

A COMPARATIVE STUDY BETWEEN STUDENTS' USING VIDEO AND AUDIO MEDIA IN LISTENING

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ABSTRACT

The objective of this research is to find out significant difference between students' listening comprehension ability using video and audio media. This research was a quantitative research. This research was conducted to the second grade students of SMP N 7 Pematangsiantar. In this research, researcher using pre-experimental class. As the sample of this research, the researcher took class VII-F as the experimental class. The sample was chosen randomly under the assumption that each class had the same level of ability. In collecting the data, the researcher used multiple choice items. The data were analyzed by using Microsoft excel and some formula to calculating the mean score and standard deviation of student test. The researcher found that there is a relative difference of the students' listening comprehension achievement between the students who were using video and those who using audio. It can be seen from the mean score of the student In video test the mean score is 76,41 meanwhile in audio test the mean score of the student is 77,96. In standard deviation video test got the result 2,35 and audio test got 19,96. Furthermore, based on the result of the data, teaching listening through audio is more effective to increase students' listening comprehension because audio can give more concentration for the students in the classroom. When the students listen using audio media, they are can focus to the story. This situation creates a more active class and pleasurable study for them to learn and comprehend the listening skill. The audio is also able to motivate them to the lesson in the class.

Keywords: Media, Listening Comprehension, Listening Ability

INTRODUCTION

Listening plays a crucial role in daily live communication. People listen for some purposes such as having entertainment, acquiring certain informations, and pursuing academic purposes. As for academic purposes, listening is one of important skills in foreign language teaching and learning. Listening is essential for learning a language, especially English as the Second Language because it is basic skill that has to be mastered by the students.

Teaching listening is a demanding job for teachers. Some teachers prefer to use audio tracks for the listening activities, mostly read by a native speaker, while others have a tendency to read a text themselves and act as a model so that students can learn the pronunciation, stress and intonation patterns and so on. For many years, cassette players have been inseparable parts of language classes. Besides being difficult to forward or backward the audio track, cassettes lose their quality when they are used over a period of time. Due to the technological advancements, the use of cassette players in language classes has decreased. Many language institutes prefer to have TV sets which allow them to show educational films for the students. Besides reaching educational goals, showing films is an activity which is considered as a good feature for advertising a language institute. No matter what the reason is, videos are at the center of attention these days and many language institutes are trying to use them in listening comprehension, the more the students can understand what is being said, the better they have what is communicated. Moreover, they will be able to comprehend the characteristics of the target language which will help to improve their language development in all four key skill areas. It is necessary to use interesting and suitable media in teaching listening because media cover recording, reproducing, and displaying moving images along with the sound, especially in the form that can be presented on the screen. Therefore, it is expected that those media can help students to grasp the gist of information needed in the listening. Students are able not only to hear the information but also see it by themselves. Thus, media will lead to a greater understanding of the lesson in listening comprehension. Furthermore, media is able to avoid students' boredom during teaching at listening comprehension.

It is reasonable to choose interesting media which in this research are video and audio tape as the listening equipment's because many children and teenagers like to watch video and it could make the learning process easier and fun. They would be interested and happy to listen through this media. Developing listening comprehension through videos would also make the teacher get the importance of using technological tools in order to catch student's attention. When students are totally engaged in a class, their learning and comprehension are completely opened to the new knowledge, so the objectives of listening comprehension can be successfully achieved.

Listening is an active, purposeful process of making sense from what we hear (Nunan, 2003:24). Listening is a key second language skill, it has a vital role in the language acquisition process, and its development is prime concern to language teachers. Computer software applications to further language learning are becoming common place and with advances in technology are now able to include media video and audio to deliver the learners. Nowadays, Teaching Listening has attracted a greater level of interest around the world (Richard, 2008:1).

This research is about to compare two media of learning and to see which one is more effective. It compares learner success rates on comprehension and Language recall tasks while using the two different media of audio and video. Results of performance on tasks showed more effective comprehension and recall while using media audio or video plus pen and paper.

As Nurpahmi in her research "Improving Listening Skill by Activating Students" Prior Knowledge" (2015) found that activate the students" prior knowledge can improve students listening skill. In other hand, Richard (2008:15) proposed another crucial role in listening namely consciousness of awareness. Nowadays listening received much more attention especially in second language teaching (Rost, 2011:146). It is now recognized that listening is not a passive skill but it is an active skill and has a complex process.

