

## **IMPROVING THE STUDENTS' LISTENING COMPREHENSION BY USING ENGLISH CONVERSATION VIDEO**

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### **ABSTRAK**

*Tujuan utama dari penelitian ini adalah untuk mengetahui seberapa jauh peningkatan pemahaman mendengarkan siswa setelah mereka diajarkan dengan menggunakan video percakapan bahasa Inggris kepada siswa kelas delapan SMP Negeri 3 Padangsidempuan. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 3 Padangsidempuan yang terdiri dari 335 siswa dan penulis diambil 67 siswa sebagai sampel penelitian ini. Metodologi penelitian yang digunakan dalam penelitian ini adalah metode penelitian tindakan kelas. Dan sebagai instrumen untuk mengumpulkan data penulis menggunakan tes tertulis. Dari nilai skor rata-rata yang didapat oleh siswa dalam pre test, yaitu 59,78. Pada posttest 1, skor rata-rata adalah 71,94. Selain itu, pada posttest II, skor rata-rata adalah 79,03. Persentase peningkatan implementasi antara pretest dan posttest 1 adalah 20,35%. Selain itu, persentase peningkatan hasil implementasi antara pre-test dan post-test 2 adalah 32,21%. Ini berarti bahwa ada peningkatan yang signifikan dari pemahaman siswa dalam mendengarkan setelah mereka diajarkan dengan menggunakan video percakapan bahasa Inggris kepada siswa kelas delapan SMP Negeri 3 Padangsidempuan. Pada akhir siklus dua, hasil posttest menunjukkan bahwa ada 60 siswa atau 82,09% yang lulus KKM. Ini meningkat secara signifikan dari pretest yang hanya memperoleh 11,94% dan pada posttest 1 yang memiliki peningkatan 56,72%. Oleh karena itu, berdasarkan hasil persentase kelas dari pretest ke posttest 2 pada siklus kedua, dapat dilihat bahwa ada peningkatan 52,94% yang dapat diperoleh CAR ini. Terbukti bahwa penggunaan video percakapan bahasa Inggris dapat meningkatkan pemahaman siswa dalam mendengarkan siswa kelas delapan SMP Negeri 3 Padangsidempuan. Dari analisis data yang dikumpulkan telah diketahui bahwa ada peningkatan yang signifikan dari pemahaman siswa dalam mendengarkan setelah mereka diajarkan dengan menggunakan video percakapan bahasa Inggris. Hal ini dapat dilihat dari hasil peningkatan persentase implementasi antara pre-test dan post-test 2 adalah 32,21%. Sehingga hipotesis penelitian ini diterima.*

*Kata Kunci : video percakapan, pemahaman mendengarkan*

### **ABSTRACT**

The main purpose of this research is to find out how far the improvement of students' listening comprehension after they are taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidempuan is. The population of this research was the eighth grade students of SMP Negeri 3 Padangsidempuan which consist of 335 students as and the writer was taken 67 students as the sample of this research. The research methodology used in this research was a classroom action research method. And as the instrument for collecting the data the writer uses the written test. From the value of average scores got by the students in the pre test, that is 59.78. In posttest 1, the average score is 71.94. In addition, in posttest II, the average score is 79.03. Percentage of implementation increase between pretest and posttest 1 is 20.35%. In addition, percentage of implementation increase between pre-test and post-test 2 is 32.21%. This means that there is a significant increase in students' understanding in listening after they are taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidempuan. At the end of the second cycle, the results of the posttest show that there are 60 students or 82.09% who pass KKM. This is a significant increase from the pretest which only obtained 11.94% and in posttest 1 which has an increase of 56.72%. Therefore, based on the results of the class percentage from the pretest to posttest 2 in the second cycle, it can be seen that there is a 52.94% increase that can be obtained by this CAR. It is proven that the use of English conversation video can increase students' understanding in listening eighth grade students of SMP Negeri 3 Padangsidempuan. From the data analysis it has been known that there is a significant increase in students' understanding in listening after they are taught by using English conversation video. This can be seen from the results of the increase in the percentage of implementation between pre-test and post-test 2 is 32.21%. Therefore, the hypothesis of this research is accepted.

