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# The Effect of Using Video in Teaching Listening at Smp Muhammadiyah 4 Gempol

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*The objective of this research is to find out whether there is any significant difference of students in Listening skill between before and after being taught by using the Video. The research is conducted at SMP Muhammadiyah 4 Gempol Pasuruan. Sample of this study is students in 7<sup>th</sup> grade class A. The method that is used in this research is quantitative method with pre-experimental design Pretest and posttest. To get the data, the researcher gave pre-test, treatment and post-test to the students. The researcher using Video in Teaching Listening. Based on the result of this research, the shows that ,there is significant difference of students test in Teaching Listening class before and after students are given video in listening class. The data obtained are then analyzed using the t-test and obtained with a significant level of 5%, it is known that  $t_{count} = 16.56$  is greater than  $t_{table} = 2.06$ . Thus, it shows that  $H_0$  is rejected and  $H_a$  is accepted and by using the Eta Squared formula. The results of the calculation obtained a value of 0.91.*

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## Introduction

Language is a communication tool that is universal, with language we can express ideas, feelings, messages to others. In this case language skills in the curriculum in schools usually includes four aspects, namely, listening skills, speaking skills, reading skills, and writing skills. Thus, the four aspects need to be given full attention in language teaching. Listening is an important skill in language learning and it cannot be underestimated especially in academic contexts and separated in language. Stated Listening is a process of listening to oral symbols attentively, understanding, appreciation, as well as interpretation to obtain information, capture content or messages and understand the meaning of communication that has been conveyed by the speaker through speech or other languages. And listening Have an essential role in language teaching including in teaching English. So, listening skill can also be measured and evaluated, as other areas. Listening, in addition of being an educationally neglected and problematic area But, the measurement and assesment of listening comprehension skill seems to be more difficult than other language skills.

Stated that media visual, meaning that all props used in the learning process can be enjoyed through the five senses. Media visual (image or parable) plays a very important role in the learning process. Visual media can facilitate understanding and strengthen memory Visuals can also foster student interest and can provide a connection between the content of the subject matter. Stated that media visual, meaning that all props used in the learning process can be enjoyed through the five senses. Media visual (image or parable) plays a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide a connection between the content of the subject matter.

Thus visual media can be interpreted as a learning tool that can only be seen to strengthen and facilitate the memory of the content of the subject matter. . The researcher considering the importance of materials and media of using video in teaching listening skill, the researcher would like to investigate the effect of using video, the researcher gives title to this study "The effect of using video in teaching Listening At SMP Muhammadiyah 4 Gempol. Based on background above, The statement of the problem in this study are: Is there any effect of using media video in improving mastery of listening skill to the student's writing ability in SMP Muhammadiyah 4 Gempol.

## Methodology

The method of the research is quantitative method. Quantitative method is a means for testing theories of objectives with examine the relation between the variables. In this study, the researcher used experimental design in order to get the data of research. There are some types of experimental design that are pre-experimental, true experimental, and quasi experimental. Pre-experimental design is used by the researcher to get the dat, this method as the scientific natural setting. The technique of collecting the data is use research instrument and the anylisis data of this research is use the quantitative statistic formula to set the hypotesis. The quantitative research have two types , such as experimental research and non experimental research. This study used experimental research design to know the effect of using video in teaching listening. . The data of pre-test is the first observation to the learners in the activity process before give treatment, and then about the data of post-test is the observation data after give treatment by the researcher to the learners.

The population is the generalization area of subject and object which has quality and characteristic that the researcher learned and make conclusion "The population of this researcher was all the Eight grade students of SMP Muhammadiyah 4 Gempol and Class VII-A consist of 29 students. There are 16 male students and then there are 13 female students. The data obtained are then analyzed using the t-test and obtained with a significant level of 5%, it is known that  $t_{count} = 16.56$  is greater than  $t_{table} = 2.06$ . Thus, it shows that  $H_0$  is rejected and  $H_a$  is accepted and by using the Eta Squared formula. The results of the calculation obtained a value of 0.91.

