

INCREASING LISTENING ABILITY BY USING VIDEOS AT ELEVENTH GRADE OF SMA SWASTA DHARMA BHAKTI SIBORONGBORONG IN ACADEMIC YEAR 2021/2022

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Abstract

This study aims to increase listening ability by using videos at the Eleventh Grade of SMA SWASTA Dharma Bhakti Siborongborong in academic year 2021/2022. This study was conducted by using quasi eksperimental. The technique used for collecting data is listening test in the form of a written test. The total of the students were 33 students who has low in listening by using Purposive sampling technique based on Sugiyono (2017). They were divided into two groups: they are experimental group and control group, in which each groups consists of 16 students. Experimental method was applied in this research with one group pretest and post-test design. The results of the statistical analysis of t-test at the level significance 0.05 with the degree of freedom $(df) = (N1 + N2) - 2$ indicated that there was a significant difference between the mean score post-test Experimental group and post-test Control group. The mean score post-test of Experimental group was 80.58 and the mean score post-test of the control was 59.37, the mean score pre-test of experimental 60 and the mean score pre-test of the control was 44.37. Based on statistical calculations in analyzing the data, the researcher gave an interpretation of the post-test scores in the experimental group and the control group. From the calculation, the t-test is 7.91 and the t-table is 2.042. Because the value of the t-test is higher than the t-table ($7.91 > 2.042$) the application of video can increase the listening ability at the eleventh grade of SMA SWASTA Dharma Bhakti in academic year 2021/2022. Therefore, Nol hypothesis (H_0) in this study it was rejected and the alternative hypothesis (H_a) was accepted where there was an increasement listening ability by using videos.

Keyword: Listening, Listening Ability, Video

INTRODUCTION

Listening is one of the main skills in English language learning. Besides listening, there are reading, speaking, and writing skills. Message decoding, such as listening, encourages the active participation in the interaction between the speaker and the listener (Broughton, Brumfit, Flavell, Hill, & Pincas. 1980: p.65). In teaching listening, besides suitable materials, the teacher also needs media to teach the students. It will be nearly impossible if the teacher uses just his voice to accomplish the teaching learning process without media. Brinton in Celce-Murcia argues that media can do and improve language teaching, and any kind of media can help the teacher in their job, bring the outside world into the classroom and make the task in

language learning more Interesting (2001: p.459-460). In teaching listening, of course we use sound-based media to practice students listening ability. There are many technology-based media that can be used by the teacher to teach listening ability. One of the media is video. Now we can found this kind of media in almost everywhere. Since internet connection is also growing fast, we can just download the video from many sites. The most common sites are Youtube and BBC, for example.

According to researcher's experience during PPL at SMA SWASTA Dharma Bhakti Siborongborong many of these students had problems when learning to listen manually. Considering the explanations above, the researcher will do a research study about using

of videos in teaching listening in the classroom.

Based on this description, the researcher was interested in conducting research on the use of video during listening learning. The research title is “ **Increasing Listening Ability By Using Videos At Eleventh Grade Of SMA SWASTA DHARMA BHAKTI Siborongborong In Academic Year 2021/2022**”. By research through the media videos of this series, is expected that can help to increase students’ listening ability.

1. For Students

For the students it will help to increase students’ listening ability for the better.

2. For Researcher

For the other researchers, this research will be a reference to conduct further studies for them and the research result can accept to stimulate students in learning listening by using video.

3. For Teachers

For the English teachers, this research will give them an alternative solution through a way that can increase students’ listening ability.

4. For Readers

Will give information about increasing listening ability by using videos.

THEORETICAL FRAMEWORK

Increasing

According to Adi S (2003: 67), the increasing comes from the word level, which means layer or layers of something that then form an arrangement.

Listening

Listening is the most general activity in our daily life. It has a vital role in language acquisition process. Russel & Russell use the following formula to contrast or contrast reading and auding further:

Seeing is to Hearing

as

Observing is to Listening

as

Reading is to Audience

Thus, listening means hearing with full understanding and attention and appreciation (Russel & Russell, 1959; Anderson, 1972: 69) cited by Tarigan.

Kinds of Listening

Exstensive Listening

Extensive listening is a kind of listening activity about things that are more general and freer to an utterance, it does not need to be under the direct guidance of a teacher.

Intensive Listening

While extensive listening is directed at listening activities more freely and more generally and needs to be under the direct guidance of teachers, intensive listening is directed at an activity that is much more supervised, controlled for a certain thing.

