pre-test and post-test, the writer analyzed the data using Matched T-Test, the formula as follow:

$$T = \frac{X_1 - X_2}{SD}$$

Before calculated the results of the Matched T-Test, the writer calculated the results of Standard Deviation using the formula below:

$$SD = \sqrt{\frac{10,400 - (1 / 32)(550)^2}{32 - 1}}$$

$$SD = \sqrt{\frac{10,400 - (1/32)(302,5)}{32 - 1}}$$

$$SD = \sqrt{\frac{10,400 - 9.453}{32 - 1}}$$

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$$SD = \sqrt{\frac{10.390}{31}}$$

$$SD = \sqrt{0,57}$$

$$SD = 0,7$$

SD (Standard error of difference between two means) was obtained by using the following formula:

$$\overline{SD} = \frac{SD}{\sqrt{N}}$$

$$\overline{SD} = \frac{0,7}{\sqrt{32}}$$

$$\overline{SD} = \frac{0,7}{\sqrt{32}}$$

$$\overline{SD} = \frac{0,7}{5,65}$$

$$\overline{SD} = 0.123$$

After, the writer used matched T-Test to find out value of "t" with the formula below:

$$t_{\text{obt}} = \frac{\bar{x}_1 - \bar{x}_2}{SD}$$

$$t_{\text{obt}} = \frac{76.7 - 59.5}{0.123}$$

$$t_{\text{obt}} = 13.983$$

The level of significant 5% (0.05)

$$t_{\text{tab}} = df (n-1)$$

$$t_{\text{tab}} = df (32-1)$$

$$t_{\text{tab}} = df (31)$$

$$t_{\text{tab}} = 1.695$$

Based on the data above, the results of matched t-test calculation were 13.983. It meant, teaching listening by used video media was effective to the

eighth-grade students of SMP N 3 Lahat since the matched t-test result exceeded the t-critical threshold. It was  $13.983 > 1.695$ .

## 5. CONCLUSION

Based on discussion and finding, the writer concluded that it was effective to teach listening by using video media to the eighth-grade students of SMP N 3 Lahat. Following analysed of test, the writer found that the students' average scores in the pre-test was 59,5 and in the post-test was 76.7. The scores showed that the average scores in the post-test was higher than the students' average in the pre-test.

The writer also found that the outcome of the students' matched t-test calculation between post-test and pre-test was 13.983. The score was higher than the critical value of the t-table with 5% (0.05) significance level in one-tailed testing 1.695. It means that video media could improve the students' listening skills.

The writer discovered that the null hypothesis (Ho) was not supported, leading to the acceptance of the alternative hypothesis (Ha).

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