

THE EFFECT OF USING FLASH VIDEOS ON THE EIGHTH GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT AT SMP NEGERI 6 JEMBER

Yuli Susanti¹³, Sudarsono¹⁴, Zakiyah Tasnim¹⁵

***Abstract.** This research was intended to know the significant effect of using flash videos on the eighth grade students' listening comprehension achievement at SMP Negeri 6 Jember. The research design was quasi experimental research with Pre-test and Post-test Design. The population of the research was the eighth grade students at SMPN 6 Jember, while the respondents were the students of class VIII B and VIII C that were chosen purposively through lottery. The data were collected by using listening tests, interview, and documentation. The data collected were analyzed by using t-test formula through SPSS. The result of the computation showed that the significant value of t-test was 0.043. It was lower than 0.05. So, it can be concluded that there was a significant effect of using flash videos on the eighth grade students' listening comprehension achievement at SMP Negeri 6 Jember.*

***Key Words :** Flash video, Listening Comprehension Achievement*

INTRODUCTION

English has been well known all over the world because of its function as international language. Many people in different countries can communicate each other by using English. So far, it has been used in some majors of study, such as: science, social, health, and many others.

In Indonesia, English is learned as a foreign language and has been taught as a compulsory subject in schools. In junior high schools, English is taught as an important subject because it is one of the four subjects of National Examination. Due to the fact above, the students of junior high schools are prepared to master English since the first year of their study. In mastering English, they have to recognize English before using it. As stated by Scovel (1998:12) that children want to talk about what surrounds them. In other words, someone' ability in mastering a language depends on what they have listened. So, listening skill must be mastered earlier before the other skills, such as: speaking, reading, and writing.

There are many methods in teaching listening, but the most important one is finding the appropriate strategies and media. Media are tools to help students learning

¹³ Mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember

¹⁴ Dosen Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember

¹⁵ Dosen Program Studi Pendidikan Bahasa Inggris FKIP Universitas Jember

some materials easier. In this case, audio visual media in the form of flash video was used. Flash videos were used in this research based on some consideration. First, it was interesting and easy to understand. In this video, there are some animations characters which can speak and move. Thus, it can attract the students focus. As stated by Lonergan (1995:16) that asking the learners to watch and listen to specific things or language items provides active viewing. The active viewing means that the students will focus in understanding the messages delivered by the characters in the video. In hand with him, McKinnon (2012) says that we can add a whole new dimension to aural practice in the classroom by using video. This video can be a good listening practice for the students to understand the messages given easily. The second, it is easy to control. There are some options in the video; such as “next”, “back”, and “read”; which can be controlled easily by the teacher. The third, it is easy find and download. Everybody can get this video by searching in the internet and download it directly.

In this research, flash video was used as media for the students of the eighth grade in understanding a recount text. It is stated in School Based Curriculum (KTSP) of the eighth grade students in listening part that the students must be able to understand and response a short simple monolog in the form of recount text. Based on the interview with the English teacher of SMP Negeri 6, the teacher never applied flash video as media in listening class.

This research was intended to know whether or not there was a significant effect of using flash videos on the eighth grade students’ listening comprehension achievement at SMP Negeri 6 Jember in the 2012/2013 academic year.

Listening and speaking cannot be separated each other. People can speak because they have listened the other speaking. Smith (2005:86) stated that children views of language is empowered by talking about what they have learned or listened. So, people will talk or speak something after they listen something. Not only imitating the words have been heard, but also analyzing the meaning and the use of the words in the context. When they have known the meaning and how to use the words in the context, it means that they have comprehended what they have listened. An ability to understand the meaning and the use of the words in the context is called listening comprehension.

Based on Richards (1995:50), listening comprehension is a process in which the listener is trying to get the message from the speaker. there are two kinds of listening process called Bottom-up and Top-down process. Bottom-up process refers to the incoming data as a source of information about the meaning of a message. While top-down process refers to the use of background knowledge in understanding the meaning of a message.

Wolvin and Coakley (1992:7) identify four different kinds of listening: comprehensive or informational listening (listen for the content of the message), critical or evaluative listening (people listen to judge the message), appreciative or aesthetic listening (listen for enjoyment), and therapeutic/empathetic listening (listen to support others but not judge them). On the other hand, Hennings (1997:155) divides the informational listening or comprehensive listening into two: listening for general information and listening for specific information.

In this research, listening comprehension means an ability to understand the general and specific information of a certain spoken text. When the students of the eighth grade can answer the questions related to the spoken text they have listened and interpret them in their own words, it means that they have comprehended the text. Furthermore, top-down process was used in the class.

The previous study conducted by Sopyanti (2010) showed that flash videos can be an effective tool in teaching listening because it can bring significant effect to the students' listening achievement. Thus, by using the similar media, flash video was expected to affect students' achivement, especially for the eighth grade students' listening comprehension achievement at SMP Negeri 6 Jember in the 2012/2013 academic year.

