

## USING VIDEO TO IMPROVING LISTENING COMPREHENSION OF FOURTH GRADE STUDENTS

Vina Anggia Nastitie Ariawan<sup>1</sup>, Endah Sulistyani<sup>2</sup>

<sup>1</sup> SD N Bantarmangu 01

<sup>2</sup> STKIP Majenang

<sup>1</sup> vivianatsir@gmail.com, <sup>2</sup> endahsulistyani28@ymail.com

### Abstract

This research aims to test the effect of video on the listening skill of fourth-grade students. The research used a quasi-experimental method with a non-equivalent control group design. Therefore, the populations were fourth-grade students of Ggugus Dewi Sartika Majenang and the sample of this research based on a purposive sampling technique. In addition, the research sample was selected by two schools with the same number and characteristics of students. Furthermore, the data collection technique used a listening skill test. Before carrying out the research, the researchers conducted a test of listening skills to be tested for validity and reliability. The results of the validity test showed if the question of the listening skill test in the valid category. The students did a listening skill test and the result was analyzed using inference statistics. The results of the research indicated that students who were treated with video had better listening skills than students who were not treated. Moreover, the researcher concludes that the video had an effect on the listening skill of fourth-grade students.

**Keywords:** listening skills, media, video.

### Abstrak

Penelitian ini bertujuan untuk menguji coba pengaruh video terhadap keterampilan menyimak siswa kelas IV. Penelitian ini menggunakan metode kuasi eksperimen dengan desain nonequivalent control group. Populasi penelitian ialah siswa kelas IV di Gugus Dewi Sartika Majenang sedangkan sampel penelitian dipilih berdasarkan teknik purposive sampling. Sampel penelitian terpilih dua sekolah yang memiliki jumlah dan karakteristik siswa yang hampir setara sebanyak 55. Selanjutnya, teknik pengumpulan data menggunakan tes keterampilan menyimak. Sebelum melaksanakan penelitian, peneliti melakukan uji coba soal tes keterampilan menyimak untuk dilakukan uji validitas dan reliabilitas. Hasil uji validitas menunjukkan soal tes keterampilan menyimak masuk dalam kriteria valid. Dengan demikian, peneliti melakukan tes keterampilan menyimak yang hasilnya dianalisis melalui uji statistic inferensi. Hasil penelitian menunjukkan bahwa siswa yang memperoleh perlakuan dengan media video memiliki nilai keterampilan menyimak lebih baik daripada siswa yang tidak memperoleh perlakuan. Oleh sebab itu, peneliti menyimpulkan bahwa media video berpengaruh terhadap keterampilan menyimak siswa kelas IV.

**Kata Kunci:** keterampilan menyimak, media, video

### INTRODUCTION

Listening skills is are a basic skill that must be possessed by someone to be able to develop other skills. Listening as a learning process is carried out in an integrated manner and gets the same attention as other language skills. Listening is one of the skills of the four aspects that must be possessed by students in Indonesian learning. Listening is distinguished from

hearing and listening. In this case, hearing is interpreted as capturing sound through the ear without intentional and without planning. Listening is an activity of capturing sounds with attention because there is an element of attraction. Even so, listeners have no desire to understand further.

The word listening has a deeper meaning than hearing. Now the word listening is not very well known in Indonesian because it often uses the word to hear. Listening means paying attention carefully to what people say or read. Listening is a series of activities carried out by students to obtain and understand messages, information, and a series of ideas contained in receptive material through teacher guidance, direction and motivation (Abidin, 2012). Listening skill is a process of listening to oral symbols with full understanding to obtain information through speech or spoken language (Tarigan 2008).

In fact, most of the listening learning delivered by teachers in primary schools is still often ignored. Keating (in Erna, 2011) explained the reasons for ignoring listening skill such as (1) listening is developed naturally, (2) teachers getting less training in listening lessons, (3) hidden listening behavior so that it was difficult to observe, and (4) school activities too dense so listening is not noticed. Apart from that, listening to learning still gets less attention and is often underestimated by students and teachers. Listening activities are still very difficult to apply to elementary school students because they have the power to see which is not good enough.

