THE EFFECT OF VIDEO BLOG TOWARDS STUDENTS’ LISTENING COMPREHENSION SKILL

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ABSTRACT

This research aims to investigate the effect of video blog towards students’ listening comprehension skill. This research used causal-comparative research design. The population was six classes of tenth graders in SMAN 7 Kota Jambi. The sample was X MIA 2 which was taken by cluster random sampling. There were two groups of this research which were group with video and group with audio only. The data was collected by giving the test to the students. They were given a test to see the effect of the use of video towards their listening comprehension skill. The test was done twice. The results shows, there was a significant difference in the results of the test of listening comprehension skill for students who used video compared to the results from students who did not use video. Although the score of the students’ listening comprehension skill was significantly different, it was unexpectedly different in sub-score analyses. From six indicators provided in this research; identifying main idea, identifying specific information, making inference, finding the referring word, and finding the related vocabulary, only one indicator that was significant which was vocabulary. Therefore, it can be concluded that video can help students to answer vocabulary questions. According to these findings, pedagogical implications are suggested, and future research will be discussed.

Key Words: Listening Comprehension, Video Blog.

1. INTRODUCTION

Listening is an important language skill and considered as the key for language learners. Listening is the receptive use of a language, the goal is to make a speech sensible, and focus on the meaning in a text rather than the component of the language (Cameron, 2011). Listening is considered as the basic skill in
learning a language (Nunan, 1998). It means that without listening, one could face some difficulty to comprehend what a speaker is talking about, so that the aim of having a good communication will never be achieved.

Related to the research topic, several studies show that students’ listening comprehension scores improved due to the use of video. Kim (2015) was using authentic video to improve EFL students’ listening comprehension in South Korea. The results were increasing significantly. Students’ listening comprehension from intermediate and advance group were improved much greater than low group by using video. The other researchers, Chen, Wang, & Xu. (2014) also determined the effect of both video and audio towards students’ listening comprehension in listening test. The findings showed that high English proficiency students were able to use both visual and aural media. However, the low English proficiency students could not adapt to the audio and video mode due to their lack of practicing listening with video. Also, students agreed that the use of video helped them improve their listening skill and agreed that instead of listening to textbook CD, they like to watch English movie clips more (Damronglaohapan and Stevenson, 2013).

Some of those studies show the positive impact toward the use of video as a tool in learning activities in the classroom. However, the research that they did was only fixated on the use of video on listening in general and only distinguish listening skills based on their listening level. In addition, those previous researches were taken from university students. Hence, in this current research, the researcher is interested in seeing the use of video towards students’ listening comprehension by analyzing the use of video in general and also by analyzing the sub-score in which aspect do the video mostly contributed. Therefore, the researcher intends to carry out the same topic as those previous studies to use video as a media, which probably to be found in senior high school students which makes it different than the previous one.

Based on the explanation above, the researcher is interested in conducting this research entitled “The Effect of Video Blog towards Students’ Listening Comprehension Skill”.

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1.1. Research Question

For this research, a question is formulated as follows: “Is there any effect of video towards students’ listening comprehension skill?”

1.2. Research Objective

The aim of this research is to identify the effect of video towards students’ listening comprehension skill.

2. LITERATURE REVIEW

2.1. Definition of Listening

In 1980s, listening is known as a passive skill and researchers believe that it is a skill which can be developed without any supports (Osada, 2004). People in the past believe that listening will be increased naturally without any help of outside factors. Vandergrift (1999) says that listening is a mental process of coordinating sounds, vocabulary, grammatical structures, and background knowledge. Rost (2002) defined listening as a process of receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, and creating meaning through involvement, imagination and empathy. Woodward (2010) states that if someone is listening, they have to be able to recognize sounds, words and phrases, get the general idea, remember salient points and predict what’s coming next, understand the discourse type or genre that are listening to, get used to listening to different types of people for differing lengths of time, screen out what you are not interested in and focus on what you are interested in, deal with accents and dialects, and also able to interpret a message against a background of expectations and respond accordingly.