The percentage improvement of the implementation between pretest and posttest 1 is 20.35 %. Moreover, the percentage improvement result of the implementation between pre-test and post-test 2 is 32.21%. It means that there is a significant improvement of the students' comprehension in listening after they are taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidempuan. At the end of cycle two, the result of the posttest showed that there were 60 students or 82.09 % who passed the *KKM*. It was significantly improved from the pretest which gained only 11.94 % and in the posttest 1 which had 56.72% improvement. Therefore, based on the class percentage result from the pretest to the posttest 2 in the second cycle, it could be seen that there were 52.94% improvement that this CAR could gain. It was proven that the use English conversation video can improve the students' comprehension in listening to the eighth grade students of SMP Negeri 3 Padangsidempuan. From the analysis of the collected data it has been known that there is a significant improvement of the students' comprehension in listening after they are taught by using English conversation video. It can be seen from the percentage improvement result of the implementation between pre-test and post-test 2 is 32.21%. So that the hypothesis of this research is accepted.

Keywords : conversation video, listening comprehension

## I. INTRODUCTION

One of the ways to teach English to teens is using media and other learning support besides of using textbooks and other materials provided by the school. In learning language there are many various alternatives techniques and media that teachers can apply for teaching language skills especially for improving listening skill, such as using, songs, podcasts, movies or videos. It can be concluded that using video in teaching listening is a good alternative. On the other hand, video can be easily accessed because it is available in a variety of forms of video tapes, DVDs, TV, online video, etc. Through video and the teacher guides, student can perform a variety of activities from reading, listening, speaking, and writing by using a wide variety of video, such as video

interviews, movie trailers, music videos, also, English conversation videos.

In this research the writer used authentic English conversation video related to the topic or theme of material that is taught to the eighth grade students of Junior High School. The writer argues that the use of English conversation video is expected to help students in understanding some functional English conversation. So, learning objectives as stated in SK/KD can be achieved.

Based on literature and journal researches which show that many students tend to prefer listening with audio and visualize material rather than just use audio material. According to the assumptions above, it is expected that teaching listening by using English conversation video can offer an alternative way on providing the variation

techniques in teaching listening. Finally the writer decided to conduct study more about the using English conversation video in improving students' listening comprehension. The researcher hopes to know and get clear description about English conversation video in improving the student listening comprehension, and makes the topic of her research as follows : *“Improving The Students’ Listening Comprehension By Using English Conversation Video”*

The writer carries out this research based on the following purposes :

1. To find out how far the improvement of students’ listening comprehension after they are taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidempuan is
2. To find out how far the skills of the eighth grade students of SMP Negeri 3 Padangsidempuan in listening comprehension is.

So, the writer can formulate the hypothesis of this research as follows : “There is a significant improvement of the students’ listening comprehension after they are taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidempuan”.

## II. THE REVIEW OF LITERATURE

### Listening Comprehension

According to Jack C. Richard (2008) listening comprehension is refers to a traditional way of thinking about the nature of listening. This view of listening is based on the assumption that listening activities in teaching and learning process is held in order to facilitate understanding of spoken language. The reason of this assumption is that listening implied as a component of speaking.

### Conversation Video

Conversation video can be define as a combination of moving pictures and sound involves two or more people talking together for interpersonal and transactional purpose.

### The Theoretical Framework

There are some probably factors that caused the problems including lack of students who involves in teaching learning process for they have lack of vocabulary, lack of media that can make students more enjoy the learning process, lack of variation methods and techniques in teaching listening. These factors actually could be minimized with a better anticipation by the teacher.

Using video in teaching listening is a good alternative. On the other hand, video can be easily accessed because it is available in a variety of forms of video tapes, DVDs, TV, online video, etc. Through video and the teacher guides, student can perform a variety of activities from listening by using a wide variety of video, such as video interviews, movie trailers, music videos, also, English conversation videos.

The writer argues that the use of English conversation video is expected to help students in understanding some functional English conversation.

