



A Comparative Study Between Using Video and Audio as Media in Students' Listening Comprehension at the Eighth Grade of SMPN 30 Sijunjung

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ABSTRACT

This study was conducted to address the issues observed in SMPN 30 Sijunjung. The identified issues were students' tendency to complain when the teacher did not provide further explanation in Bahasa during audio activities, difficulty in comprehending native speakers due to their fast pace, lack of focus during video or movie-based listening activities, and confusion regarding certain vocabulary. The aim of this research is to compare the effectiveness of using video and audio as media in students' listening comprehension. A quantitative research approach was utilized in this study. The design was comparative with VIII.1 and VIII.2 as the sample classes, each taught using either video or audio. The data was collected through a listening test. Based on the data gathered from the eighth grade students of SMPN 30 Sijunjung, it was concluded that there is no significant difference in the overall scores of students' listening comprehension when using video or audio. However, the findings showed variations in specific listening skills, with the video group performing better in distinguishing sounds and the audio group excelling in decoding verbal messages. Additionally, both groups had similar levels of ability in perceiving and retaining the entire message. These results suggest that both video and audio can equally facilitate students' listening comprehension.

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INTRODUCTION

Listening is one of the most basic skills needed to develop other language skills and is therefore considered an important priority skill in language education (Merry Prima Dewi, 2019). Listening comprehension includes not only listening to what is being said but also the ability to understand the language spoken. Listening is the whole of mental activities realized in order to understand what is heard (Semiarni Z, et al, 2020). 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. In listening comprehension, the more the students can understand what is being said, the better they have what is communicated (Kardena A, 2016). 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 present on the screen. Therefore, it is expected that those media can help students to grasp the gist of information needed in the listening.

Furthermore, media can avoid students' boredom during teaching at listening comprehension (F Yustahzah, 2013). It is reasonable to choose interesting media which in this research are video and audio tape as the listening equipment because many children and teenagers like to watch video and it could make the learning process easier and fun. They will be interested and happy to listen through this media. Media is a means of communication and source of information. Media is also considered as an instructional system of the teaching learning process. It can be of media in teaching-learning process can raise new desire and interest, generate motivation and stimulation of learning activities (Prasetya, 2014). Media is hoped to make students' gain knowledge, understanding attitude, and skills. It means that English teachers should be careful to consider the media they will use in learning process because what students receive will always depend on what they are introduced. It is necessary to use 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 but also see it by them selves. Thus, media will lead to a greater understanding of the lesson in listening comprehension.

Video is a type of media that can be used to teach learning listening comprehension. The implementation of video in teaching listening comprehension is necessary because by using video learners can see that language in using from natural contexts and can make connection between word image which help them to analyze their own will use of the language (Kardena A, 2020). Through the use of video listening activities, students are curious and interested in listening to each video. Arsyad states that video increases students' motivation and it is also able to show a process in detail which can be repeated (2014). Besides, video also gives motivation to students to listen more in a story. Video make an attract attention to students' influence attitudes and behavior and the content of the story is more striking, messages that are presented in a concise and lasting impression will be remembered. The use of video also presents listening material that is more fun by watching every event that happens. Listening activities like this can also increase eye foresight and sensitivity of the ears in listening to the sound coming out of the video. In addition, the diverse video makes students not easily bored in listening to every video played. The more video played can make a deep listening ability for each student. Furthermore, using videos in the

classroom allows the learners to access to more information when listening. That is, the learners can listen and see what is happening at the same time. Furthermore, learners can see the language in use from natural contexts; they can make connections between words and images which help them to analyze their own use of the language or even to learn new language (Potosi, et, al, 2014).

In addition, Mashudi said that Audio Visual is a form of media that combines audio (sound) and visual elements to be presented simultaneously (Mashudi, et all, 2021). By utilizing this medium, both the auditory and visual senses are engaged at once. Its purpose is to capture the attention of students and help improving their listening comprehension by pairing it with visual aids. Examples of such media that can aid in improving listening skills include flashcards, audio slides, movies, lectures, and news broadcasts. More advanced students can benefit from the use of film, educational lectures, and news programs . This means that it is particularly useful in listening comprehension exercises or tasks, as it allows students to both hear and see the language being used in context.

Furthermore, audio is the form of recordings that is used to listen to stories, conversation, etc. By using audio, the students' associate letter combinations with sound. This technique can improve listening and reading skills. (Arsyad, 2014). The function of audio media according to Nana Sudjana and Ahmad Rivai is to train all skills development activities, especially those related to aspects of hearing skills that can be achieved with audio media in the form of: focusing attention and maintaining attention, following directions, training analytical power, determining meaning and context, selecting information and ideas, and summarizing, and remembering (Arsad, 2014). In addition, Audio media is used to involve the sense of hearing so that the process of listening occurred. While another expert states that audio learning media if it is used properly can contribute to education. With audio, students can listen to different accent variations of more than one speaker. Also, it can sharpen their sensitivity to hear what the speaker says even in different accent.

