

THE INFLUENCE OF VIDEO ON STUDENTS' LISTENING AUDIO SKILLS

SWEETLY NAJOAN, NOLDY PELENKAHU, FRIDOLIN KUKUS

Universitas Negeri Manado

Correspondance author: sweetlynajoan@gmail.com

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Abstract : This research aims to examine the impact of YouTube videos on improving students' listening skills. The study uses a quantitative approach, with results presented in numerical form. The participants are 23 seventh-grade students from SMP Negeri 3 Tondano. To measure the effect of YouTube on their listening abilities, the researcher employed a pre-test and post-test method. Initially, students took a pre-test to assess their baseline listening skills, it is then followed by a post-test after using YouTube videos as part of their learning process. The findings revealed that the average pre-test score was 69.13, while the post-test average increased to 81.96, representing an 18.55% improvement. Based on these results, it can be concluded that incorporating YouTube videos significantly enhanced the students' listening skills, as demonstrated by the marked increase in their post-test scores by 18.55%. This suggests that YouTube can be an effective tool for developing listening skills in an educational setting.

Keywords: *listening, listening audio skills, influence, Youtube*

INTRODUCTION

Language is how people talk and share their thoughts and feelings with each other. It's important for communication and expressing emotions. Different languages show where people come from and what they value. English is a big global language that helps people from different places understand each other. It's used in many parts of life, like work and school (Ginting, Raja & Tarigan, 2019).

English is special because it's used in many different countries and cultures. People use it for lots of things, like doing business, talking to other countries, and

even for fun things like movies and music. Knowing English well can help you in many ways.

It's not just about knowing English words. It's also about understanding how to use them in real life, like when you talk or write. Learning English can be hard, especially if it's not your first language. But practicing and learning can help you get better. In short, language helps us connect with each other, and English is especially important because it helps people from all over the world understand each other better.

English is important because it's the official language in many countries and is taught in schools worldwide. In lots of places, it's mandatory for students to learn English. This shows how crucial English skills are for success in today's globalized world. Learning English isn't just about grammar and pronunciation. It's also about being able to understand, talk, read, and write well. These skills are essential for doing well in school and getting ahead in life. Pelenkahu (2017) highlights that mastering English involves developing practical abilities, like listening and speaking, in addition to grammar and pronunciation.

For us, learning English as a foreign language can be tough, especially for people who aren't native speakers. They might struggle with the subtle details of the language and the differences in culture. As Pelenkahu (2014) mentioned, becoming proficient in English doesn't happen automatically; it takes a lot of studying and practice. This can happen in both formal and informal settings.

To really master English, you need to put in a lot of effort and keep at it. You have to expose yourself to different ways English is used, like in conversations, reading, and writing. This helps you understand the grammar, vocabulary, and other aspects of the language better (Ginting, Raja & Tarigan, 2019).

In learning a language, being good at listening, reading, speaking, and writing is really important. Each of these skills helps you communicate better in English. Listening, especially, is crucial because it helps you understand what people are

saying and respond appropriately. But sometimes, regular classroom teaching might not cover everything you need to learn a language well. That's why teachers and learners are trying new and creative ways to help with learning languages.

According to Howatt and Dakin (1974), listening refers to the ability to discern and comprehend what others are saying. This process involves not only recognizing the speaker's accent or pronunciation but also understanding their grammar, vocabulary, and, ultimately, the meaning of their message. Listening is widely regarded as one of the most essential language skills, as it plays a crucial role in communication. By listening, individuals are able to exchange ideas and interact meaningfully with others. Among the four primary language skills, listening is the one most frequently used in daily life. Moreover, the importance of listening is emphasized by Brown (2001), who highlights that it is a fundamental component of language learning and teaching. In fact, learners in classroom settings engage in listening far more than speaking, which underscores its significance in everyday life. Thus, it is evident that listening allows individuals to interpret meaning and understand information effectively.