2.2. Listening Comprehension Skill

According to Vandergrift (1999), listening comprehension is defined as a complex skill where listeners play an active role in order to “discriminate sounds, understand vocabulary and grammatical structures, interpreting intonation and stress,” and then try to integrate all of the skill mentioned as one and relate it with their previous knowledge. Listening comprehension is highly complex process
Osada stated that in listening comprehension, such kind of knowledge and skills are necessary to be utilized simultaneously, but the time to do it is limited. In listening comprehension, the text must be comprehended while it is listened.

2.3. The Use of Video as Media

Pangestuti (2014) claims that “the use of media, especially video will help the teacher to reach the learning goal.” Moreover, Ramadhika (2013) used video in teaching listening to improve students’ listening skill. The populations of this study were 32 students of class VIII F at SMPN 6 Magelang. The writer was using animation videos, giving more explanation in English, making use of the LCD projector optimally, and providing activities that enabled the students to enrich their vocabulary. The result showed that animation videos were able to improve students’ listening ability effectively. The results of the research also showed that the mean score was increasing from 7.2 in the pre-test to 8.2 in the post-test. In addition, the students participate more active during discussion in teaching learning process. Lastly, the animation video took students’ attention during the class. In addition, Kamilah (2013) and Damronglaohapan & Stevenson (2013) were also success in increasing their students listening comprehension skill by using video.

3. METHODOLOGY

This research used quantitative research approach. Causal-comparative research method was chosen to help the researcher achieve the purpose of the research. The subjects in this study were tenth graders in the second semester of 2017/2018 in SMA Negeri 7 Kota Jambi. The populations were all students from six class of tenth grade. The sample of this research was obtained by using cluster random sampling which was then the researcher took one class which is X MIA 2. The research instrument used in this research was listening test. The test consisted of objective questions with 30 multiple-choice questions. The researcher collected the data from students’ scores from both groups. Firstly, group A was shown a video blog, while the other group was shown the audio
version of the video. Students had been given a chance to look at the questions for five minutes before they did the test and asked to answer the questions for one minute after they watched and listened to each material. After displaying both media for each group, the students were going to be asked to answer the multiple choice questions that had been made by the researcher.

4. FINDING AND DISCUSSION

This research was conducted in SMA Negeri 7 Kota Jambi. The sample of the research was X MIA 2 consisted of 33 students. They were divided into two groups which were group A and group B. The group A was displayed the audio-visual which was video blog and group B was given the audio version of the video blog. Both groups had the same chance to use both media in turn. To see whether there is a significance different result between group A and group B, the researcher used a test which consisted of 30 multiple-choice questions. The test had done twice with one week apart from the first test.

4.1. Hypothesis Testing

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Mean</th>
<th>T</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>13.60</td>
<td>-3.1152 - 0.7636</td>
<td>0.5773</td>
<td>-3.360</td>
<td>32</td>
<td>0.003</td>
</tr>
<tr>
<td>B</td>
<td>11.66</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

According to the table 4.4, it showed the mean score of students who used video (M=13.60, SE=0.5773) and those who used audio (M=11.66, SE=0.5773) conditions. The p-value from SPSS calculation was < 0.05, it means Ho was rejected. Therefore, technically, Ha was accepted. It could be concluded that there was a significant difference in the results of listening comprehension skill for students who used video compared to the results from students who did not use video.
4.2. Sub-score Analyses

4.2.1. Sub-score Analyses of Main Idea

Table 4.5. Main Idea

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>4.36</td>
<td>-1.010</td>
<td>0.040</td>
<td>0.2579</td>
<td>-1.880</td>
<td>32</td>
</tr>
<tr>
<td>B</td>
<td>3.88</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

From table 4.5, it was found that the mean score of students who used video (M=4.36, SE=0.2579) and those who used audio (M=3.88, SE=0.2579). The p-value > 0.05, it means Ha was rejected. Therefore, technically, Ho was accepted. Moreover, it could be concluded that there was no significant difference in the results of listening comprehension skill for students who used video compared to the results from students who did not use video in identifying main idea. These results suggested that in identifying main idea, the use of video had no effect towards students’ listening comprehension skill.