As Rubin in Practical English Language Teaching (2007:3) points out that listening is more than decoding what is heard, but also when listening the listener is active to select the information that they get from the speaker (from auditory or visual clues) and interpret the information by using their background knowledge to decipher what is going on and to figure out what speaker intend.

In finding the solution of the students' listening problem, the researcher is interested to compare the audio tape that are used in the school and video in order to know which one of those media help to increase students' listening comprehension. The main method of exposing students English is through the use of taped material which can exemplify wide range topics such as advertisements, news, broadcast, poetry reading, plays, pop songs, speeches telephone conversations and all manner of spoken exchanges (Harmer, 2001). It is necessary to use interesting and suitable media in teaching listening because media cover recording, reproducing, and displaying moving images along with the sound, especially in the form that can be presented on the screen. Therefore, it is expected that those media can help students to grasp the gist of information needed in the listening. Students are able not only to hear the information but also see it by themselves. Thus, media will lead to a greater understanding of the lesson in listening comprehension.

From explanation above the researcher look the problem is about what media is most effective for listening comprehension learning. So, it will be easier to learn English with media. Based on the explanation above, the researcher interested to take this problem to be object of the research under the title "A Comparative Study Between Students' Using Video and Audio Media In Listening"

Research Problem

The problem of this research is:

Is there any significant difference between students' Listening Comprehension Ability using video and audio media in SMP N 7 Pematangsiantar in 2020/2021 Year Academic?

The Objective of research

The objective of this research is:

To find out significant difference between students' listening comprehension ability using video and audio media in SMP N 7 Pematangsiantar in 2020/2021 Year Academic.

LITERATURE REVIEW

Theoretical Review

The Aspects of Listening Comprehensions

Listening comprehension is a very complex process emphasizing the listener to understand the meaning of the spoken texts. It involves both linguistic knowledge and nonlinguistic knowledge. Rost (2011: 9-53) describes linguistic knowledge as follows.

1. **Speech sounds** Sound perception is the basis of hearing and essential process in listening. Listeners recognize speech as a sequence of phonemes that are particular to a certain language. These phonemes have slightly differing characteristics of length, duration and frequency which help the listeners discriminate between them.
2. **Words** Recognizing words is the essential semantic process in listening. In order to recognize a word, listeners have to perform three simultaneous processes: find the most probable candidate word among several possibilities, estimate the best meaning of the word in the context, and find the reference for the speaker's words. Moreover, Buck (2001: 37) also mentions that stress and intonation are very important in word recognition. By paying attention on stress and intonation, listeners usually understand the meaning of a certain word, even when they did not catch the actual sounds.
3. **Parsing speech** one of the essential processes in listening is parsing. It is the process of dividing the incoming string of speech into grammatical categories and relationships. Listeners parse speech by calculating the relationship of words and groups of words to a central theme, or verb.
4. **Discourse processing** it refers to the reasoning processes that enable the listeners to understand how language and context function together. In listening, the listeners try to identify relevant information. Often, they must infer missing information. They also form useful conclusions that include the relevant information and make sense in the cultural situation. Besides, any process of text comprehension presupposes a great deal of general nonlinguistic knowledge about the world and how things work within it. Buck (2001: 19) states that world knowledge is used not only to expand interpretation, but also to restrict it. For the example, when general topic is familiar, knowledge about that topic can be used to interpret the text. Moreover, knowledge of specific facts or knowledge of how things usually happen, can be used to fill in details that are not explicitly stated in the text. Nonlinguistic aspects in listening related to the world knowledge are inference and schema.

The Difficulties in Listening Comprehension

The successful listening comprehension are depended from many conditions. But the two considerations to take into accounts are first from the incoming input or in this case is the media that the students use in listening comprehension process, and the second is the students itself as a listener who gain the understanding of speakers utterance in listening comprehension process. The media which present the spoken materials for the listening comprehension process should considered to have several conditions for the second language learner such as the speech rate of the speaker, the topic or the spoken material are familiar for the students, the students have a lot of vocabulary of the material, the materials are interesting for the students and the accent of the speaker is familiar for the students.

