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The Effectiveness of Contextual Video in Increasing Students' English Listening Comprehension: A Quasi-Experimental Study of Seventh Years Students of SMPN 13 Poleang Utara

¹ Jusmaniar Nonci, ² Karmila

¹Universitas Islam Makassar, Indonesia

²Universitas Islam Makassar, Indonesia

Email: jusmaniar.dty@uim-makassar.ac.id

Abstract

The main purposes of this research are to investigate the effectiveness of the contextual videos in increasing students' listening comprehension and students' interest toward this technique. This research used quantitative method and applied Time Series Design to find out the answers to the root problems. The sampling technique used in this research is cluster random sampling and use test and questionnaire as instruments. The tests include pre-test and post-test and distributed four times. The researcher analyzed the data through descriptive analysis and inferential analysis by using SPSS version 24. The result shows that after giving treatment, there is improvement of students' posttest simultaneously from first posttest to fourth posttest. It is proved that the mean score of students last test on posttest is 85.00 which is categorized as high. Furthermore, researcher found that students responses on questionnaire were positive. Regarding to the hypothesis test, it proves that the t -test (2.333) is greater than $> t$ -table (1.729), it can be concluded that H1 is accepted. Therefore, it can be concluded that contextual video effective in improving students' listening comprehension at SMP Negeri 13 Poleang Utara and students are interested toward this technique.

Keywords: *Contextual Video, Listening Comprehension, Interest*

Introduction

Language is a way to communicate ideas from one person to another, including English. It has four basic skills; they are listening, speaking, reading and writing; and elements, such as: grammar, vocabulary, and pronunciation. In learning English, students have to compete with these skills. Among four skills, researchers believe that listening comprehension need to be mastered first because we have to understand what is being said by other people who speak English. Moreover, become a good listener guarantees a good speaker, so do reader and writer. Therefore, the researchers intended to investigate the students' listening comprehension, especially to the Junior High School level.

Based on pre-observation at SMPN 13 Poleang Utara, the students' listening comprehension was still low. There were some factors related to them which encompass related problems, such as teachers and teaching strategies, and material. Researchers also found that students were rarely had a listening task and they found difficulties to identify unfamiliar words. Not only that, teacher used conventional and traditional way of teaching and lack of teaching strategy of English listening comprehension.

The third problem was related to the material. The Material less interesting, out of date, and in appropriate to the students' levels, needs, and capacity. There were various English materials from other resources for supplementary material, but the materials used in teaching listening activity were mostly taken from the course book. It contained complicated and monotonous material and task.

The last problem was related to the learning style. The learning activity was using teacher-centered approach which the teacher was the main focus. Teacher did not guide their student to explore more about their listening skill and practice it by their selves. Therefore, the researcher tried to connect the students listening comprehension with contextual video as media in teaching

Based on the problem statement above, researchers intended to:

1. knowing whether or not the use of contextual video effective in increasing students' English Listening Comprehension at the seventh grade of SMPN 13 Poleang Utara?
2. investigating whether or not the students interested in the use of contextual video in increasing students' English Listening Comprehension at the seventh grade of SMPN 13 Poleang Utara?

Method and Data

This research used quantitative method and applied a Quasi-Experimental and used Time Series Design. This study design using only one group; therefore, it requires no control group. Before giving treatment, the experimental group is given a pre-test and after that given a post-test.

Variables in this study are divided into two namely: Independent Variable (Y) which is Contextual video and Dependent Variable (X) is Listening Comprehension. The total number of populations at SMPN 13 Poleang Utara are 120 students, which are divided into six classes. Every classes include 20 students. In determining sample, the researchers applied cluster random sampling technique and assigned the one group class only as experimental class. Thus, the sample of this research was seventh year students, named as class VII A.

The procedure of collecting data is divided into three steps, they are: Pre- Test, treatment, and post-test. The method of data analysis used was descriptive and inferential analysis by using IBM SPSS statistics version 24. s

Results

After conducting the research, researchers found different types of data in each pretest and posttest scores. The pre-test was used to measure students' listening

comprehension base. Meanwhile, the post-test was used to see the students' increase and interest in listening comprehension after they were thought by using Contextual Video. The finding was gained from the result of the pre-test and post-test score as follows:

NAME	Pre-test 1	Pre-test 2	Pre-test 3	Pre-test 4	Post-test 1	Post-test 2	Post-test 3	Post-test 4
AM	70	70	80	80	80	90	90	90
AA	50	50	60	70	80	70	80	80
AI	60	70	60	80	80	90	90	90
DS	60	60	60	70	70	80	80	90
H	50	60	60	60	70	80	90	90
HH	50	50	50	50	70	70	80	80
IP	80	80	70	90	80	90	90	90
KM	50	60	60	80	80	80	90	90
KA	70	70	80	80	90	90	90	90
MM	60	60	60	70	70	80	80	80
MH	60	70	70	60	80	80	80	80
MA	90	80	90	80	80	90	90	90
NE	70	80	70	60	80	70	80	80
NK	70	70	80	70	80	80	80	80
NH	80	80	70	80	90	80	80	90
NKP	70	60	60	70	70	70	80	80
P	40	40	50	60	70	70	80	80
RJ	60	70	60	60	70	70	70	80
S	70	70	80	70	70	80	80	90
SS	60	60	70	70	70	70	80	80
Total	1270	1310	1340	1410	1530	1580	1660	1700
Mean	63.50	65.50	67.00	70.50	76.50	79.00	83.00	85.00