Process of Listening

Listening is an activity which is a process. In the listening process there are also stages (Logan [et all], 1972 : 39; Loban [et all], 1969 : 243), including:

1. *Listening Stage*
2. *Understanding Stage*
3. *Interpreting Stage*
4. *Evaluating Stage*
5. *Response Stage*

The Purpose of Listening

According to Logan (1972: 42) and Shropee, (1979: 261) there are eight listening purposes, namely:

1. Listening to learn
2. Listening to enjoy
3. Listening to evaluate
4. Listening to appreciate
5. Listening to communicate ideas
6. Listening to distiguish sounds
7. Listenig to solve problems
8. Listening to make sure

Listening Ability

In the Big Indonesian Dictionary, ability comes from the word "able" which means power (can, able, do something, can, be, be rich, have excessive wealth).

The Importance of Listening Ability

Nunan (2003) added that listening is assuming greater and greater important in foreign language classroom. Its important is also lied on the fact that students consumed most of their time listening to teachers’ speech and explanation. This is signifying that

listening skill is a core component of second language proficiency (Richard, 2018).

Difficulties in Listening Ability

Difficulties in listening are caused by some internal factors and external ones. Internal factors come from inside the learner which include attentiveness, motivation, interest, and knowledge of the listening topic. The external factors is from the material of reading itself such as information presented in the recordings and also expression used by the native speakers both in the recording and real life (Watson & Smeltzer, 1991).

Video

According to Harmer(2007, P.214) video is a technology of modern electronically capturing, recording, processing, storing, transmitting, and reconstructing to make a visual context for what is being said through of body movement.

Kinds of Video

According to Harmer (2001:284), there are three basic types of videos which can readily be used in class:

- 1) Off-air programmes
- 2) Real-world videos
- 3) Language learning videos

Advantages and Disadvantages of Using Videos

a) Advantages of using video:
Robert Heinich, et al. (1996) suggested several advantages possessed by the video medium in communicating information and knowledge which include:

1. showing moving images;
2. demonstrate a process and procedure;
3. safe observation facilities;
4. means to learn certain knowledge and skills;
5. showing examples of attitudes and actions that can be learned;
6. encourage the emergence of appreciation or appreciation of art and culture; and
7. create a common experience and perception for viewers.

b) Disadvantages of using video

According to Heinich and colleagues (1990) these limitations include:

1. The speed of displaying information and knowledge constantly.
2. Sometimes it creates a different perception of the information and knowledge that is displayed.
3. The cost of producing video programs is very expensive.

Using Videos To Increase Listening Ability

Using video is closely related to the increasing of listening ability. Kim (2015) stated that using video to increase or improve listening skills and it's been researched in South Korean Elementary School. In line with Keihaniyan's opinion (2013) that video has a better effect on improving listening skills than listening manually.

Dwi Tugiwati (2014) conducted a study The Use Of Videos To Improve The Listening Skills for Junior High School. The results the research findings showed that the students' listening skills had improved.

The Example of Video

The writer focuses on one of the media that is favored by many people today, where this media is so easily accessible by everyone and is found like on a smartphone, namely downloading videos from the YouTube site.

Hypothesis

H_a. There is an increasement of students' listening ability taught using video and have higher listening abilities than the students taught without using video at the eleventh grade of SMA SWASTA Dharma Bhakti Siborongborong in academic year 2021/2022.

H_o. There is no an increasement of students' listening ability taught using video and do not have higher listening abilities than the students taught without using video at the eleventh grade of SMA SWASTA Dharma Bhakti Siborongborong in academic year 2021/2022.

RESEACRH METHODOLOGY

Research Design

In conducting this research the researcher used Experimental Design in order to know the increasing listening ability by using videos. Sugiyono (2007: 107) defines that experimental research is research that is used to find the effect of certain treatments on others under controlled conditions. The way to

find out is to compare one or more experimental groups that were given treatment with a comparison group that was not given treatment.

The researcher used a quasi-experimental design because in the researcher only took one class as the sample in which the students in that class were divided into two groups they were: experimental group and control group.

Subject of the research

There were 2 classes, namely class XI-IPA consist of 33 students and XI-IPS consist of 32 students. So the total of the population were 65 students.

This research uses Purposive Sampling Technique. Purposive sampling technique is the researcher can provide an assessment of who should participate in the study. The researcher can implicitly choose a subject that is considered representative of a population (Sugiyono, 2017). That class consist of 33 students, and they were divided into two groups: they were experimental group and control group, in which experimental group consists of 17 students and control group consist of 16 students. Thus, the total number of sample was 33 students.