The validity in this research was calculated by Lecture and Teacher with validation sheet. The validation sheets were Lesson Plan and Student's Work Sheet For the score validation sheet of Lesson Plan by Lecture, the researcher made lesson plan before. The researcher also made lesson plan based on syllabus. The result of the validity data can be seen on appendix (). According to the hypothesis calculation, it can be concluded that: If  $t_0 \geq t_{table}$  means there is an effect of using Video to improve students in Listening skill. Thus,  $H_a$  is accepted,  $H_0$  is rejected. If  $t_0 \leq t_{table}$  means there is not an effect of using Video to improve students in Listening skill. Thus,  $H_a$  is rejected,  $H_0$  is accepted. Based on the computed data, the result of  $t_0$  is and  $t_{table}$  is 2,03. It can be concluded that there is an effect of using Video to improve students in Listening skill for 7<sup>th</sup> grader of SMP Muhammadiyah 4 Gempol

## Research Finding and Discussion

The material which was taught in this research was descriptive text. The researcher gave pre-test to the. The next meeting, the researcher gave the treatment to the students on three days. The researcher used Video as media to teach descriptive text to students. The resercher shows images that are in accordance with the themes used in the lesson plan along with examples of simple sentences and how to pronounce them correctly. This activity was repeated for three days. In every session gives treatment, reseacher gave the examined to the students to make simple sentence to describe the thing in accordance with the researcher's instruction. After that students spoke a sentence in English. After the treatment, at the next meeting researcher gave post-test in the last meeting to know the effect of using Video as media to develop speaking skill the test was in the form of oral test type. It was found that the pre-test value was different with post-test.

No		N	Minimum	Maximum	Sum	Mean
1	Pre-test	32	24	88	1688	52.75
2	Post-test	32	72	100	2648	83.875

**Table 1. Statistic of Pre test and Post test**

From the table above, it can be seen that pre-test mean score is a low than post-test score. If we compare pre-test result, it shows that post-test's score improvement is higher than pre-test score. The result of pre-test in 7A which had given before doing the treatment by using Big Book as media is 52.75 7A. The students did treatment from researcher for of class. In the other hand, the result of the post-test which is test that required them to get a treatment first got a higher data. The mean of post-test was 83.875. It can be concluded that post-test is higher (>) than the pre-test is.

### Validity test

The validity in this research was calculated by Lecture and Teacher with validation sheet. The validation sheets were Lesson Plan and Student's Work Sheet For the score validation sheet of Lesson Plan by Lecture, the researcher made lesson plan before. The researcher also made lesson plan based on syllabus. The result of the validity data can be seen on appendix.

No	Percentage (Scale)	Validation Level
1	80% - 100%	Very valid, it can be used without revision
2	60% - 80%	Valid, it can be used with a few revision
3	40% - 60%	Valid, it can be used revision
4	20% - 40%	Quite valid, it can be used with many revision
5	1% - 20%	Highly invalid, it not yet usable

**Table 2.** Table Validation scores interpret the percentage of criteria

The Result of Lesson Plan Validation

$$\begin{aligned} \sum \text{idealscore} &= 4 \times \sum \text{resonden} \times \sum \text{itemquestionnaire} \\ &= 4 \times 2 \times 16 = 128 \end{aligned}$$

$$\begin{aligned} \text{sum of score ideal} &= \frac{\text{Totalscoreofdataresult}}{\text{Totalscoreofallitems}} \times 100\% \\ &= \frac{114}{128} \times 100\% = 89\% \end{aligned}$$

**Figure 1.** Number of ideal scores (maximum score)

The Result of Students' Worksheet Validation

$$\begin{aligned} \sum idealscore &= 4 \times \sum resonden \times \sum itemquestionnaire \\ &= 4 \times 2 \times 14 = 112 \end{aligned}$$

$$\text{sum of score ideal} = \frac{\text{Totalscoreofdataresult}}{\text{Totalscoreofallitems}} \times 100\%$$

$$= \frac{102}{112} \times 100\% = 91\%$$

**Figure 2.** *The Result of Students' Worksheet Validation (Number of ideal scores (maximum score))*

### T-test

T-test formula is used to prove the hypothesis of the research, whether there was an effect of using video as media in Listening skill for 7<sup>th</sup> grader of SMP MUHAMMADIYAH 4 GEMPOL. Based on the obtained data, the researcher used T-test formula to analyze the hypothesis as follows. The formula of T-test is as follows:

