



## ***THE EFFECT OF USING VIDEO FOR ENHANCING EFL STUDENTS' LISTENING SKILL***

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### ***Abstract***

*This research aims to know the influence of video for improving students' listening skill. This is an experimental study. The sample were 80 students from SMP Kristen Kalam Kudus Surakarta. Listening test was used as instrument to collect the research data. The result of t computation showed that t- observation ( $t_o$ ) is 4.99 while t-table ( $t_t$ ) is 1.98. It means that there is a significant difference in listening achievement between students who were taught using video and those who were not. It implies that video can be used to enhance students' listening skill.*

**Keywords:** EFL, listening skill, narrative, video

### **INTRODUCTION**

Education and learning methods and resources used to teach and learn English in junior high school are different from those used to teach and study the language in kindergarten and elementary school. There are other factors to take into account. The method of instruction is closely related to the psychology of the learners. When assigning materials, the teacher must take their psychological characteristics into account. They are neither young nor old. As a result, to educate children, appropriate therapies and media are needed.

The structure, vocabulary, and pronunciation of English texts in Junior High School are more sophisticated than those in kindergarten and primary school. In order to create an efficient teaching learning process, the instructor must understand the fundamentals of Junior High School.

Listening is a linguistic ability that plays a vital role in the teaching and learning process. It is a critical mental capacity that allows kids to comprehend and participate in their surroundings. Listening entails more than just hearing words. According to Maximilian and Ajeng (2023), hearing is the process through which spoken language is



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translated to meaning in the mind. According to Maximilian (2020), and Maximilian (2016), listening includes not just hearing but also understanding, paying close attention, interpreting and evaluating the uttered messages, and possibly responding on the basis of what has been heard.

Listening entails more than just hearing words. According to Underwood (1997), hearing is the process through which spoken language is translated to meaning in the mind. According to Sutiyono et al., (2023), listening includes not just hearing but also understanding, paying close attention, analyzing and evaluating spoken messages, and possibly responding on the basis of what has been heard. Although listening was formerly considered a passive skill, it is now considered an active process. Bowen and Morgan (1994) reject the concept of listening as a passive act, referring to it as a "listener-as-tape-recorder" explanation. They contended that such a viewpoint fails to account for listeners' perceptions of spoken text based on their own purpose for listening and their own collection of background knowledge. Listeners must integrate both linguistic skills (recognizing words, parsing speech into constituent parts, and processing the discourse in terms of cohesion, logic, and relevant underlying schemas) and non-linguistic skills (inferring the speaker's intentions and numerous social skills such as giving back-channeling signals and making repairs when misunderstandings occur) in this case. According to the above description, listening is described as an active process in which spoken language is turned into meaning in the mind. Listening is more than just hearing in this scenario. Listening requires listeners to integrate both verbal and nonlinguistic skills while also possibly responding to what they have heard.

Teaching English language skills, including listening skill, can be used using video (Kamelia, 2019). Video is also a teaching tool than can enhance students' listening experience. By listening to the auditory stimulus and paying attention to the visual stimulus (settings, actions, emotions, and gestures) students will be able to catch the whole message of spoken narrative text better (Ajeng and Maximilian, 2023). Furthermore, video can help the teachers to avoid general problems in the classroom, like boredom, weariness, and falling to understand the relevance of the information (Retno and Zainil, 2020). Thus, it is reasonable that listening of oral narrative text delivered through audio and visual supports is more motivating than listening delivered through audio support alone.

Based on the explanation above, teaching listening by using video is expected to give more effective result than teaching listening without video. The study is trying to find out the use of video in improving students' listening skill. To prove this, the writer conducts experimental research to measure the effectiveness of using video in teaching listening in comparison with teaching listening by using audio.

## RESEARCH METHOD

This study employs quasi-experimental research. The sample for this study were coming from 80 students of SMP Kristen Kalam Kudus Surakarta. According to Johnson (2000: 239), experimental research is a method in which the test is provided to two allocated groups of participants after one of the groups has received the experimental treatment condition. In this situation, a group of research participants is randomly assigned to one of two groups: the experimental group and the control group. Following that, the experimental group was taught utilizing video, while the control group was not. Then, the experimental and control groups were given post-test on listening to oral narrative text to determine whether there was a significant difference in listening achievement between students taught with video and students taught without video. A listening test was used in collecting data of this research.

## FINDINGS AND DISCUSSION

### Finding

The researcher acquired the needed results after carrying out the experiment. The data studied in this study are the scores of the two groups, experimental and control. The t-test formula is used to compare the scores of the experimental and control groups.

The post-test statistics show that the highest score is 7.00, the lowest is 3.50, and the mean is 5.48. (The data distribution is shown in table 1). The frequency of distribution of the control group's post-test results is obtained as follows.