DATA ANALYSIS

Data Analysis

Table 4.6 The Mean Score Students’ in Pre-Test and Post-Test of Experimental Group

No	Name	Pre-Test	Classification	Post Test	Classification
1.	Ade Irma S. Mendrofa	60	Fair	80	Good
2.	Afrizal Lumbantoruan	60	Fair	70	Good
3.	Andra Sofian Nababan	60	Fair	70	Good
4.	Ardiko Silaban	70	Good	80	Good
5.	Christy Natalia	60	Fair	90	Excellent
6.	Desy Siregar	70	Good	80	Good
7.	Fani Christina Telaumbanua	80	Good	90	Excellent

The Data

As the writer has been explained in the third chapter, the data were collected by using test, which test were prepared in collecting the data. The writer was chosen the quasi experiment research design. This research used written test. After the researcher gave the tests to the samples, the researcher got the data as follows;

The highest score of pre-test for experimental group was 80, while the lowest score was 40. The Highest score of post-test was 100, while the lowest score was 70.

The highest score of pre-test for Control Group was 70, while the lowest score was 30, the highest score of post-test was 80, while the lowest score was 50.

The data above shows that there is a difference between the score of the student's Pre-test and the score of the students' Post-test in experimental class. Because when the students did the Pre-test, the writer did not yet give the treatment to the students. And then, why the score of the student's Post-test was higher because the writer already gave the treatment to the students. While, in control class, there was no significant in increasing for the score because the writer didn't give the treatment to control class.

8.	Feryanto Manalu	50	Poor	80	Good
9.	Fransisco Markus Pasaribu	70	Good	90	Excellent
10.	Friska Delviana Silaban	70	Good	80	Good
11.	Gabe Saut M Togatorop	40	Fail	80	Good
12.	Greydia Anastasya Hutasoit	50	Poor	80	Good
13.	Indah Kresna Sihombing	40	Fail	70	Good
14.	Jetly B Simanungkalit	40	Fail	60	Fair
15.	Joel Afsaldy Tamba	70	Good	80	Good
16.	Josua Christian Silitonga	80	Good	100	Excellent
17.	Yonathan Silalahi	50	Poor	90	Excellent
		1020		1370	

The mean score of pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1020}{17}$$

$$\bar{X} = 60$$

The mean score of post-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{1370}{17}$$

$$\bar{X} = 80.58$$

Finding out the standard deviation of students score in the pre-test and post-test Experimental Group

a). The standard deviation of students pre-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{64000 - \frac{(1020)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{64000 - \frac{1040400}{17}}{16}}$$

$$SD = \frac{\sqrt{64000 - 61,200}}{16}$$

$$SD = \frac{\sqrt{2800}}{16}$$

$$SD = \sqrt{175}$$

$$SD = 13.2$$

b). The standard deviation of students post-test

$$SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

$$SD = \sqrt{\frac{111900 - \frac{(1370)^2}{17}}{17 - 1}}$$

$$SD = \sqrt{\frac{111900 - \frac{18769000}{17}}{16}}$$

$$SD = \frac{\sqrt{111900 - 110405,88}}{16}$$

$$SD = \frac{\sqrt{1494.12}}{16}$$

$$SD = \sqrt{93.38}$$

$$SD = 9.6$$

The standard Deviation of the pre-test was higher than the standard deviation of the post-test.

Finding out the difference of the mean score of gain (D) of Experimental group

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{350}{17}$$

$$\bar{D} = 20.58$$

Calculating the t-test Experimental Group

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{20.58}{\frac{\sqrt{9100 - \frac{(350)^2}{17}}}{17(17-1)}}$$

$$t = \frac{20.58}{\frac{\sqrt{9100 - \frac{122500}{17}}}{17(16)}}$$

$$t = \frac{20.58}{\frac{\sqrt{9100 - 7.206}}{272}}$$

$$t = \frac{20.58}{\frac{\sqrt{1894}}{272}}$$

$$t = \frac{20.58}{\frac{\sqrt{6.97}}{2.6}}$$

$$t \text{ test} = 7.91$$

Table 4.7 The Mean Score Students' in Pre-Test and Post-Test of Control Group

No	Name	Pre-Test	Classification	Post Test	Classification
1.	Maeka Sianipar	30	Fail	50	Poor
2.	Marsitta R. Pardede	70	Good	80	Good
3.	Martha Theresia Sihombing	40	Fail	50	Poor
4.	Marthin Siburian	40	Fail	50	Poor
5.	Nofita W Lumbantoruan	50	Poor	60	Fair
6.	Pasti Sianipar	30	Fail	50	Poor
7.	Rahmat Elivander Sianturi	40	Fail	60	Fair
8.	Rindu Marito Sihombing	40	Fail	50	Poor
9.	Romauli maibang	40	Fail	60	Fair
10.	Ruben Sinaga	50	Poor	70	Good
11.	Santa Maria Tambunan	40	Fail	70	Good
12.	Sari Ida Simaremare	50	Poor	60	Fair
13.	Siska Gina Tua Simanjuntak	70	Good	80	Good
14.	Susi Baringin	40	Fail	50	Poor
15.	Vranco B. sihombing	50	Poor	60	Fair
16.	Yosi Silaban	30	Fail	50	Poor
		710		950	