Furthermore, Mardianti (2015) suggested that the low listening skill of students was caused by several factors including a) the teacher had not used learning media that could attract students' attention due to lack of facilities and infrastructure that supported the learning process, b) students were less actively involved in learning activities, so that they still do not understand the material being studied, c) most students still have difficulty understanding the contents of the short story because students pay less attention to the teacher's explanation regarding the short story material presented, as a result, students have low listening skill.

As an effort to improve listening skills, the teacher can use learning media through technology. Mustadi (2010) explains that learning media is a tool to assist in adjusting learning objectives with learning products. Research by Wilis & Kirkwood (2014) states that technology can be used to encourage students to engage in learning activities and support student

development. According to Sudjana & Rivai (2013), the use of learning media is closely related to the stages of thinking because through learning media abstract things can be concrete and complex things can be simple. Learning media used in the form of audiovisuals will be more interesting to be seen and heard by students.

The results of the Kausar study (2013) revealed that as many as 91% of students at the Islamicabad International Islamic University, Pakistan chose to use audiovisual media to learn languages. Students express audiovisual media can help remember new vocabulary in English courses. Another study conducted by Mathew & Alidmat (2013) concluded that audiovisual as a teaching medium was able to stimulate thinking and improve the learning environment in the EFL (English as Foreign Language) class of English language students at Aljouf University, Saudi Arabia. The effectiveness of the use of audiovisual media provides lessons that are varied and not monotonous so students can develop and improve understanding of learning independently.

One example of audiovisual media is television. Television is a medium that is close to students and almost every time students listen to television shows. Nowadays, there is a lot of spectacles that are not in accordance with the development of students in general. Many television programs watched by students must be under parental guidance. The Chair of the Film Censorship Institute (LSF), Titie Said stated that the world of television is now threatened by elements of vulgarism, violence, and pornography (KR, 23/9-2003). These three elements are almost a routine presentation on a number of television stations and can be watched freely even by elementary school students. Even though the three elements should be prevented from being watched by students given the psychological conditions of those who have not been able to distinguish between positive and negative things from television shows. Therefore, it is necessary to watch education so that students do not get carried away in negative terms. In improving listening skills, researchers used Upin-Ipin videos in which there were educational shows for students. Through the use of the Upin-Ipin video, students are expected to be able to listen to the contents of the video and be able to re-express the contents of the story or moral message from the results of their reading of the Upin-Ipin video. Referring to the background that has been explained, the researcher conducted a quasi-experimental study with the aim of testing the effect of Upin-Ipin video on the listening skill of fourth-grade students.

**METHOD**

The researcher used quasi-experimental designs of nonequivalent control group designs. According to Syamsudin & Damaianti (2011), the form of a quasi-experimental design is the development of true experimental designs that are difficult to implement. The quasi-experimental design has a control group, but it cannot function fully to control external variables that affect the conduct of experiments. The quasi-experimental design was used because, in reality, it was difficult to get the control group used in the study. The research design in this study was made to facilitate researchers in conducting research, namely by sharing questions in the form of questions. The experimental method is related to finding a causal relationship, then the research will disseminate the test before the video is displayed and will be given a question again after the video Upin-Ipin is displayed.

**Table 1** Nonequivalent Control Group Designs

Group	Pretest	Treatment	Posttest
Experiment	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>3</sub>		O <sub>4</sub>

Information:

O: *pretest and posttest Listening Skills*

X: treatment of the experimental group

The experimental group was a group of students who received treatment to improve the listening skills of Grade IV Elementary School students. Meanwhile, the control group is a group of students who participate in expository learning through lectures reading Upin-Ipin Stories. Then, both groups were given the pretest and posttest using the test.

According to Sugiyono (2015) population is a generalization area consisting of subject objects that have certain qualities and characteristics set by researchers to be studied and then conclusions drawn. The population in this study were all fourth grades Elementary School Students in Dewi Sartika Cluster Majenang District. Meanwhile, sampling in the study used "purposive sampling". Purposive sampling is also known as sampling consideration is a sampling technique used by researchers if researchers have certain considerations in taking samples or determining samples for specific purposes (Riduwan, 2013). The sample taken was 55 fourth grade students with different genders.