**Table 1.** The frequency of distribution of post-test scores of the control group

<i>No.</i>	<i>Class of interval</i>	<i>Class Boundaries</i>	<i>Absolute Frequency</i>	<i>Percentage</i>
1	3.5 – 4.0	3.45-4.05	2	5 %
2	4.1 - 4.6	4.05-4.65	4	10 %
3	4.7 – 5.2	4.65-5.25	8	10 %

4	5.3 – 5.8	5.25-5.85	11	20 %
5	5.9– 6.4	5.85-6.45	10	40 %
6	6.5 – 7.0	6.45-7.05	4	10 %
7	7.1 – 7.6	7.05-7.65	1	5 %
<b>Total</b>			<b>40</b>	<b>100%</b>

The post-test statistics show that the greatest score is 7.50, the lowest score is 4.50, and the mean is 6.05. (The data distribution can be shown in table 2). The frequency distribution of the experimental group's post-test scores is obtained as follows.

**Table 2.** The frequency of distribution of post-test scores of the experimental group

<i>No.</i>	<i>Class of interval</i>	<i>Class Boundaries</i>	<i>Absolute Frequency</i>	<i>Percentage</i>
1	4.5 – 4.9	4.45-4.95	1	2.5 %
2	5 – 5.4	4.95-5.45	4	10 %
3	5.5 – 5.9	5.45-5.95	9	22.5 %
4	6 – 6.4	5.95-6.45	10	25 %
5	6.5 – 6.9	6.45-6.95	9	22.5 %
6	7 – 7.4	6.95-7.45	6	15 %
7	7.5 – 7.9	7.45-7.95	1	2.5 %
<b>Total</b>			<b>40</b>	<b>100%</b>

The result of t computation shows that t-observation ( $t_o$ ) is 4.99 while t-table ( $t_t$ ) for the degree of freedom of 78 and at the level of significance of 0.05 is 1.98. It can be seen that  $t_o$  (4.99) is higher than  $t_t$  (78,0.05) (1.98) or  $t_o > t_t$ , which means that alternative hypothesis ( $H_a$ ) is accepted. Thus, it can be concluded that there is a significant difference in listening achievement between students taught by using video and those taught without using video.

## Discussion

The t-test calculation demonstrates that  $t_o=4.99$  is greater than  $t_t$  (78,0.05) = 1.98. The null hypothesis ( $H_o$ ) is disproven. It means that there is a significant difference in listening achievement between students who were taught with video and those who were not. Furthermore, students who were taught through video performed better in listening than those who were not. The experimental group's mean score is 6.05, whereas the control group's mean score is 5.48. Their average difference is 0.57. It signifies that the experimental group's mean score is higher than the control group's mean score. In other words, pupils taught with video (the experimental group) outperform those taught without video (the control group) in listening.

As a result, visual information in video is essential in the teaching and learning process, particularly when teaching second-language listening. According to Rubin in Buck (2001: 46-47), visual accompaniment can benefit language learners, particularly less skilled learners, and is especially useful with more difficult texts. Furthermore, video, as a medium that combines audio and visual assistance, is ideal for students who are auditory or visual learners.

Furthermore, Buck (2001: 172) claims that video allows viewers to see who is speaking, the setting of places or events, and gestures. Visual information such as the setting of the scene, the speaker's actions, emotions, and gestures might assist learners understand the entire message of the oral narrative text in this example. Furthermore, visual information in video provides listeners with a focus for their attention as they listen. Students will be able to better understand spoken narrative material by listening to the aural stimuli and paying attention to the visual stimulus.

The preceding argument suggests that there is a considerable difference in listening achievement between students taught with video and those taught without video. In other words, teaching oral narrative text listening with video is more effective than teaching oral narrative text listening without video.

The use of teaching media, video, in teaching listening brings a significant difference in students' listening achievement. The result of the research shows that students taught by using video has a better achievement in listening than those taught without using video. The use of video as a teaching medium in teaching listening can facilitate students in listening. Visual information such as speaker's actions and emotions, gestures and context of the situation in which the speech event is taking place can help the listener to catch the whole message of the story. Visual information also provides listeners with focus for their attention as they are listening. In this case, by listening to the auditory stimulus and paying attention to the visual stimulus, students will be able to catch the meaning of spoken text better.

## **CONCLUSION**

After analyzing the data, the writer obtains the result of the analysis. The result of t computation shows that t-observation ( $t_o$ ) is 4.99 while t-table ( $t_t$ ) for the degree of freedom of 78 and at the level of significance of 0.05 is 1.98. It can be seen that  $t_o(4.99)$

is higher than  $t_{(78,0.05)}$  (1.98). Another result of the data analysis is that the mean score difference of post-test of both groups, the experimental group and the control group, shows that the mean of scores of the experimental group (class taught by using video) is higher than the mean of scores of the control group (class taught without using video). The mean of scores of the experimental group is 6.05, while the mean of scores of control group is 5.48. The mean difference between them is 0.57. In other words, the mean of scores of the experimental group is higher than the mean of scores of the control group. Thus, it proves that video is effective to be applied in teaching EFL listening skill.

The use of teaching media, notably video, in the classroom to teach listening improves students' listening achievement significantly. According to the study's findings, students who are taught via video outperform those who are not. The use of video as a listening instruction medium can assist students in listening. Students will be able to better grasp spoken language in this scenario by listening to the aural stimulus and paying attention to the visual signal.

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