THE EFFECTIVENESS OF USING VIDEO AS A LEARNING MEDIA FOR LISTENING COMPREHENSION IN NARRATIVE TEXT

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Abstrak

Mendengarkan adalah kemampuan untuk memperhatikan dan memahami apa yang dikatakan orang lain. Salah satu aktivitas menyenangkan yang meningkatkan keterampilan mendengarkan adalah menonton film. Salah satu genre film yang sangat aman untuk dikonsumsi pelajar adalah dongeng. Film dongeng saat ini diadopsi melalui film kartun lama dan diperbarui dengan versi manusia dengan alur cerita yang lebih menarik namun tetap memiliki nilai moral. Desain penelitian yang digunakan pada penelitian ini adalah Pra-eksperimental. Data yang dikumpulkan adalah materi menyimak. Materi pendengarannya diadaptasi dari cerita anak Alice in Wonderland. Selain itu, saya mengarah pada tujuan penelitian ini adalah untuk mengetahui peningkatan signifikan dalam hal struktur generik dalam teks narasi dan untuk mengetahui peningkatan signifikan dalam hal pesan yang disampaikan dalam teks narasi. Peneliti menerapkan desain penelitian kuantitatif dan penelitian ini melibatkan siswa kelas IX, 18 orang diantaranya laki-laki dan 18 orang diantaranya perempuan. Terdapat perubahan skor pre-test dan post-test mengenai struktur generik teks narasi. Skor yang berubah dari pertanyaan pertama mencapai 97% dan pada pertanyaan kedua 93,9%. Hasilnya menunjukkan peningkatan yang signifikan pada rata-rata skor post-test dari 72,79 menjadi 88,82, yang menandakan efektivitas penggunaan video sebagai alat pembelajaran. Penelitian ini menyimpulkan bahwa penggunaan video secara signifikan meningkatkan keterampilan pemahaman mendengarkan siswa dan memfasilitasi pemahaman mereka terhadap teks naratif.

Kata Kunci: keterampilan, video pembelajaran, teks naratif.

Abstract

Listening is the capacity to pay attention to and comprehend what other people are saying. One of the most exciting activities that improve listening skills is watching movies. One movie genre that is very safe for students to consume is the fairy tale. The fairy tale movie is currently being adopted through old cartoon movies and updated with human versions with more interesting storylines but still has moral values. The research design used for this study is Pre-experimental. The data collected was listening material. The listening material has been adapted from the children's story Alice in Wonderland. Moreover, I lead to the aims of this research are to find out the significant enhancement in terms of generic structure in narrative text and to find out the significant enhancement in terms of delivered message in narrative text. The researcher implemented a quantitative research design and this study involved ninth-grade students, 18 of whom were boys and 18 of whom were girls. There are changes in the pre-test and post-test scores regarding the generic structure of the narrative text. The score that changed from the first question reached 97% and in the second question 93.9%. The results showed a notable rise in the post-test score average from 72.79 to 88.82, signifying the effectiveness of incorporating videos as a learning tool. The study concluded that the use of video significantly enhanced students' listening comprehension skills and facilitated their understanding of narrative texts.

Keywords: learning videos, narrative texts, skills.

INTRODUCTION

English is one of the most widely used languages in the world. Every country experiences high popularity with its citizens, including Indonesia. English has grown in popularity as an international language and a means of communication for people in several emerging nations. The necessity to study it is due to the fact that English is

a language of commerce, education, and technology. So, people interact with these three on a daily basis. Due to its demand, English is now a required subject in schools, and classes are offered to help people become fluent. They are acquiring proficiency in the English language, including reading, writing, speaking, and listening. A vital component of learning is listening.

One of the most essential language abilities is listening, which is necessary for clear communication. The messages are misinterpreted without the capacity to listen well (Yurko, 2020). Listening is the capacity to pay attention to and comprehend what other people are saying. It provides the students with information to help them acquire the understanding required to use the language (Yunita, 2022). Communication is a necessary component of interaction, both in terms of comprehension and production. Students often see effective communication as difficult since it generally relies on oral understanding, hearing, and observing. To communicate effectively, listening and observing are two of the most important actions. In addition to evaluating students' listening and watching comprehension skills, this exercise suggests ways for them to become better at communicating.

Nowadays, there is more interest in teaching listening for exit tests, university admission examinations, and other purposes than in the past. Since listening is a receptive skill, it implicates students in absorbing and comprehending English-language material (Arono, 2014). One of the teacher's problems is that the media has become the case in the class. Not all classes have the media to teach listening, such as speakers and projectors. In addition, the students become less engaged and bored due to the restricted resources. To support instructors in their teaching, educational media plays a crucial role in learning activities. To make learning the English language easier for students, this instructional material is employed. Berliana (2015) concurs that accurate learning materials are necessary for the development of listening abilities. Learning media come in a variety of forms, including audio, video, multimedia texts, and many more.