4.2.2 Sub-score Analyses of Specific Information

Table 4.6. Specific Information

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>1.97</td>
<td>-0.568</td>
<td>0.256</td>
<td>0.2047</td>
<td>-0.740</td>
<td>32</td>
</tr>
<tr>
<td>B</td>
<td>1.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

SPSS output in table 4.6 showed that the mean score for students who used video (M=1.97, SE=0.2047) and those who used audio (M=1.82, SE=0.2047). Moreover, because the p-value was higher than 0.05, Ho was accepted. Therefore, it could be concluded that was no significant difference in the results of listening comprehension skill for students who used video compared to the results from students who did not use video in identifying specific information. The result also
suggested that in identifying specific information, the video gave no effect towards students’ listening comprehension skill.

4.2.3. Sub-score Analyses of Making Inference

Table 4.7. Making Inference

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2.21</td>
<td>-0.641</td>
<td>0.096</td>
<td>0.1809</td>
<td>-1.508</td>
<td>32</td>
</tr>
<tr>
<td>B</td>
<td>1.94</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>

These results as shown in table 4.7 showed that the mean score of students who used video (M=2.21, SE=0.1809) and those who used audio (M=1.94, SE=0.1809). Moreover, because the p-value was higher than 0.05, Ho was accepted. Unexpectedly, the results revealed there was no significant difference in the results of listening comprehension skill for students who used video compared to the results from students who did not use video in making inference. The result also suggested that the benefit of the use of video might not be extended towards students’ listening comprehension skill in making inferences.

4.2.4. Sub-score Analyses of Referring Word

Table 4.8. Referring Word

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2.27</td>
<td>-0.840</td>
<td>0.112</td>
<td>0.2336</td>
<td>-1.557</td>
<td>32</td>
</tr>
<tr>
<td>B</td>
<td>1.91</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

As shown in table 4.8, it was found that the audio version had a smaller mean than the video version. Moreover, it was found that there was no significant difference in the scores for students with video (M=2.27, SE=0.2336) and students with audio (M=1.91, SE=0.2336) conditions; p=0.129. Because of the p-value was higher than 0.05, meaning that the video had no effect towards students’ listening comprehension skill in figure out the referring words.
4.2.5. Sub-score Analyses of Vocabulary

Table 4.9. Vocabulary

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>95% Confidence Interval of Difference</th>
<th>Std. Error Mean</th>
<th>t</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>2.79</td>
<td>-1.218</td>
<td>0.2706</td>
<td>-2.464</td>
<td>32</td>
<td>0.019</td>
</tr>
<tr>
<td>B</td>
<td>2.12</td>
<td>-0.115</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From table 4.9, the p value was 0.019 which was lower than 0.05; therefore, Ho was rejected. Practically, Ha was accepted. It was concluded that there was a significant difference in the scores for students with video (M=2.79, SE=0.2706) and students with audio (M=2.12, SE=0.2706) conditions; p=0.019. Because of the p-value was higher than 0.05, meaning that the video had an effect towards students’ listening comprehension skill in finding out the vocabulary.

5. CONCLUSION

Based on the findings of the research, it can be concluded that there is a significant difference in the results of the test of listening comprehension skill for students who use video compared to the results from students who do not use video. Furthermore, From six indicators provided in this research; identifying main idea, identifying specific information, making inference, finding the referring word, and finding the related vocabulary, only one indicator that was significant which was vocabulary. Therefore, it can be concluded that video can help students to answer vocabulary questions. The results of this research show that generally and specifically, students can get higher score by using video regardless of their English proficiency level. Therefore, the sample of this research which was tenth graders of SMAN 7 Kota Jambi included in the style of visual learning. The results also show that the students can be said using bottom-up process in listening, where they comprehend the listening text word by word, sentence by sentence, not by understand the whole passage first. This may be the
reason why students can answer vocabulary questions easier than the other questions.
REFERENCES


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