The mean score of pre-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{710}{16}$$

$$\bar{X} = 44.37$$

The mean score of post-test

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{950}{16}$$

$$\bar{X} = 59.37$$

Finding out the standard deviation of students score in the pre-test and post-test Control group

a). The standard deviation of students pre-test

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N - 1}$$

$$SD = \frac{\sqrt{33700 - \frac{(710)^2}{16}}}{16 - 1}$$

$$SD = \frac{\sqrt{33700 - \frac{504100}{16}}}{15}$$

$$SD = \frac{\sqrt{33700 - 31506.25}}{15}$$

$$SD = \frac{\sqrt{2197.75}}{15}$$

$$SD = \sqrt{146.51}$$

$$SD = 12.1$$

The standard deviation of students post-test

$$SD = \frac{\sqrt{58100 - \frac{(950)^2}{16}}}{16 - 1}$$

$$SD = \frac{\sqrt{58100 - \frac{902500}{16}}}{16 - 1}$$

$$SD = \frac{\sqrt{58100 - 56,406.25}}{15}$$

$$SD = \frac{\sqrt{169,375}}{15}$$

$$SD = \sqrt{112,91}$$

$$SD = 10.6$$

The Standard Deviation of the pre-test was higher than the Standard Deviation of the post-test.

Finding out the difference of the mean score of gain (D) Control group

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{240}{16}$$

$$\bar{D} = 15$$

Calculating the t-test of Control Group

$$t = \frac{\bar{D}}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

$$t = \frac{15}{\frac{\sqrt{4200 - \frac{(240)^2}{16}}}{16(16-1)}}$$

$$t = \frac{15}{\frac{\sqrt{4200 - \frac{57600}{16}}}{16(15)}}$$

$$t = \frac{15}{\frac{\sqrt{4200 - 3600}}{240}}$$

$$t = \frac{15}{\frac{\sqrt{600}}{240}}$$

$$t = \frac{15}{2.5}$$

$$t \text{ test} = 6$$

Hypothesis testing

The results of the statistical analysis of t-test at the level significance 0.05, indicated that there was a significant difference between the mean score of Post-test Experimental group and Post-test Control group. The mean score post-test of Experimental group was 80 and the mean score post-test of the control was 59.37. Based on the t-table, with the value of degree of freedom $(N_1 - N_2) - 2 = (17 + 16) - 2 = 31$ at t-critical 0.05, because 31 degrees of freedom (df) are not in the table, then the df were rounded to the nearest integer, which is obtained 2.042.

The results of the paired sample T-Test showed a significant number between the pre-test and post-test scores with a significance value (2-tailed) $p = 0.000, < 0.05$. If we compared the value of $t_0 = 7.91 > t_t = 2.042$ it means that the alternative Hypothesis (H_a) is accepted. Null hypothesis (H_0) in this study it was rejected and the alternative hypothesis (H_a) was accepted where there was a significant difference between the two tests or it means that there was an increase of students taught by using videos.

Conclusion and Suggestion

Conclusion

Based on the result of the data analysis, research findings, and discussion in the previous chapter, the researcher concluded that:

1. The students listening ability before given the treatment (video) was very low. We can see in the score of Pre-test in control group. The score was 44.37 and the posttest 59.37, which mean score under the standard. Meanwhile, the students listening ability was improved after applying videos. The score was increase before gave treatment (video) the score was 60 and the posttest was 80.58. So, difference of the mean score experimental group 20.58 and difference of the mean score control group 15.
2. After analyzing the data, it can be concluded that video could increase

students' listening ability, especially for students in eleventh grade of SMA Swasta Dharma Bhakti Siborongborong and to build the knowledge of the students about concept of using video in listening. It had been seen when the researcher gave them materials by watching the video in the class. Using videos made the students easy to find the material learning because they were not only listen but also see.

Suggestion

Regarding the result of the research, the researcher thinks that the students must be given video to increase their listening ability, this strategy makes them easier to comprehend the learning.

1. English Teachers

It is crucial and very important for the English teacher especially the English teachers in SMA SWASTA DHARMA BHAKTI SIBORONGBORONG to increase the students' listening ability. In addition, it is better for them to use video as media in the process of learning listening because the students not only listen the material, but also see it and make it easier for their brains to catch the listening lesson. Therefore, the students' listening ability could increase or improve. Moreover, the videos combined with other interesting activities could motivate students to increase their listening ability.

2. Other Researchers

The writer recommended to other researcher to continue and improve this action research in order to find out other better actions to increase the listening ability by using videos. However, they have to select the appropriate videos and activities which are suitable for the level of the students' proficiency.

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