### III. THE METHOD OF RESEARCH

In appropriate to the topic of this research, in this research the writer applies classroom action research. According to McMillan and Schumacher (2006), Action research is the process of using research principles to provide information that educational professionals use to improve aspect of day to- day practice. It is simply a systematic approach to help professionals change practice, usually using a collaborative model that includes several individuals.

Action research is also completed in items in using a collaborative model and with entire school (i.e., school-based action research). The intent of action research is only to address specific action in single context. Action research promote change in classrooms and school, greater collaboration among those with a vested interest in the result, in an integration of research with practice, and willingness to test new ideas.

In education, action research has been employed in school based curriculum development, professional development, school improvement programs and system planning and policy development.

The population of this research is the whole number of the eighth grade students of SMP Negeri 3 Padangsidempuan. It consists of 335 students.

The writer takes only 67 students as the sample of this research. The method which is used by the writer in choosing the sample is the cluster random sampling.

To measure the students average score in every test, the writer used this formula :

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

In which :

- $M_x$  : Mean
- $\sum X$  : Sum of Individual Score
- $N$  : Number of Students

For the next, the writer got the class percentage which passed the KKM (minimal completeness criteria) considering English subject gain score 75 by using this formula:

$$P = \frac{F}{N} \times 100 \%$$

In which :

- $P$  : The Class Percentage
- $F$  : Total Percentage Score
- $N$  : Number of Students

To measure the students' improvement in listening comprehension from pre-test 1 up to the post-test 1 in the first cycle, the writer used formula as follow:

$$P = \frac{y - y_1}{y} \times 100 \%$$

In which :

- $P$  : The Percentage of Students' Improvement

- $Y$  : Pre-test result
- $Y_1$  : Post-test result of 1<sup>st</sup> cycle

While, to measure the students' improvement in listening comprehension from pre-test up to the post-test 2 in the second cycle, the writer used formula as follow:

$$P = \frac{y - y_2}{y} \times 100 \%$$

In which :

- $P$  : The Percentage of Students' Improvement
- $Y$  : Pre-test result
- $Y_2$  : Post-test result of 2<sup>nd</sup> cycle

### IV. THE RESULT AND DISCUSSION

#### The Result of Research

From the value of average scores got by the students in the pre test, that is 59.78. In posttest 1, the average score is 71.94. In addition, in posttest II, the average score is 79.03. The percentage improvement of the

implementation between pretest and posttest 1 is 20.35%. Moreover, the percentage improvement result of the implementation between pre-test and post-test 2 is 32.21%. It means that there is a significant improvement of the students' comprehension in listening after they are taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidimpuan.

At the end of cycle two, the result of the posttest showed that there were 60 students or 82.09 % who passed the *KKM*. It was significantly improved from the pretest which gained only 11.94 % and in the posttest 1 which had 56.72% improvement. Therefore, based on the class percentage result from the pretest to the posttest 2 in the second cycle, it could be seen that there were 52.94% improvement that this CAR could gain. It was proven that the use English conversation video can improve the students' comprehension in listening to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2016 - 2017 academic year.

## V. THE CONCLUSSIONS AND SUGGESTION

### The Conclussions

1. There is a significant improvement of the students' comprehension in listening after they taught by using English conversation video to the eighth grade students of SMP Negeri 3 Padangsidimpuan in 2016 - 2017 academic year. It can be seen from the percentage improvement result of the implementation between pre-test and post-test 2 is 32.21%
2. English conversation video is good to be applied in teaching listening. It can be seen from the average score or mean scores got by the students in post-tes 1

and post-test 2, they are 71.94 for the posttest 1 and 79.03 for posttest 2.

3. The Result of the posttest showed that there were 60 students or 82.35% who passed the *KKM*. It was significantly improved from the pretest which gained only 11.94 % and in the posttest 1 which had 56.72% improvement.
4. The hypothesis of this research is accepted.

### The Suggestions

1. For Teachers  
Teachers should use conversation videos in learning listening to make the learning listening process more effective.
2. For Students  
Students should not depend on the conversation video provided by teacher inside the classroom. It is better for them to try find other related media by themselves outside of the classroom to get a better listening
3. For Further Researcher  
This study is yet imperfect, it is recommended for further researcher studying conversation videos to create the videos themselves based on the needed topic of the lesson.

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