



The Effect of Using Video on Students' Listening Comprehension Skill

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Article Info	Abstract
Article History Received: 2025-01-10 Revised: 2025-02-20 Published: 2025-03-12 Keywords: <i>Effect; Video; Listening Comprehension.</i>	This research aimed at examined if there is a significant effect of using video on SMAN 1 Inuman students' listening comprehension skill. This research used quantitative research was used pre-experimental design. One-Group Pretest-Posttest as a research design. In this design, one group was selected to measure level of progress before and after treatment. Researcher was applied a normality test to ensure the data was normally distributed and continued with the paired sample T-test. Based on the data analysis, there was a fairly large difference between students learning outcomes before and after using videos in listening comprehension learning. The mean value obtained by students' during the Pre-Test only reached 61.00 and the mean value post-Test score for students' after the treatment was 79.16. This shows that there was an increase in student learning outcomes. Based on the Paired Sample T-test where the sig (2-tailed) 0.000 was smaller than 0.05, meaning that Ha is accepted and H0 is rejected. It meant that there is a significant effect of video on SMAN 1 Inuman students'.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-01-10 Direvisi: 2024-02-20 Dipublikasi: 2025-03-12 Kata kunci: <i>Pengaruh; Vidio; Pemahaman Mendengarkan.</i>	Tujuan dari penelitian ini adalah untuk menguji apakah terdapat pengaruh yang signifikan penggunaan video terhadap keterampilan pemahaman mendengarkan siswa SMAN 1 Inuman. Penelitian ini menggunakan penelitian kuantitatif dengan desain pra-eksperimental. Peneliti menggunakan One-Group Pretest-Posttest sebagai desain penelitian. Dalam desain ini, satu kelompok dipilih untuk mengukur tingkat kemajuan sebelum dan sesudah pengobatan. Peneliti menggunakan uji normalitas untuk memastikan data berdistribusi normal dan dilanjutkan dengan uji T sampel berpasangan. Berdasarkan analisis data terdapat perbedaan yang cukup besar antara hasil belajar siswa sebelum dan sesudah menggunakan video dalam pembelajaran mendengarkan pemahaman. Nilai rata-rata yang diperoleh siswa pada saat Pre-Test hanya mencapai 61.00 dan nilai rata-rata nilai pasca-Tes siswa setelah diberikan perlakuan sebesar 79.16. Hal ini menunjukkan telah terjadi peningkatan hasil belajar siswa. Berdasarkan uji Paired Sample T-test dimana sig (2-tailed) 0.000 lebih kecil dari 0,05, berarti Ha diterima dan H0 ditolak. Artinya terdapat pengaruh yang signifikan dari video terhadap keterampilan pemahaman menyimak siswa SMAN 1 Inuman.t listening comprehensions' skill.

I. INTRODUCTION

The aim of learning a foreign language for the students is for communication using the language. In the Indonesian curriculum, English is one of the languages that must be taught at every level of education in Indonesia. Susanto et al. (2020) stated that English is a language that must be taught from elementary school to undergraduate level. This proves that English language skills are very important for students. Students need good listening comprehension skills to master the ability to communicate using English. Listening is an active process when someone responds and understands what someone has heard, where in the process of responding and understanding there are complex things such as the meaning of words, how words

are pronounced, how sentences are structured (Al-khayyat, 2015). Listening is indeed difficult, but it can be understood if students continue to practice.

Listening is an essential skill in communicating, but it is not easy to learn in foreign language. Babayigit (2019) listening is an active and complex process. That is, not only phrases, clauses, and sentences, but also intonation and body language of speakers. The function of learning media will be the thing that will influence student learning. The use of video will make learning more fun for students. According to Hardianti and Asri (2020), video media will simplify and clarify material delivery. Video media will stimulate students' knowledge,

train logical and analytical thinking be more creative and effective.