The type of test instrument that the researcher used is a listening skill test. The listening skill test is a test used to measure student achievement after listening. Consequently, the data obtained can be believed to be validity then before the question is tested on the research sample, it is necessary to test the validity and reliability of the instrument against students outside the study sample. The instrument will first be tested to another group, then the results will be analyzed to determine the validity and reliability of the question. The way to test the validity of the item is by calculating the correlation coefficient from an evaluation tool that will know the validity. Data analysis techniques are ways that are used to answer the formulation of a problem or hypothesis. Analysis of research data using inference statistics. Inference statistics are statistics used to analyze sample data and the results are applied to a clear population or sample (Sugiyono, 2015). The researcher analyzed the data with the help of the SPSS 20.00 program.

## RESULTS AND DISCUSSION

### Results

This study was conducted to test the effect of Upin-Ipin video on listening skills. The research data used the N-gain value of the experimental class and the control class to measure the influence of video up on the listening skills of students. The researcher conducted a normality test as a test of the research prerequisites whose results are listed in the following table 2.

**Table 2.** Normality Test N-Gain

Class		Kolmogorof Smirnov <sup>a</sup>		
		Statistic	df	Sig.
Value	Experiment	,289	30	,000
	Control	,199	25	,012

Table 2 shows that the significance value of the experimental class is 0,000 while the significance value of the control class is 0.012. The results of the normality test indicate that the significance values of the two classes are smaller than 0.05 so the N-gain value of the experimental class and the control class are not normally distributed. Because the N-gain significance value is not normally distributed, the researcher continues to test the hypothesis by Mann Whitney test. The Mann Whitney test results are listed in the following table 3.

**Table 3.** Mann Whitney Test N-Gain

	Score
Mann-Whitney U	52,500
Wilcoxon W	377,500
Z	-5,544
Asymp. Sig. (2-tailed)	,000

Table 3 shows the N-Gain significance value of 0,000. The significance value is smaller than 0.5 so that  $H_0$  is rejected. Based on the results of hypothesis testing that has been done, the researcher concludes that there is an effect of Upin-Ipin video on the listening skills of fourth-grade students. In addition to using the Mann Whitney test, researchers also calculated the results of the average N-Gain in the experimental class. The average results of the experimental class N-Gain were 0, 8184. The average value was in high criteria so the researchers concluded that the Upin-Ipin video had a high influence on the listening skills of fourth-grade students.

## Discussion

Listening plays an important role in learning and everyday life. Listening skills develop since students enter preschool age. According to Cigerci & Gultekin (2017), listening is a language skill that uses almost 45% of other skills. Listening skills are language skills used before students learn reading and writing skills. Then, the acquisition of language in each individual begins with listening skills and listening skills become the basis for individuals to master other language skills. Learning listening skills needs to be designed attractively so that students are motivated to learn and take listening seriously. Especially when teaching listening skills to elementary school students (Kim, 2015). The teacher needs to present reconciliation materials that are in accordance with the characteristics of the students so that the power to see students develop better. The use of varied learning models or media can be implemented by teachers to improve students' listening skills.

Aspects observed in the story using video according to (Mardianti, 2015) as follows, 1) Figures and characterizations are the accuracies in appointing leaders and figures of characters related to the perpetrators who are told the journey of life in the story through various actions carried out through words and shown in action, 2) Background is the accuracy in describing

the background relating to the clarity of the event that occurred when the time of the story happened by the character and the setting of the event took place, 3) Flow is the accuracy in mentioning the storyline relating to the problem of events, characters, conflicts that occur, and finally reach climax, how the story is resolved, and everything that is moved, is told to become a series of integrated and interesting stories, 4) The theme is Accuracy in determining themes related to the main ideas or main meanings conveyed in story and the essence of the problem huh want to convey, 5) Message or mandate that is Accuracy in determining the mandate relating to something that is to be conveyed or suggestions relating to the teachings, is shown clearly through the attitudes and behavior of the characters of the story.

One way to develop listening skills is by utilizing technology. Teachers need to integrate technology in learning to be utilized in developing listening skills. In addition, the use of technology in learning can introduce digital literacy to students (Woottipong, 2014). Technological involvement in learning helps students in developing listening skills. In this study, researchers used Upin-Ipin media in listening skills to elementary school students.