In addition, Hasyuni (2006), describes listening as a creative skill. This means that listeners must process the raw input of sounds, words, and intonations to construct meaning from them. Consequently, effective listeners must navigate a speaker's choice of vocabulary, sentence structure, and pace of speech. Similarly, Russel (also in Hasyuni, 2006) underscores that listening requires not only comprehension but also attention and appreciation. Additionally, listening is an integrative skill that combines pronunciation, vocabulary mastery, writing, speaking, and reading. It goes along with Nunan (2003) who pointed out that listening is an active and purposeful process that involves making sense of what is heard. Therefore, this process of interpretation makes listening a dynamic skill that is key to effective communication and understanding.

In mastering listening skill, there are four main elements according to Oktavian & Hidayah (2023); ability to focus, general understanding, listening for details and accuracy of answers. Ability to focus is students' capability in listening the audio material. General understanding is when students understand the main idea of the audio based on certain context. The students' ability to imagine the general idea of what is heard in the audio. Listening for detail is often referred to as listening for specific information, involves grasping the task at hand and concentrating on identifying particular pieces of information. And accuracy of answer refers to the ability of students or listeners to respond to a task with the correct or precise answer.

In recent years, digital technologies and online platforms have changed how we learn languages. YouTube, in particular, has become a popular tool for language learners. It offers a wide range of educational videos on various topics and languages. YouTube is a widely used platform for sharing videos where individuals can upload, watch, and share video clips. It has become incredibly popular as a form of modern media within the realm of web 2.0. According to a recent article in Wired by Jones and Godwin (2007), there are approximately 65,000 uploads and 100 million views per day on YouTube.

You can find instructional videos, language tutorials, and even virtual classrooms. This makes it easy for learners to find content that matches their level and goals.

YouTube is easy to use and accessible to people of all ages, including high school students. With smartphones and internet access being common, students can use YouTube. Using YouTube in language learning brings many benefits. It keeps learners engaged, offers personalized learning experiences, and allows flexibility in learning pace and content. Teachers can use multimedia content from YouTube to cater to different learning styles and preferences, helping students participate more actively and understand better. As YouTube becomes more important in learning, it's essential to study its impact on students' language skills and academic performance. By

evaluating how YouTube helps improve listening skills and language acquisition, educators and researchers can learn more about effective teaching methods in the digital age.

Hence, the proposed study titled "The Impact of Video on Students' Listening Audio Skills" sought to investigate the impact of Youtube videos in students' listening skills especially at SMP Negeri 3 Tondano.

RESEARCH METHOD

Research Design

In this study, the researcher intended to employ quantitative research methodology. Sugiyono (2016: 7) described quantitative research methods as approaches grounded in the positivist philosophy, focusing on the examination of samples and research populations. Furthermore, according to Liando et al (2023), quantitative methods can be viewed as a set of techniques aimed at organizing, presenting, summarizing, communicating, and drawing conclusions from data in a manner that renders it informative. In this research, the researcher utilized a pre-test and post-test only design involving both an experimental group and a control group. The post-test aimed to assess the enhancement of vocabulary proficiency among students.

Population

Population, as defined by Sugiyono in Sumakul, Tuerah & Damopolii (2023), is a group that has certain similarity as the object of the research. In this research, the populations are the 7th grade of SMP Negeri 3 Tondano.

Sample

Sample, according to Sugiyono (2018) is a group of research objects with certain similar characteristics that represents a population. The researcher will use purposive sampling in this research. According to Sugiyono (2018) purposive sampling technique involves selecting samples based on specific considerations aligned with desired criteria, in order to determine the sample size for the study. The criterion in this research was that, as the population is pretty small, the researcher took 1 class

to reduce the sampling bias. In conducting the research, the researcher used the data collection method from Hariyati (2019). The steps are as follows:

Pre-Test

Pre-test was given to know the score before giving the treatment which was administered in the first meeting. The pre-test was to examine students' listening comprehension before implementing the YouTube video in the classroom. The two groups were given a pre-test of 20 questions in the form of multiple choice in which talks about adjectives.