Meanwhile the student also is one of the component of the successful listening comprehension. The fragileness of listening are cause by several conditions from the students, such as vocabulary limitation, low attention on listening comprehension process, miss-interpretation of the nonlinguistic clues and failure to recognize the linguistic clues. Underwood (1989:16) points out the problems that the learners encounter in listening process have been identified by several conditions:

1. Lack of control over the speed at which speakers speak
2. Not being able to get things repeated
3. The listeners limited vocabulary
4. Failure to recognize the signals.
5. Problems of interpretation
6. Inability to concentrate
7. Established learning habits

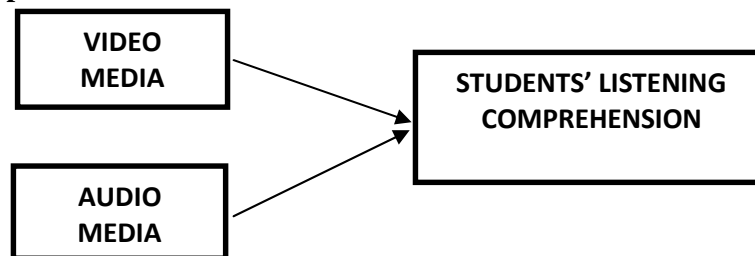
Strategies for developing Listening ability

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. At this point, Larry (2012: 182) states that part of teacher's roles is to ensure that the lesson proceeds in an orderly and productive way so that the students feel confident, relaxed and unthreatened by listening task. A good pattern for listening sessions should include the following aspects.

- a) Pre-listening activities are carried out before an actual listening task to prepare learners for listening. The rationale is based on our understanding of how prior knowledge or schema about facts and language can assist individuals in processing any kind of information encountered.
- b) The while - listening stage. It is the stage when the students listen to the passage (in some instance one section at a time) and attempt the while-listening activities.
- c) A period when students discuss their responses in pairs/ group, and help each other with the task.
- d) Some further discussion (if necessary) between students, Based on prompt questions from the teacher, discuss possible responses or discuss an idea or issue that is related to the topic of the listening text
- e) Post-listening as the name suggests, are carried out after a listening task to extend the communicative listening outcomes.
- f) Consideration of the area where students failed to understand or missed something and discussion of why this happened, playing through the text again, in whole or in part, if necessary.
- g) A post-listening extensions activity (if necessary).

While for teachers, it is very important to design pre- listening, while listening and post-listening activities that can make students feel confident, relaxed and unthreatened in understanding the content.

Conceptual Framework



The main focus of this research is listening comprehension. The aims of this research is the researcher want to know is there any significant difference between the students' listening comprehension at SMP N 7 Pematangsiantar 2020/2021 year academic. Researcher using video test audio test to see the significance difference between video and audio media for student learning. The test is using multiple choice by using video and audio media, and then to find out which one the better media between video and audio on student listening comprehension. Therefore the researcher gave two media to the students in listening comprehension process, those were video and audio media. After that the researcher gave a test which was divided into video test and audio test. The test is an instrument to measure the students' listening comprehension using the media and to find out the significant difference between the students' listening comprehension by using video and audio. After that, the researcher analyzed the students' answer of video test and audio test by scoring it and calculating it using some formulas. After knowing the result of video test and the result of audio test, the researcher compares both test result and then made a conclusion about the research finding and stated the final destinations or final finding of this research.

RESEARCH METHODOLOGY

Research

Research Design

This research was conducted in a pre-experimental research by using quantitative approach. Quantitative approach is every kinds of number not data or the research based on the test. According to Hamdi (2014: 8), quantitative research can define as the research that use of collecting data like a number and the analysis data use of statistics. The purpose of pre-experimental study is to determine cause and effect relationship. Arikunto (2006: 310) states that pre-experimental research has a purpose to investigate whether there is an effect on something that is treated as subject of the research. In the other words, an experimental research try to observe the cause and effect relations.

In this research, researcher want to compare students' listening comprehension scores using video and audio media are used to give the material to the student, the material of this research is a folktale with the title "Lazy Girl", After giving the material then researcher give test to see the ability of students listening comprehension using video and audio media.