Table 1. Students' Total Score of Pretest and posttest in Listening Comprehension

1. Descriptive data

a. Gain Score

After calculate students score in each pretest and posttest, researcher analyzed it descriptively, as displayed below:

		Statistics							
		pre_te st1	pre_te st2	pre_te st3	pre_te st4	post_t est1	post_t est2	post_t est3	post_t est4
N	Valid	20	20	20	20	20	20	20	20
	Missing	0	0	0	0	0	0	0	0
Mean		63.50	65.50	67.00	70.50	76.50	79.00	83.00	85.00
Std. Error of Mean		2.741	2.458	2.417	2.233	1.500	1.762	1.277	1.147
Median		60.00	70.00	65.00	70.00	80.00	80.00	80.00	85.00
Mode		60 ^a	70	60	70	70 ^a	80	80	80 ^a
Std. Deviation		12.258	10.990	10.809	9.987	6.708	7.881	5.712	5.130
Variance		150.263	120.789	116.842	99.737	45.000	62.105	32.632	26.316
Range		50	40	40	40	20	20	20	10
Minimum		40	40	50	50	70	70	70	80
Maximum		90	80	90	90	90	90	90	90
Sum		1270	1310	1340	1410	1530	1580	1660	1700
Percentiles	25	52.50	60.00	60.00	60.00	70.00	70.00	80.00	80.00
	50	60.00	70.00	65.00	70.00	80.00	80.00	80.00	85.00
	75	70.00	70.00	77.50	80.00	80.00	87.50	90.00	90.00

a. Multiple modes exist. The smallest value is shown

Table 2. Descriptive Data

b. Questionnaire

From the statistics of questionnaire data can be seen based on the table below:

		Statistics	
		questionnaire score	
N	Valid	20	
	Missing	0	
Mean		61.65	
Median		61.00	
Std. Deviation		4.614	
Variance		21.292	
Range		23	
Minimum		55	
Maximum		78	
Sum		1233	

Table 3. Gain Score of Questionnaire

c. Reliability Test

Cronbach's Alpha	N of Items
.521	20

Table 4. Reliability Test

Based on the table above, it is known that N of items (the number of items or item of questionnaire) has 20 items with Cronbach's Alpha 0,521. Because Cronbach's Alpha score is 0,521>0.60, then as the basis for decision making in the reliability testing above could be concluded that the 20 items of the questionnaire in measuring students' interest in the English of listening comprehension is reliable or consistent.

d. Normality Test

Test of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
value	.179	20	.092	.929	20	.146
Lilliefors Significance Correction						

Table 5. Normality Test

In Kolmogorov-Smirnov column, to find out significance score of a data it can be seen in the sig. column. Based on the data normality test it can be seen that the significant score (sig.) is 0.092 (>0.05). The result shows that the data is normally distributed. Similarly, in the Shapiro-Wilk column displayed significant (sig) is 0.146 (>0.05) and the data is also normally distributed.

e. T-test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	62.936	5.613		11.212	.000
	Contextual Video	-.021	.089	-.055	2.333	.818
a. Dependent Variable: Listening Comprehension						

Table 5. Normality Test

Based on the table 5, it is show that the t-value is 2.333. Calculated t-value has been found, the next step we will look for the t-table. Then the t-table value is 1.729. Because the t-value of 2.333 is greater than 1.729. Therefore, it can be concluded that "there is an

effect of contextual video (X) “. (T-value of -2.333 is considered greater than t-table 1.729 in Simple Linear Regression analysis.

For the last is hypothesis test, the researchers described the interpretation of the research finding and summary of hypothesis. The research was held to answer the problem of this research that whether there was the effectiveness of contextual video in increasing students' English listening comprehension or not. To answer that question, the researcher wrote the alternative hypothesis (H1) and the null hypothesis (H0) as follows:

a. The Null Hypothesis (H0)

The null hypothesis (H0): Contextual Video is not effective in increasing students' English listening comprehension at SMPN 13 Poleang Utara.

b. The Alternative Hypothesis (H1)

The alternative hypothesis (H1): Contextual Video is effective in increasing students' English listening comprehension at SMPN 13 Poleang Utara.

Based on the analysis of hypotheses. It proves that the t-test (2.333) is greater than t-table (1.729). It can be concluded that H0 is rejected and H1 is accepted.

Discussion and Conclusions

The result showed that data of pre-test 1 that mean score was 63.50, data of post-test 1 that mean score was 76.50, data of pre-test 2 that mean score was 65.50, data of post-test 2 that mean score was 79.00, data of pre-test 3 that mean score was 67.00, data of post-test 3 that mean score was 83.00, data of pre-test 4 that mean score was 70.50 and data of post-test 4 that mean score was 85.00. Researchers found that Contextual Video is effective in increasing students' English listening comprehension at SMPN 13 Poleang Utara. Based on the result of questionnaire, students had positive response to the contextual video as media in teaching listening comprehension. This response is categorized as Interested.

This researcher expected to be beneficial for students to improve their English Listening Comprehension. However, students need more practice English listening in order to support other language skills. Teacher are expected to use various teaching strategy related to the English Listening comprehension. This researcher can be a reference to other future researchers who are going to overcome the same problem by using different method. Contextual Video is applicable for other language skills and elements; therefore, it is highly suggested to teacher and researcher to use this as their teaching media.

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