The learning media chosen must include the materials the teacher will give the students, such as an English short movie. Audiobooks provide an effective gateway to more authentic texts such as English short movies. The range of levels found in these audiobooks ensures a reduced cognitive load when listening due to increased lexical coverage for the students (Rodgers, 2016). Watching movies is a learning media that students can learn inside and outside the classroom, so students also can watch a movie at home. English movie once a day in their free time, they hear the spoken language and observe how the characters communicate, allowing them to mimic it.

One movie genre that is very safe for junior high students to consume is the fairy tale movie. Fairy tales are fantastical or ludicrous stories that are never true for entertainment purposes and can have instructive or beneficial effects (Shofiyulloh, 2020). The fairy tale movie is currently being adopted through old cartoon movies and updated with human versions with more interesting storylines but still has moral values. Fairy tales are excellent equipment for teaching English about story development and conflict resolution. According to Nur Wahid (2012), fairy tale movies will help students improve.

METHODS

The researcher implemented a quantitative research design. Officially speaking, the quantitative approach involves gathering numerical data to explain a specific occurrence. Quantitative research is "a scientific, empiric, objective, rational, and systematic method" (Sugiyono, 2022). A quantitative for this researcher aims to ascertain how video teaching affects students' ability to listen to narrative text. The study participants for the research were 3rd grader students from one of the junior high schools in Surabaya. The sample that the researcher chooses is 1 class, namely class IX-F with a total of 36 students in the pre-experimental class, 18 of whom were boys and 18 of whom were girls.

In this research, a pre-experimental design was employed, wherein one group had therapy (X), a pre-test (O1), and a post-test (O2). It aims to ascertain how video teaching affects students' ability to listen to narrative text.

Table 1
Pre-experimental (one group pre-test post-test) design

Pre-test	Treatment	Post-test
O1	X	O2

O1: The Pre-test

O2: The Post-test

X: Treatment

Pre- and post-tests are used to obtain the data for this study. Pre-test and post-test data were collected from third-grade learners at SMPN 29 Surabaya by watching and listening to the fairy tale movie. Before starting the students' treatment, the pre-test will be completed. This assessment was designed to determine the students' fundamental abilities and comprehension of narrative texts. Moreover, to know the students' problems in learning listening, the students will be post-tested to know the effect of using video as learning media in listening comprehension with narrative text.

The researcher employed the following approaches to gather data:

a. Pre-test

The pre-test was carried out before the research got underway. This exam was their understanding of narrative text. The purpose of a narrative text is to inform and amuse its audience (Håland, 2021). Fairy tale movie is still top-rated among Junior High Schools, but some students are no longer interested in fairy tale movies because they are considered too childish. Therefore, the researcher used Fairy tale movies as learning media for students to learn listening comprehension through narrative text. Additionally, it can aid in retaining knowledge by introducing new vocabulary, grammar, messaging, and amusement to the students. However, the lack of material presented during the lesson confused students about learning references that could be used to learn to listen.

Considering these problems, the researcher wants to know the effectiveness of using Video as a Learning media for Listening Comprehension in Narrative Text to look easy to digest and effective for students in 29 Junior High Schools in Surabaya. designed to gauge students' fundamental understanding of narrative texts and identify any difficulties they may have with listening comprehension. The students respond to a multiple-choice exam consisting of 20 questions throughout this session.

1) Treatment

The researchers conducted the class meeting while providing treatment. The researcher's approaches to delivering materials in the classroom interaction during one meeting, the researcher played an English fairy tale movie "Alice in Wonderland" and subsequently, the investigator probed the subject with multiple questions regarding the just-screened film. Students can respond to the questions using the target language as best they can. The researcher gave a short listening test about part of the scene in the movie. The last thing, the researcher repeated showing the English fairy tale movie "Alice in Wonderland" to check student answers.

b. Post-test

Following the treatment, the students were given a post-test, and the researcher delivered the post-test collection. After the treatments were implemented in the experimental class, the post-test was administered to gauge student comprehension. Its goal was to determine how different the experimental class, which employed the Fairy Tale movie as its media, performed in terms of listening comprehension achievement. Students in the experimental class completed 20 multiple-choice questions as part of the post-test, which followed a similar format to the pre-test.