The Setting of the Research

Place of the research This research study was conducted in SMP Negeri 7 Pematangsiantar . The research was conducted in the academic year 2020/2021. It will be conducted in eight days at July 2021.

Population and Sample

Population

According to Sugiyono (2015; 117) population is a generalization area consisting of objects and subjects that have the qualities and characteristics that the researcher determines to be studied and then draws conclusions.

The population of the research is seventh grade students of SMP NEGERI 7 pematangsiantar in academic year 2020/2021, The total population are 288 students, which is divide into nine classes; they were VII A, VII B, VII C, VII D and, VII E, VII F, VII G, VII H, VII I. According to Arikunto (2010: 173), the population is the whole of research subject, whereas sample is a part of population. The population of this research can see in the table below:

The Technique of Collecting the Data

Data collecting technique of this research are researcher give the material of “Lazy Girl” using video and audio media and after that researcher give multiple choice test to the student and scoring the result of the student test to see the difference between video and audio media. The aspect of scoring for this test as follows

a. Comprehension

This aspect is about student understanding to achieve the material and also the respond of the student.

b. Lexical

This aspect is about how much vocabulary that student use and how clear the mean is. For short, this aspect is about how much the variation of word that student used and their ability to get the complete vocab.

c. Grammatical

This aspect is about structure of word that student used and how correct they use it.

d. Pronunciation

This aspect is about student ability to hear the word and understand the word. And the criteria for student score as follows

Technique of Analyze Data

To analyze the data of this research, researcher using manual way with formula to see if there are any significance difference between student listening comprehension ability using video and audio media

To see the result researcher using formula as follow:

1. Collecting students score.

2. Counting the average score of the students with the formula:

$$MX = \frac{\sum X}{N}$$
$$MY = \frac{\sum Y}{N}$$

Where is:

MX : Average Value

x : Conventional score

N : Total of the sample

(Sudijono,2007; 82)

3. Counting Standard Deviation

$$SD = \frac{1}{N} \sqrt{N\sum X^2 - (\sum X)^2}$$

Where is:

SD : Standard of deviation

1 : Constant score

N : Number of samples

X	: Number student score
X ²	: Total of score video and audio test after squared (Sudijono,2007:16)

DATA ANALYSIS, FINDINGS, AND DISCUSSION

Data

Data Analysis

Population of this research is all of students VIII grade of SMP N 7 pematangsiantar which is consisting of 9 class with total 288 students and the sample taken with using simple random sampling, researcher using pre-experimental class, so it is obtained 1 class with total 29 students as the sample of this research. The sample is taken from class VIII-F. learning model of this research is CAI (computer assisted instruction) and the instrument to collect the data of this research is a test. The test is divided into two it is video test and audio test. Video test is give after the student watch the material using media audio, meanwhile audio test is give after student listening the material of the lesson using media audio.

Technique of analyze the data of this research is using manual way which is divided to three parts counting student score, counting the average of student score and counting the standard deviation of student score.to get the result researcher using some formula.

Counting Mean Score Student

In this section the researcher divides the calculation of the mean score student into two parts. The first is for video and the second is for audio.

To counting mean score student researcher using manual way with formula:

$$MX = \frac{\sum X}{N}$$

1. Video

$$MX = \frac{\sum X}{N}$$

$$MX = \frac{2240}{29}$$

$$MX = 77,24$$

2. Audio

$$MX = \frac{\sum X}{N}$$

$$MX = \frac{2261}{29}$$

$$MX = 77,96$$

Based on the calculation, mean of student video test is 77,24 and for audio test is 77,96.

Counting Standard Deviation

To counting the standard deviation of student score, researcher divided it to two section. The first is counting video test and the second is audio test.