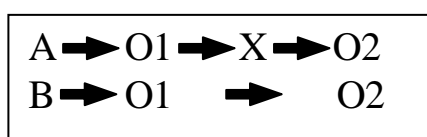
Based on the review of related literature above, the research hypothesis was formulated as follows: There was a significant effect of using flash videos on the eighth grade students' listening comprehension achievement at SMP Negeri 6 Jember in the 2012/2013 academic year.

RESEARCH METHODS

The research design of this research was quasi-experimental research with nonequivalent-group pretest-posttest design (Mc.Millan, 1992:55). In this research, the

subjects were tested in existing or intact group without random pre-selection process. Therefore, the researcher used the available classes. In this design, two classes were chosen as the experimental group and control group from the eighth available classes of the eighth grade at SMP Negeri 6 Jember in the 2012/2013 academic year. The two classes were chosen by lottery. The experimental class was given a treatment, that was, teaching listening by using flash video, while the control class was taught listening by using audio recorded material. The purpose of this research was to know whether or not there was a significant effect of using flash video on listening comprehension achievement.

The design of the research can be illustrated as follows.



Notes:

- A : Experimental Class or Group
- B : Control Class or Group
- X : Treatment
- O1 : Pre-test
- O2 : Post-Test

(Adapted from McMillan, 1992:176)

The followings were the procedures of the research design:

- a. Determining the experimental group and the control group by lottery.
- b. Administering a try out for pre-test to establish the reliability and the difficulty index of the teacher – made test. The try out is applied in class 8A which is not belong neither to the experimental nor to the control group
- c. Giving pre-test to both experimental and control group before the treatments.
- d. Giving treatment that is teaching listening by using flash videos to the experimental group, while the control group was taught by using audio recorded material. Teaching learning process was conducted in two meetings for each group, every meeting takes 80 minutes.
- e. Administering a try out for post-test to establish the reliability and the difficulty index. The try out was applied in class 8A.

- f. Giving a post-test to the experimental group and the control groups.
- g. Applying independent sample t-test of 95% confidence interval or 5% significant level by using SPSS to find out the gain score between pretest and posttest of both groups. Then, they were compared to know whether or not there is an effect of using flash videos on the students' listening comprehension achievement of the eighth grade students at SMP Negeri 6 Jember.
- h. Drawing a conclusion from the analysis to answer the research problem. All of the data was analyzed by using SPSS by using t-test formula.

The research area is chosen purposively (McMillan, 1992:76). The research area of this research was determined by using purposive method that was SMPN 6 Jember. The respondents of this research were the eighth grade students of SMP Negeri 6 Jember in the 2012/2013 academic year. The eighth grade students consisted of six classes in which each class consisted of 35-38 students. The research sample only included some of them since the population was more than 100 students. Two classes were chosen by lottery as the respondents: experimental class and control class.

The data collection method was listening tests, interview, observation, and documentation. The data of this research was classified into primary data and secondary data. The primary data was the students' scores collected by listening achievement tests (pre-test and post-test). Then, the secondary data were collected by interview, observation, and documentation. The sources of documentation were taken from the school documents and the informant of the interview was the English teacher on the eighth grade students at SMP Negeri 6 Jember.

The listening tests (pre-test and post-test) were used to measure the students' listening achievement before and after treatments. Try outs were administered to test the reliability coefficient, difficulty index and time allocation of the test items of the pre-test and post-test. The pre-test and post test items were made equally based on the consideration of the total number of the items, the distribution of the items, the scoring system, and the genre of the material. The try out tests were given to another class which did not belong to the experimental group nor control group. The test items in this research were in the form of objectives test which has a high reliability. The total number of the test items was 40 items which consist of 10 multiple choice items, 5 True-false items and 5 Open-Ended questions. The allocated time of the test was 40

minutes. Dealing with the scoring, each item of multiple choice represent two points, each item of True False represent one point, and each item of open-ended questions represents three points. So, the maximum points of the students is forty points .

Then, the interview was conducted by using informal interview was used to interview the English teacher to get the information needed on the research that was conducted (Arikunto, 2006:227). The interview was conducted with the English teacher of the eighth grade students by using the interview guide. The interview was conducted before the research. In addition, observation was also conducted during the treatment to know the situation in the classroom.

The data obtained from listening achievement pre-test and post-test were analyzed to find the gain score of the two groups (experimental group and control group). The gain score was analyzed by using t-test formula through SPSS with 5% significant level.

RESEARCH FINDINGS AND DISCUSSIONS

The pre-test was administered to both the experimental and the control groups on October 22nd, 2012 before the treatment. While the post-test was administered on October 31st, 2012 for control group and November 1st, 2012 for experimental group. The gain score of the pre-test and post-test were used to investigate the significant difference between the experimental and the control groups. The gain score was analyzed statistically by using independent simple t-test formula to know whether the mean difference of the gain score between the experimental and control groups was significant or not.