There are three stages that must be done by the teacher in conducting this research. The first step is the preparation stage, the second step is the implementation step and the final step is the evaluation step. The preparation phase is an activity carried out to prepare everything that will be used in the form of video updates, LCD projectors, sound systems, question sheets, student answer sheets, and other skills. The teacher is also obliged to check the readiness of students by providing an overview or a little explanation of each video that will be aired. Daryanto (2015) states that the first step that must be done is to prepare students mentally so that they can play an active role so that participants can prepare themselves. Then make sure that the equipment that will be used to display the program can function skills.

The implementation phase is carried out by students by listening to the video being played. The teacher is allowed to give a little explanation when the video is playing. After the video is complete, the teacher asks several students to find out how deeply they listen to the video. The teacher gives a test to find out the value of listening from each student. At this stage, it is slightly different from Kurniawan (2015) that the second stage that he did was to ensure that students get a sheet of material while listening to the video in the next step. Next, the evaluation stage is that the teacher can explain the purpose of the video being played back so

that students' understanding can be in line with the contents of the video. This final step is a little different from the evaluation stage according to Daryanto (2015) that students must tell a summary of the story, ask questions about things that are considered difficult, give their opportunity to the mutual discussion. The contents of the video without having to be repeated by the teacher.

Through the use of video in listening activities, students are curious and interested in listening to each video. Every day they are always enthusiastic and eager to wait for more videos to be played next. Smaldino (2011) states that audio media in the form of recordings can be used to listen to stories, then students associate letter combinations with sound. This technique can improve listening and reading skills. Using video in listening activities can help students understand abstract things to be concrete. Video also gives a lasting impression and is long remembered by students. Besides that, Video also gives motivation to students to listen more in a story. Sadiman (2012) argues that with the use of video make an attract attention to students, influence attitudes and behavior and the content of the story is more striking, messages that are presented in a concise and lasting impression will be remembered. The use of video also presents listening material that is more fun by watching every event that happens. Listening activities like this can also increase eye foresight and sensitivity of the ears in listening to the sound coming out of the video. In addition, the diverse video makes students not easily bored in listening to every video played. The more videos played can make a deep listening ability for each student. By watching videos, Upin-Ipin can add to learning new languages, namely Malay.

Wahdatin (2015) argued that the advantages possessed by video on listening skill were a) able to concretize abstract material, b) the material presented was far more interesting and enjoyable, c) able to activate sensory devices such as eyes and ears, d) easy use and practical, e) can be rotated as needed, f) the display size and speed of the film is very flexible and can be adjusted according to the needs of the students. Video is useful especially in delivering a story.

The use of video is closely related to the development of listening skills. In line with Keihaniyan's opinion (2013) that video has a better effect on improving listening skills than listening manually. Videos involving graphics, audio, and animation in a video can affect the concentration and attention of students in listening to learning. Through the use of videos,

students not only practice listening skills but other language skills such as speaking and adding vocabulary to student vocabulary (Verdugo & Belmunto, 2007). The results of this study prove that video has an effect on students' listening skills. This is in line with Kim's (2015) research which used video to improve listening skills in learning English in South Korean elementary schools.

The results of this study are also reinforced by Rosiana's (2017) research on the effect of using Video on students' listening skills. There was a significant effect by looking at the results of the post-test experimental class greater than the control class  $85.3 > 77.7$  with a difference in an increase of 7, 6. Learning media in the form of videos is very helpful for teachers in learning. The choice of the video must also pay attention to the criteria that are good and in accordance with the psychology of student development. The selection of interesting media will also make students more eager to learn.

## CONCLUSION

Based on the results of the research described, the researchers concluded that there was an influence of Upin-Ipin video in improving students' listening skills. This is indicated by the significance of the two classes of 0,000, which is less than 0.05. Media Video Upin-Ipin is an alternative media that can be used for Indonesian language learning, one of which is listening to skill. This media requires students to be able to grow motivation to learn, especially in terms of listening. In addition, the video also attracts the attention of students by remembering that the contents of the video message are more striking and have a long-lasting memory.

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