In order to ascertain the impact of using video as learning media in listening comprehension with narrative text, the researcher employed the statistical method to analyze data from experimental teaching. Specifically, test results were first entered into an Excel spreadsheet and then the data were analyzed using SPSS. The data should be analyzed as follows:

a. Validity

Validity is a critical component of effective research. A study project is ineffective if it lacks validity (Cohen et al., 2007). According to Davies & Elder (2005), validity is based on the idea that an instrument accurately assesses its intended purpose. For this, researchers utilize the formula shown below:

$$M = \frac{\sum f X}{N}$$

$$M = \frac{\sum f Y}{N}$$

Note:

M : Mean Score
N : The total number of samples
fx : The sum of all scores in experimental class

b. Mean

The mean is used to determine the average score of students, the Pre-test, and the Post-test.

$$\bar{x} = \frac{\sum x}{N}$$

Which:

X : mean
ΣX : sum of the score
N : number of students

c. Standard deviation

The basis for calculating the standard deviation is a desire to know a diversity group data (Nafi'iyah, 2017). To get a more realistic average dispersion value, it takes the square root of the variance, called the "standard deviation."

$$s^2 = \frac{\sum_{i=1}^{n}(x_i - \bar{x})^2}{n}$$
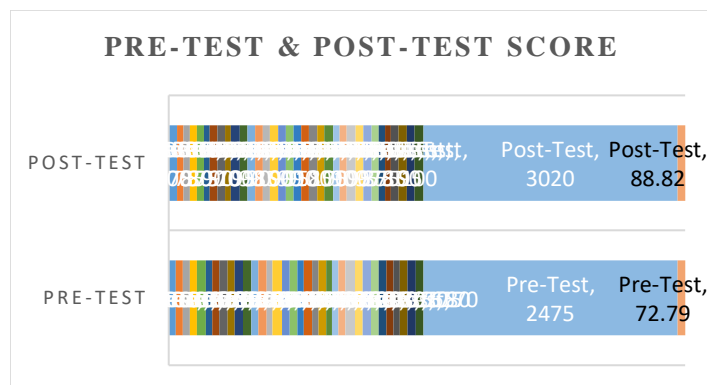
Where:

S^2 : Varian

S : deviation standard
Xi : value x to i
X : mean
N : sample size

RESULTS AND DISCUSSION

The research design used for this study is a Pre-experimental. The data collected was listening material. The listening material has been adapted from the children's story Alice in Wonderland. It was used as learning material during data collection from March 6th until March 7th, 2023. The total number of students from grades 7 until 9 is 1,701, consisting of 540 male and 531 female students. This research was conducted in class IX-F with a total number of 36 students consisting of 18 boys and 18 girls including 2 special needs students.

The pre-test questions form was distributed before the students began their activity of listening and watching the film of the adapted children's story Alice in Wonderland. The question forms of post-test distributed after the students had finished their activity of listening and watching the film-adapted children's story Alice in Wonderland.

Figure 1 Pre-test & Post-test Score

Based on the aforementioned statistics, the total number of students was 36, minus the 2 inclusive students who were not present for the activity while the data was being collected. Prior to the pupils receiving the therapy using the children's narrative Alice in Wonderland, which has been adapted for the screen, the pre-test results totaled 2475. After the students received the therapy of utilizing videos as learning material, their post-test score was 3020. With a mean score of 72.79 on the pre-test and 88.82 on the post-test, software Statistical Package for The Social Sciences (SPSS) 25 For Windows Data was used to do descriptive statistical analysis of the data from pre-test and post-test findings. The following is how the explanation is seen:

a. Pre-test data

The pre-test was conducted before the start of the study. This exam was designed to assess students' foundational knowledge and abilities with narrative texts as well as identify any difficulties they may be having with listening comprehension. During this session, the students finished answering all 20 questions on the multiple-choice exam. The table below displays the pre-test computation results:

Table 2
Frequency distribution of Pre-test scores

Value	Frequency	Precent
60	3	8.8
65	5	14.7
70	12	35.3
75	6	17.6
80	3	11.8
85	2	5.9
95	2	5.9
Total	**34**	**100**

The results of the pretest score's frequency distribution are shown in table 2. Thirty-four pupils showed up for the exam. According to the score, there were three students who received a score of sixty, five students who received a score of sixty, twelve students who received a score of seventy, six students who received a score of seventy-five, four students who received a score of eighty, two students who received 85, and two students who received a score of ninety-five. Based on the preceding data, the frequency distribution was centered around the score range of 65 to 70. It indicated that prior to receiving therapy, the student's comprehension of the narrative material was mediocre at best.

Table 3
Pre-test Descriptive Statistics

	N Stat	Range Stat	Min Stat	Max Stat	Sum Stat	Mean Stat	Mean Std. Error	Var Stat
Pretest	34	35	60	95	2475	72.79	1.465	73.017
Valid N (list wise)	34							

Because the student understood the narrative text, the researcher could continue collecting the data using the adapted video Alice in Wonderland.

b. Post-test data

Post-test data that carried out after treatment is given, that from after completing the treatment of watching and listening to the adapted children's story Alice in Wonderland, a post-test was given to the students, and the researcher dispersed the test's questions. The post-test was given to measure student

understanding after completing the treatments during the experimental period in the experimental class. It was to know the significant differences in the student's achievement in listening comprehension of narrative text.

