

THE EFFECT OF USING PROCEDURE VIDEOS ON THE TENTH GRADE STUDENTS' LISTENING COMPREHENSION ACHIEVEMENT AT SMAN 1 GIRI BANYUWANGI IN THE 2011 / 2012 ACADEMIC YEAR

Silfia Wulandari¹, Sudarsono², Musli Ariani³

***Abstract :** This research is about the effect of procedure videos in listening comprehension achievement. The used of procedure videos is to make the students more interested in English and motivated the teacher to find or to create a new method and materials in English, especially in listening class. The research objective was to know whether or not there was a significant effect of using Procedure Videos. The research design was quasi experimental with post test only Control group design, the subject was the tenth grade students of SMAN 1 Giri Banyuwangi 2011/2012 . The samples were the Experimental group (X-4) and the Control Group (X-1) determined by using cluster random sampling technique. The data were analyzed by using independent sample t-test of 5% significance level. The result of this research indicates that there is a significant effect of using Procedure Videos on the tenth grade students' listening comprehension achievement at SMAN 1 Giri Banyuwangi in the 2011/2012 academic year.*

***Key Words:** procedure video, and listening comprehension achievement.*

INTRODUCTION

People use language to express their ideas and wishes to other people such as when they need help so that the close relation among the members of the group can be carried out (Ramelan, 1993). It is used to convey messages to other people and without a language; people will find difficulties in communication. In English, there are four skills namely: listening, speaking, reading and writing and the language components: grammar, vocabulary and pronunciation. As stated in the 2006 English Curriculum, the main objective of teaching English at Senior High School is to help the students master the four language skills with the three language components.

Listening is the first skill that the students should learn before they master the three other skills; speaking, reading, and writing. Rost (1991) states that progress in listening will provide a basic for development of other language skills. In learning language, the students use listening to begin the process of learning to comprehend and to produce language by listening to

¹ Mahasiswa Program Pendidikan Bahasa Inggris FKIP UNEJ

² Staf Pengajar Program Studi Pendidikan Bahasa Inggris FKIP UNEJ

³ Staf Pengajar Program Studi Pendidikan Bahasa Inggris FKIP UNEJ

the language around them, they are demand to get the knowledge of speaking and to get an introduction to reading and writing.

The English teacher should create the interesting and entertaining materials to motivate the students' active responds in doing listening exercise such as using English songs, Videos or Movies. Through those materials and media, the students will interest in learning English more. According to Bello (1999), video can be Controlled (stopped, paused, repeated), and it can be presented to a group of students, to individuals, or to self-study.

Nowadays, using video in classroom is common and become more popular in language teaching for decades, it's because students have a lot of knowledge about technology, especially internet. Students like to use video in English class because video presentations are interesting, challenging, and stimulating to watch (Hemei, 1997). That is why; using video will make students more enthusiasm in learning English especially listening. They can learn new words, vocabulary and learn to produce a sound which does not exist in his mother tongue using the stress, rhythms and intonation of a native speaker of the foreign language.

The used of Procedure Videos in teaching listening to the tenth grade students was applied in at SMAN I Giri Banyuwangi. Based on the interview with the English teacher of the tenth grade was found that video has never been applied in teaching listening to the tenth grade students at that school because there was no attention from the English teachers to apply the use of video in that school and she does not master the technology yet, although the school has complete facilities.

The researcher divided the listening process into 3 stages adopted the procedure of viewing video to young learner from Gallacher (2004), they were:

- a. Pre-listening: The English teacher given some clues to the students about the video that they were going to watch, so they can predict what they will watch.
- b. While-listening: The students to pay full attention to the video and the English teacher gave the students worksheet containing some comprehension questions to be answered individually. Videos were played twice to let the students rechecked their answers
- c. Post-listening: The English teacher together with the students discussed the students' answers from the listening activities while played the video once again to recheck their answers.

This research investigated effect of using procedure videos on the tenth grade students' listening comprehension achievement at SMAN 1 Giri Banyuwangi in the 2011/2012 academic year. The students' listening achievement was measured by the listening post test to compare between the two groups after the treatment done. Moreover, the material of the test was appropriate with the Basic Course Outline of the 2006 Instructional-Based Curriculum (KTSP) and it had been consulted to the English teacher of SMAN 1 Giri Banyuwangi and both of the research advisers.

Considering the use of video materials in teaching listening, there was a research prior to this research to support the use of video as media. An Experimental research conducted by Thalut (2010) entitled "The Effect of Using Video Clips on Listening Comprehension Achievement of the Eighth Grade Students of MTsN Jember III in the Academic Year of 2010/2011" reported that the use of video effect the students' listening achievement. Beside, a classroom action research done by Ferdiansyah (2011) indicated that video materials could improve the students' listening comprehension achievement at SMPN 1 Jember.

Thus, the previous results proved that the use of video materials was useful to increase the students' listening achievement and there was a significance effect of using the Procedure Videos on the tenth grade students' listening comprehension achievement.