1. Video test

$$SD = \frac{1}{N} \sqrt{N \sum X^2 - (\sum X)^2}$$

$$SD = \frac{1}{29} \sqrt{29(173355) - (2240)^2}$$

$$SD = \frac{1}{29} \sqrt{(5027295) - (5017600)}$$

$$SD = \frac{1}{29} \sqrt{9695}$$

$$SD = \frac{1}{29} .98463$$

$$SD = \frac{98463}{29}$$

$$SD = 3,39$$

Based on analysis data, the standard deviation of video test is 3,39

2. Audio test

$$SD = \frac{1}{N} \sqrt{N \sum X^2 - (\sum X)^2}$$
$$SD = \frac{1}{29} \sqrt{29(176441) - (2261)^2}$$
$$SD = \frac{1}{29} \sqrt{(5116789) - (5112121)}$$
$$SD = \frac{1}{29} \sqrt{4668}$$
$$SD = \frac{1}{29} \cdot 68,322$$
$$SD = \frac{68,322}{29}$$
$$SD = 2,35$$

Based on analysis data, the standard deviation of audio test is 2,35

FINDINGS

Findings

After analysis the data there are a few findings that researcher found of this research

1. Mean Score

After researcher got the data of student score researcher counting the mean score. to know which media has a significant effect for student in listening comprehension especially in English language.

After counting the mean score there are a few findings that researcher got as follows

1. In video test total of student score is 2216 and the mean score from this test is 76,41.
2. In audio test total of student score is 2261 and the mean score from this test is 77,96.
3. The mean score test with audio media is higher than video media, it means audio media has more significant effect for listening comprehension in SMP N 7 Pematangsiantar learning 2020/2021 year academic.

2. Standard Deviation

Standard deviation is a statistic that measures the spread of the data set relative to the mean. It mean that if the standard deviation is smaller that mean the standard deviation is getting closer to the mean score, vice versa.

1. Test with audio media has result 2,35
2. Test with video media has result 3,39

Based on the data distributed of audio media is more significant for student listening comprehension learning in SMP N 7 Pematangsiantar 2020/2021 year academic.

Discussion

According to the researcher there are a few factor that make student mean score and student standard deviation using audio media is higher than using video media

1. Audio media is more easy to get and has a cheaper prize in market so student can buy it anytime and practice
2. Student can concentrate to the word of the folktale and easier to understood the point of the stor

CONCLUSION AND SUGESTION

CONCLUSION

1. In video test total of student score is 2216 and the mean score from this test is 77,24. Meanwhile in audio test total of student score is 2261 and the mean score from this test is 77,96.
2. The mean score test with audio media is higher than video media, it means audio media has more significant effect for listening comprehension in SMP N 7 Pematangsiantar learning 2020/2021 year academic.

3. The standard deviation of test with audio media has result 19,96, meanwhile standard deviation of test with video media has result 2,35
4. The distributed of audio media is more significant for student listening comprehension learning in SMP N 7 Pematangsiantar 2020/2021 year academic.

SUGESTION

Based on the findings of the research, some suggestions addressed to the teacher/lecturer, and the next researcher in using the media video and audio on students listening comprehension.

1. For the Teachers/Lecturers

The result of this research shows that audio is a better media than video to be applied on students' listening comprehension, therefore the implication of this research expects the teachers/lecturers to use audio as learning media in teaching Video in listening comprehension because the sound clues from audio allow the students to make connection between the sound and the image so that it help the student to gain the understanding of the spoken text in listening comprehension process.

2. For the Next Researchers

It is suggested to other researchers to complete this research by conducting any other researches that related on video and audio media in listening comprehension. The result of the study can be used as additional reference for further research with different sample and occasions. The finding of this research showed that audio is a better media than video on students' listening comprehension, but there are factors that impact the audio media in helping the students in listening comprehension process, they are the topic and the type of the sound clues of audio, thus this research needs considerable improvement of thought for further research studies. The researcher hopes that the future research may conduct a study to find out the quantities of the sound input of different audio materials. In addition considering this research only focuses on literal comprehension, there for the researcher also hopes that the future research may conduct a study to compare between video and audio in order to find out the better media on students' listening comprehension in inferential level of comprehension.

3. For School

Since teaching listening through audio can give better result for the students, English teachers are highly suggested to apply audio as variation of media in teaching and learning process. Teaching listening comprehension through audio is enjoyable for the students, since audio consists of good and focus sound that are easily memorable and interesting for the students in the listening lesson. It helps the students to gain the information clearly and entertaining them as well. So, the researcher suggested for school to use audio as the media in teaching listening comprehension. There are some various English audio that can be applied in the teaching listening comprehension. But, school have to be more careful because not all audio is appropriate with the lesson.

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