Treatment

For the treatment, the students was given some treatments by using YouTube videos related to the topic. There were four meetings using this treatment. There were eight videos about adjectives that will be used in this treatment. The videos that were be used were taken from Yola Merina Media Youtube Channel. After preparing the class, the teacher asked the students to watch the video. After watching, the teacher briefly asked about their comprehension about the video.

Post-Test

Post-test was given after the treatment, which was to know the improvement of the students' listening skills. The types of post-test questions that was given was the same as the pre-test questions. This test aimed to measure students' listening comprehension after being given treatment.

Data Analysis

In analyzing the difference between pre-test and post-test score. The researcher used the data analysis technique from Gay in Hariyati (2019). The steps are as follows:

1. Calculation the mean of the students is answered by using formula:

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

Where:

\bar{x} = Mean core

Σ = The raw of all score

N = The number of subjects

2. The percentage of increasing achievement is used the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$

Where: P= Percentage

x_2 = Average score of Post-test

x_1 = Average score of Pre-test

FINDINGS AND DISCUSSION

After the researcher has conducted the pre-test and post-test, the data then were analyzed by the researcher. The data were analyzed statistically in order to identify the mean score of pre-test and post-test. The reason is to identify if there were any differences after applying the treatment. Below is the table for the students' pre-test and post-test score:

Student Name (Initial)	Pre-test Score	Post-test Score
A.K.P	70	85
G.F.A.S	85	95
G.T	65	85
I.T	75	80
L.M.L	55	60
N.I.W	80	90
I.G.M.K	70	75
L.J.H	70	70
M.V.T	50	70
M.Y.T	85	90
M.T	45	75
R.L	80	95
N.W.S.L	80	90

Q.C.M	60	85
R.T.N.G	70	85
R.M.M	55	80
T.P.Y.K	75	85
R.F.L	85	95
V.A.R.S	45	80
W.A.R.S	70	80
S.C.H	65	60
R.M.R.S	70	85
L.M.C.S	85	90
TOTAL (Σx)	1590	1885

From the table it can be seen that the lowest score of the pre-test was 45 and the highest was 85. On the other hand, the lowest score for pre-test was 60 and the highest score was 95.

Furthermore, after the researcher has gotten the score from pre-test and post-test, the researcher ran a calculation by using the formula that was mentioned in Chapter III. The result can be seen below:

Pre-test mean score

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

$$\bar{x} = \frac{1590}{23}$$

$$\bar{x} = 69.13$$

Post-test Mean score

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

$$\bar{x} = \frac{1885}{23}$$

$$\bar{x} = 81.96$$

Where:

\bar{x} = Mean core

Σ = The raw of all score

N = The number of subjects

From the calculation above, it shows that the mean score for pre-test was 69.13 and the mean score of post-test was 81.96. Both results was calculated using $\bar{x} = \frac{\Sigma x}{N}$ as the formula.

The result of the pre-test was gained by calculating the score of each students (Σx) which is 1590 then divided it by the number of total students (N) which is 23, the result was 69.13.

The result of the post-test was gained by calculating the score of each students (Σx) which is 1885 then divided it by the number of total students (N) which is 23, the result was 81.96.

After the mean scores were known, the next step is to find out the percentage of increasing achievement using the following formula:

$$P = \frac{x_2 - x_1}{x_1} \times 100\%$$
$$P = \frac{81.96 - 69.13}{69.13} \times 100\%$$

$$P = \frac{12.83}{69.13} \times 100\%$$

$$P = 18.55\%$$

Pre-test Mean Score	Post-test Mean Score	Improvement (%)
69.13	81.96	18.55%

From the table above, it showed that there is an improvement from pre-test to post-test, as it can be seen that the mean score for post-test is higher than pre-test, as the mean score for pre-test was 69.13 and the mean score for post-test was 81.96. Post-test was improved by 18.55% from the pre-test earlier. It meant that the use of video could improve students' listening audio skill.

Pre-Test and Post-Test Scores Analysis

The pre-test and post-test scores of the students, as presented in Table 4.1, offer a detailed snapshot of individual performances. Initially, the pre-test scores ranged from a low of 45 to a high of 85. After the intervention, the post-test scores showed a marked improvement, ranging from 60 to 95. This upward shift in scores across the board indicates that the video intervention had a positive effect on all students.