Based on the background of the research, this research was to know whether the use of the Procedure Videos has an effect on the tenth grade students' listening comprehension achievement at SMAN 1 Giri Banyuwangi in the 2011/2012 academic year.

RESEARCH METHODS

The research design was quasi Experimental with post test only Control group design. This research was planned to know whether or not the use of the Procedure Videos has an effect on the tenth grade students' listening comprehension achievement at SMAN 1 Giri Banyuwangi in the 2011/2012 academic year.

The design of the present experimental research was randomized posttest-only control group design. The design was as follows:

Experimental Group	R	X	O
Control Group	R		O

Note:

R = Group

X = Treatment of the experimental group

O = Post test

(Adopted from Fraenkel and Wallen, 2000:290)

The procedures of the research were as follows:

1. Analyzing Mid-Term test result of the tenth grade classes from the English teachers to know the homogeneity of the population.
2. Determining the experimental group and the control group by cluster at random by using lottery, the result was X-4 was chosen as the experimental group and X-1 as was the control group.
3. Giving the treatment to the experimental group by teaching listening using video and the control group was taught listening by using audio media (mp3).
4. The teaching learning process of listening was conducted in two meetings for each class and every meeting was done in 90 minutes according to the schedule.
5. Administering the try-out listening test to establish the realibility, the validity and the difficulty index of the test items of the teacher-made test and analyzing the results. The result of try-out showed that the test items were realiable ($0.758 \geq 0.7$), so the test could be tested to both groups and the researcher did not need to revise the test items because the test items had the range of difficulty index was 0.611 (Sufficient/Fair).
6. Giving the listening post –test (O) to the respondents (the experimental group and the control group) to measure the students' listening comprehension achievements after the treatments.
7. Analyzing the results of the listening post test by using t-test formula of 5% significance level to know whether the mean score difference of the two groups, was significant or not.

The population of this research was the tenth grade students of SMAN 1 Giri Banyuwangi in the 2011/2012 academic year. Cluster random sampling was applied to choose the research subjects. Two classes from the population that had the closest mean difference of the seven classes based on the mid-term test results from the English teacher were chosen as the respondent of research. The lottery was done to determine the Experimental group (X-4) and the Control Group (X-1). The total of the sample was 63 students that consisted of 32 students of X-

4 as the Experimental group that was taught listening by using Video Procedures, while the Control group that consisted of 31 students of X-1 that was taught by using audio media (mp3).

In this research, the try out was conducted to the tenth grade students of SMAN 1 Giri Banyuwangi which neither belonged to the Experimental group nor to the Control group to investigate whether or not the teacher-made listening test had the qualification of being reliable and valid. According to Arikunto (2006), the purposes of establishing try out are to know: 1) the test validity, 2) the test reliability coefficient, 3) and the difficulty index.

RESEARCH FINDINGS AND DISCUSSIONS

The respondents of the research were the tenth grade students of SMAN 1 Giri Banyuwangi in the 2011/2012 academic year that consisted of seven classes (X-1, X-2, X-3, X-4, X-5, X-6 and X-7). Based on the students' tenth grade mid test results, two classes were chosen by using cluster random sampling as the Experimental group and the Control group because they have the closest mean differences. Then by using lottery, the researcher divided the X-4 as the Experimental group and X-1 as the Control group by using lotterre.

In this research, the teacher gave the treatment to the Experimental group by teaching listening using video and the Control group was taught listening by using audio media (mp3). The teaching learning process of listening was conducted in two meetings for each class and every meeting was done in 90 minutes according to the schedule.

Before administering the posttest, the try out was conducted to the X-5 students in order to fulfill the criteria of good listening test in terms of validity, reliability, index difficulty, time allocation, and instruction of the listening teacher-made test items and analyzing the results. The result of try-out showed that the listening test items were realiable ($0.758 \geq 0.7$), so the test could be tested to both groups and the researcher did not need to revise the test items because the test items had the range of difficulty index was 0.611 (Sufficient/Fair).

Based on the result of the try out above, it indicated that the researcher did not have to make any changes of the listening test items. It means that the listening test items of the try out could be administered in the post test.

The listening post test was administered to both of the Experimental group and the Control group. The scores of listening post test were used to investigate the significance difference between the Experimental group and the Control group. In this research, the Try Out listening test results was analyzed to find the correlation between X and Y by using Product

Moment formula (Djiwandono, 1998:219). The result listening post test was analyzed statistically by using independent sample t-test, the computation of t-test on students' Listening Comprehension Achievement score are as follows:

Based on the computation of the t-test formula of the scores of the post test, it showed that the statistical value of t-test was 3.10. Then t-table at significant level 5% with df (54) was 2.00. Degree of Freedom 2.00 was used because it was the nearest range of 54. It means that the statistical value of t-test was higher than that of t-table ($3.10 > 2.00$). Consequently, the null hypothesis (H_0): "There is no significant effect of using procedure videos on the tenth grade students' listening comprehension achievement at SMAN 1 Giri Banyuwangi in the 2011/2012 academic year" was rejected. On the other hand, the alternate hypothesis: "There is a significant effect of using procedure videos on the tenth grade students' listening comprehension achievement at SMAN 1 Giri Banyuwangi in the 2011/2012 academic year" was accepted. Thus, it could be stated that Procedure Videos significantly affected the eighth grade students' Listening Comprehension Achievement at SMA Negeri 1 Giri Banyuwangi.