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\ &= \frac{31.62}{2.56} = 12.35 \end{aligned}$$

$$d.f = (N-1) = 32 - 1 = 31 \text{ (Consulted by } t \text{ - table list)}$$

The standard the researcher used is 5% or 0.050. After consulted to t – table the result is as follows:

$$\begin{aligned} &= t_{\text{count}} \geq t_{\text{table}} (31; 0.050) \\ &= 12.35 \geq 2.03 \end{aligned}$$

**Figure 3.** *The formula of T-test*

According to the hypothesis calculation, it can be concluded that: If  $t_0 \geq t_{\text{table}}$  means there is an effect of using Video as media to improve students in Listening skill. Thus,  $H_a$  is accepted,  $H_0$  is rejected. If  $t_0 \leq t_{\text{table}}$  means there is not an effect of using Big Book as media to improve students in speaking skill. Thus,  $H_a$  is rejected,  $H_0$  is accepted. Based on the computed data, the result of  $t_0$  is

and  $t_{table}$  is 2.03. It can be concluded that there is an effect of using Big Book to students' in speaking skill for 7<sup>th</sup> grader of SMP Muhammadiyah 4 Gempol.

**Eta-Squared**

$$Eta\ Squared = \frac{t^2}{t^2 + (n-1)}$$

$$Eta\ Squared = \frac{12.35^2}{12.35^2 + (32-1)}$$

$$= \frac{152.5225}{183,5225}$$

$$= 0.831 \approx 0.80$$

**Figure 4.** The formula of Eta-squared

No	Criterion of how significant effect	Description
1	$0.01 \leq \text{eta squared} < 0.06$	Low effect
2	$0.06 \leq \text{eta squared} < 0.14$	Intermediate effect
3	$\text{Eta squared} \geq 0.14$	High effect

**Table 3.** The Table of Eta Squared

**The Result of Students' Worksheet Validation**

The result of Eta-squared is 0.831. Based on the table of eta-squared, the result of eta-squared is  $0.80 \geq 0.14$ . It is considered as High effect. Therefore, there is high effect in students' achievement after getting treatment using Video as a media in teaching Listening .

**Conclusion**

This chapter presents the conclusion and suggestion related the result within the study. This chapter contained conclusion and suggestion that will be expected to give contribution for the improvement of students' in Listening skill. It will be divided into two subheadings dealing with the effect of English using of video as media to teach in Listening skill for seven graders. The conclusion was taken from the result of data and discussion in the previous chapter. It was literally

seen from the computation of pre-test and post-test score; the pre-test score was 59.03 compared to 83.58. It was also computed by the T-test formula, the  $t_0$  is 16.43 with the degree of freedom 28 while  $t_{table}$  on the level of significance of 0.05 Or 5% with the degree of 28 was 2.03. From the result, the researcher found that  $t_0$  was higher than  $t_{table}$ . It can be concluded that there is an effect difference of using Video as media to improve students in Listening skill for 7<sup>th</sup> of SMP Muhammadiyah 4 Gempol.

Based on findings above, the researcher found that the null hypothesis which said there is not an effect of using Video to improve students in Listening skill for 7<sup>th</sup> grader of SMP Muhammadiyah 4 Gempol was rejected. Meanwhile, the alternative hypothesis which said there is an effect of using Video to improve students in Listening skill for 7<sup>th</sup> grader of SMP Muhammadiyah 4 Gempol was accepted. Since it was truly proved that Video as media could improve students' in Listening skill, it can be concluded that using Video could be applied as a media in teaching of Listening skill.

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## References