Listening comprehension is an important skill for students, but receives less attention when learning a second language, teachers tend to prioritize speaking, reading, and writing skills. Listening is also a form of our understanding of English. With good listening skills, we can respond correctly to what is meant or the meaning of a sentence. Gilakjani and Ahmadi (2011) define listening as something that involves thoughts, feelings, and intentions that are carried out actively in the form of training. Therefore, the process of learning listening comprehension must be done regularly. Because of the complexity of listening, as explained by Al-khayyat (2015), many problems are found in learning and teaching listening comprehensions. Students cannot fully listen to the spoken text because students are not used to listen English in daily life. In addition, students also often do not focus on learning and feel bored.

Related to the problem mentioned before, teachers are required to find appropriate instructional learning media to make learning more interesting and increase students' interest in learning and teaching process. One of them is applying video technology in the learning and teaching process. In the process of learning and teaching listening comprehension skills, videos will create a new atmosphere for students. This will certainly make students more interested and enjoy the process of learning a foreign language. Technology in teaching English will increase learner understanding while potentially making learning English more efficient (Van et al., 2021).

Based on the facts that researcher obtained, the teacher at SMAN 1 Inuman said that English language skills, especially listening in class X was still very low. This greatly influences the student learning process. Many students' had difficulty understanding and responding when teachers delivered material in English. The researcher is interested in this topic because listening is an essential skill in learning a language, especially English. This is an aspect of English as a second language because it is directly related to speaking ability. This is an aspect of English as a second language because it is directly related to speaking ability. According to Windamayanti et al. (2022) listening comprehension skill is a difficult for students because student lack of interest and to listen to native speakers. This is a challenge for teachers

to use effective ways to practice listening comprehension skill. So, in this research, the researcher will look at the effectiveness of using videos to student listening comprehension skill.

Difficult to understand and uninteresting process is what causes low student learning outcomes in English language learning. This shows that there are two main things that make it difficult for students to learn to listening, namely internal and external aspects. The internal aspect of students' English language skills still needs to be improved, while the external aspect of teachers needs to use learning media that are attractive to students (Sintadewi et al, 2020)

Using video media is certainly more interesting than audio. Videos in learning and teaching process will display sounds and images, this is will creates a better learning atmosphere and students can observe or imagine the context being discussed in the video (Rismawati, 2017). With good delivery and method will make students feel more interested in the listening subject. The use of videos in the listening learning process has four pedagogical values, namely authentic language, cross-cultural understanding, supporting visual images, and increasing student motivation in learning listening.

II. METHOD

This research used quantitative research with a pre-experimental design. According to Creswell (2008), pre-experimental research is the simplest research method. According to Arikunto (2010), the population is all subjects who have a relationship with the research; in this study, the population is class X1 students of SMAN 1 Inuman. The total population is 150 students. The sample is defined as part of the number and characteristics that are the same in representing the population or a number of individuals representing a larger group (Arikunto, 2010). In this research, the sampling technique use cluster random sampling. Sugiyono (2013), in the sample selection process, if the subject is less than 100, you should take all of them. If it exceeds that, the sample is taken between 10-25% or 20-25% or more. In this research, a sample of 20-25% was selected, with at least 30 samples from the entire population, where in this research, the sample was 30 students. Siyoto (2015) explains research instruments are used or function as tools to obtain research data. In this study, the instrument used was a test This research is conducted in two steps. The first

stage is the pre-test, in which the test is carried out before treatment. The second is the post-test, which is carried out after the treatment. There are 40 questions in each test in the form of multiple choice, true false question, fill in the blank. According to Brown and Wickrama (2010) as cited in Sari and Fithriyana (2019) Listening comprehension test is used to measure students' skill with indicators the students' skill in understanding or finding general information, the students' skill in identifying specific information, setting, identifying problem, the students' skill in analyzing the meaning of sound.

III. RESULT AND DISCUSSION

A. Result

Students learning outcomes before and after using video media in learning are divided into two data. In this test SPSS 22 was used and used the Shapiro-Wilk test. This is because the number respondents was <50. The outcomes are displayed in Table below.