Based on the result of data analysis in this research showed on the table of SPSS, the significant value of t-test with equal variances not assumed was 0.043. It was lower than 0.05. Therefore, the null hypothesis (H_0) which was formulated as: “there is no significant effect of using flash videos on the eighth grade students’ comprehension achievement at SMPN 6 Jember in the 2012/2013 academic year” was rejected. On the other hand, the formulated alternative hypothesis (H_a): “there is a significant effect of flash videos on the eighth grade students’ comprehension achievement at SMPN 6 Jember in the 2012/2013 academic year” was accepted. On the other hand, the observation done during the treatment showed that the students in experimental group

more focus rather than the students in control group. In conclusion, the use of flash videos gave a significant effect to the listening comprehension achievement of the eighth grade students at SMPN 6 Jember in the 2012/2013 academic year.

The result of data analysis in this research proved that flash videos affected the students' listening comprehension achievement at SMPN 6 Jember. It could be seen from the result of t-test analysis on the students' listening scores that the significant value of the t-test with significant level of 5% was 0.043 which was lower than 0.05. Therefore, it could be concluded that there was a significant effect of using flash video on the eighth grade students' listening comprehension achievement at SMPN 6 Jember in the 2012/2013 academic year.

From the research finding, it could be concluded that the experimental group got better achievement than that of the control group due to the treatment of teaching listening by using flash video. In this case, the students of experimental group got the treatment, but the control group did not get it. It is in line with the experts' opinions such as Lonergan (1995:16), who states that asking the learners to watch and listen to specific things or language items provides active viewing that is guided more open-ended than the worksheets because it offers verbal cue and visual cue. Verbal cue means the facial expressions, gestures, and the responses between the characters help learners understand the story. In this occasion, flash video is one of the examples of active viewing media. Besides, McKinnon (2012) says that we can add a whole new dimension to aural practice in the classroom by using video. The setting, action, emotions, gestures, etc, that our students can observe in a video clip, provide an important visual stimulus for language production and practice. Moreover, flash video provided little moveable images which can help the students to understand the messages of the spoken text easily, such as: getting the setting of the story, the action of the characters, getting plot of the story and so on. On the other hand, the interesting images which represent the characters of the story could gain the students attention. Therefore, the students could focus in listening class. Regarding the explanation above, flash video could make the students focus on listening activities and comprehend the spoken text easier than using audio recorded.

The result of this research was also conformed with a research result conducted by Sopyanti (2010) who conducted a quasi experimental research to the fifth Grade

Sudents of SDN Cibobogirang using flash video. The research result showed that the use of flash video gave a significant effect to the fifth Grade Sudents of SDN Cibobogirang in listening skill. She also mentioned that the use of flash videos could help the students to choose daily English expression correctly and easily.

Based on the description above, flash videos gave significant effect to the eitghth grade students' listening comprehension achievement at SMP Negeri 6 Jember in the 2012/2013 academic year.

CONCLUSION AND SUGGESTIONS

Based on the analysis of the tests result, hypothesis verification and discussion in the previous chapter, it can be concluded that there was a significant effect of using flash videos on the eighth grade students' listening comprehension achievement at SMP Negeri 6 Jember in the 2012/2013 academic year.

As the use of flash videos on teaching listening gave a significant effect on listening comprehension achievement; the researcher proposes some suggestions to the following people:

First, it is suggested that the English teachers of SMPN 6 Jember use flash video teach listening. It can be used as media to help the students comprehending a spoken text.

Second, it is suggested that the students of SMPN 6 Jember enrich their English and knowledge by watching flash videos which can be downloaded from the internet.

Third, it is hoped that the result of this research can be used as a consideration for other researchers to conduct further research dealing with a similar topic by using different research area and research design such as classroom action research.

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta : PT. Rineka Cipta.
- Hennings, D. G. 1997. *Communication in Action: Teaching Literature Based Language Arts*. New York : Houghton Mittlin Company.
- Lonergan, J. 1995. *Video in Language Teaching*. New York : Cambridge University Press.

McMillan. 1992. *Educational Research: Fundamentals for Consumers*. New York : Harper Collin Publisher.

Richard, J. C. 1995. *The Language Teaching Matrix*. New York : Cambridge University Press.

Scovel, T. 1998. *Psycholinguistics*. Oxford : Oxford University Press.

Smith, C. and Hubbard, L. 2005. *Teaching Speaking and Listening in the Primary School*. London : David Fulton Publishers Ltd.

McKinnon, M. 2012. *Teaching technologies: teaching English using video*. Available at http://www.ones_topenglish.com/support/methodology/teaching-technologies/teaching-technologies-teaching-english-using-video/146527.article. Retrieved on June 5th 2012.

Wolvin and Coakley. 1992. *Listening*. Available at http://seattlecentral.edu/faculty/baron/Winter_courses/ITP163/listening.htm Retrieved on July 7th 2012.

Sopyanti, E. R. 2010. *Teaching listening through flash videos and its effect toward student's listening skill (A quasi experiment study at the fifth grade students of SDN 2 Cibobogirang)*. Purwakarta : STKIP Subang.