Table 4
Frequency distribution of Post-test

Value	Frequency	Percent
70	1	2.94
75	6	17.66
80	1	2.94
85	5	14.7
90	8	23.53
95	5	14.7
100	8	23.53
Total	34	100

Based on table 4 above, it shows that the pre-test score from the student participants was 34 with a total sum of 2475 from the data collected. The pre-test mean value was 72.79 and the pre-test media was 70.00. The minimum value from the pre-test was 60 and the maximum value from the pre-test was 95. The statistics showed that the class was ideal for the treatment using adapted video as learning media.

From the table above, frequency distribution concentrated on scores between 90 to 100. It suggested that the student showed significant enhancement in understanding narrative text using adapted video. It confirmed that using video in teaching narrative text was advantageous.

The statistics showed that the class significantly improved after the treatment using the adapted video Alice in Wonderland as learning media. It was so because the student understood the narrative text using the video rather than not using the video.

c. Validity test

Within the particulars of this investigation, the researcher used expert judgment to validate the results. notable academic served as the expert validator. Appendix F contains full documentation of the validation procedure, including the instruments and outcomes.

d. Standard Deviation Pre-test and Post-test score

Standard deviation is the sum of the square roots of the difference between the data values and the average, divided by the total quantity of data. Standard deviation measures how wide the deviation or spread of the data values is from the average or

mean value from the pre-test and post-test. It is shown below.

Table 5
Descriptive Statistics Pre-test and Post-test

	N	Mean	Std. Deviation
Pretest	34	72.79	8.545
Posttest	34	88.82	9.298
Valid N (listwise)	34		

Based on the table above, the total number of students participated in the pre-test and post-test was 34 students. The mean score of the Pre-test was 72.79, and the mean score of the post-test was 88.82. For collecting the data, the probable error was less than the normal one. It suggested that the students' result was original and confirmed that they were genuinely doing the test. The last number in standard deviation supported the student's enhancement, which was the same as it showed. The standard deviation of the pre-test was 8.545, and the standard deviation of the post-test was 9.298. It suggested that the standard deviation was accepted. Thus, the alternative hypothesis (H0) can be ignored. Based on the findings, the alternative hypothesis (H0) can be changed into (H1). It states that the application of video as a learning medium can significantly improve the student's listening comprehension.

To answer the first research question related to the generic structure of the text. The test was designed to explore students' difficulty identifying generic structures in narrative text. The researcher used Alice in Wonderland's story to check their comprehension of generic structures such as orientation, complication, and resolution. Based on the pre-test questions, there are 2 questions about the generic structure and the students answered correctly only 88.6%, and the second question 57.2% of 2 questions about generic structure. There are changes in the pre-test and post-test scores regarding the generic structure of the narrative text. The score that changed from the first question reached 97% and in the second question 93.9%.

Proceed to respond to the second linked research question in terms of delivered message in narrative text. A narrative is a story that talks about past actions or actions requiring problems and contributes a lesson to readers. Researchers want to know whether students understand the content of the story of Alice in Wonderland and get the message contained in the story through the video shown. Through the pre-test score, 60% of students answered correctly. After the treatments, students increased by 97% of the post-test score. Data

was obtained it can be said that there has been a change in student learning outcomes, it has been proven that the students' score of listening comprehension using video as learning media is effective, especially in terms of generic structure and in terms of delivered message in narrative text.

This research was created to provide assessment for teachers and other researchers who will research more deeply into learning narrative texts using videos. The researcher wants to convey that learning narrative text can not only use the method of reading books or storytelling but can also use videos so that students can understand much more expeditious. By using videos, students can not only see the animation but can also understand the messages that can be conveyed through the video which can be useful in their daily live.

CONCLUSION

The study concluded that the use of video significantly enhanced students' listening comprehension skills and facilitated their understanding of narrative texts. Since the study assessed the students' understanding of generic structures and the conveyed messages in the narrative text, using Alice in Wonderland as the primary text. The pre-test results indicated that students faced challenges in identifying generic structures, with a correct response rate of 88.6% for the first question and 57.2% for the second.

However, after the treatment, the post-test scores significantly improved to 97% and 93.9%, respectively, demonstrating the efficacy of utilizing videos as a teaching aid. Additionally, the study aimed to evaluate students' comprehension of the narrative's message. Before the intervention, only 60% of students responded accurately to questions about the story's content. Post-treatment, this percentage substantially increased to 97%. The overall analysis highlighted the positive impact of video-based learning on students' listening comprehension, especially concerning identifying narrative structures and understanding the text's messages. The results showed a notable rise in the post-test score average from 72.79 to 88.82, signifying the effectiveness of incorporating videos as a learning tool.

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