Table 1. Result Normality Test

Variable	Shapiro Wilk	
	Sig.	Category
Pre-test	0.051	Normal
Pos-ttest	0.393	Normal

Based on the table, the Pre-Test significance value is 0.051 and the Post-Test significance value is 0.393. Then the two variables are distributed normal. So the next test is continued with hypothesis test. To test the hypothesis the researcher used the paired sample T-test.

The data were collected using tests in three question forms, namely multiple questions, true false questions, and fill in the blank. Pre-Test data is data on students' listening comprehension scores before treatment is carried out.

Table 2. Result of Paired Sample T Test

Pretest (Mean ± SD)	Posttest (Mean ± SD)	Sig.
61.00 ± 6.002	79.16 ± 4.69	0.000

Based on the table above, the Sig value is $0.000 < 0.005$. The effect of video media in the process of improving students' listening skills at SMAN 1 Inuman shows significant results.

Narrative Text was the Course of Material. To ensure the effect of using videos on students' listening comprehension skill. The researcher found the mean value of Pre-Test

was 61.00. Then proceed with the second stage, namely treatment Next, a Post-Test was carried out as the final stage of the research. This was done to measure different in students' learning outcomes after using video in the process students' listening comprehension skill.the mean value is 79.16. This shows that there are differences and improvements in student learning outcomes before using videos in the listening comprehension skills learning process.

B. Discussions

The findings of this research indicate that by using video media in the learning process, the delivery of material is clearer. This will certainly make the teaching and learning process more effective, learning is more effective. This is what attracts students' attention and makes it easier to understand the material. According to Melati (2024) Video as a digital media creates an interactive and effective learning atmosphere, this increases the competency aspect of learning English including listening.

Listening comprehension skill is the main ability that everyone must mastery in the process of learning a foreign language. Furthermore, as stated by Sutiyono et al. (2021) Listening comprehension skill is the ability to analyze and evaluate the meaning of what is listen. One of the main differences between video and audio media is that video presents visual elements that depict scenes or situations being described. These visuals can capture students' attention, help them stay more focused, and enhance their motivation in learning process, this result is also in line with Mayer (2008) that videos display emotions, expressions gesture, and images which make it easier for students to understand a meaning of word compared with audio only. Using video media also makes students more active in the learning process. Videos in learning can attract students' attention so they don't feel bored while studying. With visual displays, students can see colors, feel emotional stress and expressions. This is what can suppress students' boredom so they remain focused on learning.

Apart from that, the use of videos in learning listening process provides benefits for students' development of pronunciation. According to Purnaninggsih (2017) by using videos, students not only listen the pronunciation but a combination of audio and

vision. This help students not only imitate the pronunciation but also use expressions in learning pronunciation.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on data analysis the mean value obtained by students during the Pre-Test only reached 61.00 and the mean value post-Test score for students after the treatment was 79.16. This shows that there has been an increase in student learning outcomes. Based on the Paired Sample t Test where the sig (2-tailed) is smaller than 0.05. Based on the research results, the video has proven to improve students' listening comprehension skills at SMA 1 Inuman. It can be concluded that video has a significant effect on SMAN 1 Inuman students' listening comprehension skill.

B. Suggestion

Based on the research results, the video has proven to improve students listening comprehension skills at SMA 1 Inuman. Therefore, researcher recommends teacher, to use video media as alternative tools in learning English process, especially listening comprehension skills. However, the teacher as an instructor must prepare learning modul and method, for using videos that are appropriate to the student's grade level. With the right technique, of course the benefits of using video will be more effective. Then students' can practice their English skills, especially listening subjects. Using videos that display audio and visuals will make students' learn effectively. Other researchers should choose different samples and levels. Apart from that, they can maximize the use of videos not only for listening but also for other skills in learning foreign languages.

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