Similarly, in a research conducted by Ahmed, Yaqoob, and Yacoob (2015) aimed at examining the significance placed on listening proficiency in English textbooks in Pakistan, it was observed that audio materials can effectively motivate and assist learners in acquiring English. Additionally, Moreno (2015) investigated the use of differentiated instruction to enhance students' listening comprehension abilities, where audio was identified as a crucial approach for instruction. In another article titled 'Nature, Importance, and Practice of Listening Skill', Asemota (2015) emphasized the use of audio materials to create engaging listening activities for learners to develop their listening comprehension skills.

RESEARCH METHODE

This research uses a quantitative research approach with a comparative design. The study involved two classes, VIII.1 and VIII.2, each taught using different methods: VIII.1 with video and VIII.2 with audio. The instrument used to collect data was a listening test designed to measure students' listening comprehension in each method.

The respondents for this research were selected using total sampling, as defined by Gay (2019), where the entire population is chosen as the sample. Both VIII.1 and VIII.2 classes were selected because they were taught by the same teacher and exposed to different teaching methods. The researcher employed two tests to measure students' listening comprehension—one using video and the other using audio. Each test consisted of 10 multiple-choice questions, with one correct answer and three distractors. Incorrect answers were scored as 0.

Data collection followed a structured procedure: first, test items were prepared and validated by experts; then, the tests were administered to the classes. Students' answer sheets were collected, and the answers were checked. The scores were analyzed to test the hypothesis and determine the results of the research. Before analyzing the data, pre-requirements such as testing for normality, homogeneity, and linearity were conducted using SPSS. Normality was tested using the Liliefors test, homogeneity with the F-test, and linearity with ANOVA. SPSS software was utilized for these statistical procedures, as it is known for its ability to quickly analyze data and perform various statistical tests, such as time-series and multivariate analysis (Flynn, et al, 2013).

RESULT AND DISCUSSION

Result

Overall Comparison

The overall comparison between video group and audio group will be done using t-test that is done by using SPSS application. The result can be viewed on the table below:

Table 1.
The Overall Comparison of Video and Audio Group Students

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Score	Equal variances assumed	2,761	0,106	0,005	35	0,996

	Equal variances not assumed			0,005	33,804	0,996
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Based on the result of t-test above, it can be seen that the sig. (2-tailed) value is bigger than the research alpha ($0,996 > 0,05$). This means that there is no significant different between students who were taught by using video and students who were taught by using audio.

Based on all the calculation above, the researcher concludes the result into the following table:

Table 2.
The Comparison of Video and Audio Group

Category	Video Group	Audio Group
Mean Score	40,53	40,56
Ability to distinguish sounds	52,63%	37,04%
Perception of entire message	26,32%	41,67%
Ability to hold message in auditory memory	38,60%	37,04%
Ability to decode speaker' statement	39,47%	50,00%

Discussion

From the data, it can be seen that the mean score of both groups does not differ significantly, with the video group having a slightly higher score compared to the audio group. However, when looking at the specific skills involved in listening comprehension, the two groups have varying levels of abilities.

In terms of distinguishing sounds, the video group has a higher percentage at 52.63% compared to the audio group at 37.04%. This suggests that having visual aids, such as seeing the speaker's mouth movements and body language, can aid in understanding and distinguishing different sounds. This also aligns with the findings of previous studies that have shown the effectiveness of incorporating visual aids in listening comprehension tasks (Potosi, et, al, 2014).

In terms of perceiving the entire message, the audio group has a slightly higher percentage at 41.67% compared to the video group at 26.32%. This could be because the audio group relied solely on listening and interpreting the spoken words, while the

video group also had to process visual information. This may have caused a distraction and affected their ability to focus on the entire message.

When it comes to the ability to hold the message in auditory memory, both groups have similar percentages at around 38%. This suggests that the use of video and audio has little effect on this specific skill, as both groups had the same amount of information to process and remember.

Lastly, in terms of decoding the speaker's statement, the audio group had a higher percentage at 50%, compared to the video group at 39.47%. This aligns with the findings of previous studies that show the effectiveness of listening-only tasks in developing listening skills. This suggests that for tasks that specifically aim to improve the ability to understand verbal messages, using audio-only materials may be more beneficial.

In conclusion, both the video and audio groups had similar overall scores in listening comprehension, but there are certain skills that were affected differently by the use of visual aids. Incorporating a combination of video and audio may be helpful for developing listening skills, but it is also important to consider the specific goals of the task and the skills targeted.

CONCLUSION

Based on the data that was gathered from the eighth grade of SMPN 30 Sijunjung, it can be concluded that there is no significant difference in the overall scores of using video and audio in students' listening comprehension. However, there are variations in the specific skills involved in listening, with the video group performing better in distinguishing sounds and the audio group excelling in decoding verbal messages. Furthermore, the results also showed that both groups had similar levels of ability in perceiving the entire message and holding it in their auditory memory. This suggests that both video and audio can be effective tools in facilitating students' listening comprehension.

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