In this research, the Experimental group received treatment twice by giving Procedure Videos in the process teaching listening comprehension. The first treatment was done on April 25th, 2012, the teacher prepared two videos: How to Make a Simple Paper Kite (01.48 minutes) and How to Make an Origami Crane (02.50 minutes).

The second treatment was done on April 26th, 2012, the English teacher prepared two videos: How to Make a Glass of Milkshake (01.33 minutes) and How to Make Fried Rice (02.39 minutes).

All of the videos can be found on the Youtube and other sites that provided Procedure Videos and the length of the videos were not too long because it can cause the students bored.

After the Experimental group got treatment twice and the Control group was taught listening comprehension twice without treatment, the researcher conducted Try Out Listening Test to the class that has the closest mean with the Experimental group and the Control group to know those items were neither too easy nor difficult.

Then, both classes, EG and CG were given listening post test in the same day that was on May 2nd, 2012 but on different time. As a result, the students in the Experimental group got better score on the listening comprehension posttest comparing to those in the Control group.

The result of listening post test was analyzed by using independent sample t-test. The result of data analysis in this research proved that using procedures video as a media significantly affected the students' listening comprehension achievement of the tenth grade students at SMAN 1 Giri Banyuwangi. Based on the computation of the t-test formula of the scores of the post test on listening comprehension achievement test, it showed that the statistical value of t-test was 3.10 while the value of t-table at significant level 5% with df (54) was 2.00.

Generally, the result of the research showed that the Experimental group got better results in listening comprehension achievement. Due to using procedure videos on their listening class was easy to imagine what they are listening about and also they got more interested in listening class and consequently they paid more attention to the media, as Ur (1997:30) says that visuals have an important function as aids to learning. simply because they attract the students' attention and help encouraging them to focus on subject in hand challenges.

Further, there were two Experimental researches about reinforcement used as the reference in conducting this research. Thalut (2010) in his research reported the use video clips had an effect on students' participation in the teaching and learning process and their listening comprehension achievement, Ferdiansyah (2011) in his research presented that video materials could improve the students' listening comprehension achievement.

From the explanations above, it confirms the use of procedure videos in teaching English especially teaching listening comprehension plays an important role to increase students' listening comprehension achievement because it was able to create a good atmosphere and it would decrease the boredom of students in the classroom. In conclusion, based on the result of this research and the discussion above, teaching listening comprehension by using procedure videos had a significant effect on listening comprehension achievement among the tenth grade students' at SMAN 1 Giri Banyuwangi in the 2011/2012 Academic Year.

CONCLUSION AND SUGESTIONS

Regarding the results of hypothesis verification and the discussion in the previous chapter, it can be concluded that there was a significant Effect of Using Procedure videos on the Tenth Grade Students' Listening Comprehension Achievement at SMA Negeri 1 Giri Banyuwangi in the 2011/2012 Academic Year. It was prove the result of the data analysis of the statics computation value of the t-test (3.10) was higher than that of the t-table (2.00).

Considering the result of the research, the researcher suggested to the English teacher at SMA Negeri 1 Giri Banyuwangi to use procedure videos as the teaching media especially in teaching listening comprehension. Moreover, the students should actively get involved themselves in the teaching and learning process by practicing their English by using procedure videos or the other media.

REFERENCES

- Arikunto, S. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Bello, T. 1999. New avenues to choosing and using videos. "TESOL Matters, 9"(4), 20.
- Djiwandono, M.S. 1996. *Tes Bahasa dalam Pengajaran*. Bandung: ITB.
- Ferdiansyah, H. 2011. "Improving Class VIII-D Students' Listening Comprehension Achievement by Using Movie Clips at SMPN 1 Jember in the 2010/2011 Academic Year". Jember : Universitas Jember.
- Fraenkel, J. R. and Norman E. Wallen. 2000. *How to design and Evaluate Research in Education*. New York: McGraw-Hill Comp.
- Gallacher, L. 2004. *Teaching English Using Video (online)*. Available at: <http://www.uiowa.edu>. Retrived on: April 29, 2010.
- Hemei, 1997. *Teaching with Video in an English Class (online)*. Available at: <http://www.exchanges.state.gov/forum/vols/vol35/n02/p.45.html>. Retrived on: April 14, 2010.
- Ramelan. 1993. *Introduction to Linguistics Analysis*. Semarang: IKIP Semarang Press
- Rost, M. 1991. *Listening Action Activities for Developing Listening in Language Teaching*. London: Prentice Hall.
- Thalut, S. 2010. "The Effect of Using Video Clips on Listening Comprehension Achievement among the Eighth Grade Students of MTsN Jember III in the Academic Year of 2010/2011". Jember : Universitas Jember.
- Ur, P. 1997. *Teaching Listening Comprehension*. Cambridge: Cambridge University Press.