The pre-test scores highlight the variability in students' listening skills before the intervention. For instance, while some students like G.F.A.S and R.F.L scored as high as 85, others such as M.T and V.A.R.S were at the lower end of the spectrum with scores of 45. This variability underscores the diverse range of listening proficiency levels in the class.

Mean Scores and Statistical Significance

To provide a clearer picture of overall class performance, the mean scores were calculated. The pre-test mean score was 69.13, while the post-test mean score increased to 81.96. This improvement in the mean score signifies a substantial enhancement in listening skills across the entire class.

Improvement Percentage Calculation

The percentage improvement from pre-test to post-test was calculated using the formula:

$$P = \frac{x2 - x1}{x1} \times 100\%$$

$$P = \frac{81.96 - 69.13}{69.13} \times 100\%$$

$$P = \frac{12.83}{69.13} \times 100\%$$

$$P = 18.55\%$$

Where: P= Percentage

x2= Average score of Post-test

x1= Average score of Pre-test

This calculation indicates an 18.55% improvement, reflecting a significant gain in listening skills attributable to the video intervention.

The Impact of Using Youtube in Students' Listening Skills

a. Effectiveness of Youtube video as a teaching tool

The marked improvement in scores suggests that video is an effective medium for teaching listening skills. Videos, especially Youtube videos, can provide a rich, immersive experience that combines auditory and visual stimuli. This multimodal approach can cater to different learning styles and enhance comprehension. The visual context provided by videos can help students better understand and retain the information presented, leading to improved performance on assessments.

b. Enhanced student engagement

An engagement is a critical factor in effective learning. Traditional teaching methods, which may rely heavily on textbooks and lectures, can sometimes fail to

capture students' attention. In contrast, videos can make learning more engaging by presenting information in a dynamic and visually appealing manner. This increased engagement can lead to better focus, more active participation, and ultimately, improved learning outcomes.

c. Improvement in all proficiency levels

The data show that students with varying initial proficiency levels benefited from the video intervention. For example, students who scored low on the pre-test, such as M.T (45) and V.A.R.S (45), showed significant improvements in their post-test scores (75 and 80, respectively). Similarly, students who already had high pre-test scores, such as G.F.A.S (85) and R.F.L (85), also improved, reaching scores of 95. This broad-based improvement suggests that videos can be an inclusive teaching tool that supports learners at different levels.

d. Potential for broader application

Given the positive results, there is potential for the use of video to be expanded to other areas of the curriculum. For instance, videos could be used to teach complex scientific concepts, historical events, or mathematical problem-solving techniques. Future research could explore the effectiveness of video-based instruction in different subjects and educational settings.

Implication for Teaching Practices

The findings of this study have several implications for teaching practices:

Integration of Multimedia Resources: Teachers should consider integrating videos and other multimedia resources into their teaching strategies to enhance student engagement and learning outcomes.

Personalized Learning: Videos can be used to provide personalized learning experiences. Students can watch videos at their own pace, rewind, and review difficult sections, allowing for a more tailored learning experience.

Blended Learning Environments: The success of video interventions supports the adoption of blended learning environments, where traditional face-to-face instruction is combined with digital media. This approach can offer flexibility and cater to diverse learning needs.

Professional Development for Teachers: To effectively integrate videos into their teaching, teachers may require professional development and training. This training can help them learn how to create and curate high-quality video content, as well as how to integrate these resources into their lesson plans effectively.

Limitation and Future Research

While the results of this study are promising, there are limitations that should be acknowledged. The study was conducted with a relatively small sample size of 23 students, which may limit the generalizability of the findings. Future research could involve larger and more diverse student populations to validate these results. Additionally, the study focused solely on listening skills. Future studies could explore the impact of video interventions on other skills and subjects.

Another area for future research could be the long-term effects of video-based instruction. While the current study shows short-term improvement, it would be valuable to investigate whether these gains are sustained over time.

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