LISTENING MADE EASY: THE IMPACT OF CONVERSATIONAL VIDEOS ON STUDENTS' LISTENING COMPREHENSION

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ABSTRAK

Menggunakan materi video untuk pengajaran mendengarkan memiliki keuntungan karena menyediakan sumber daya yang kaya untuk latihan dialog dan pengucapan dalam bahasa Inggris. Penggunaan bahan video yang luas mendukung pengembangan keterampilan mendengarkan dalam pembelajaran bahasa Inggris. Dalam penelitian ini, peneliti fokus pada penggunaan video percakapan bahasa Inggris yang disesuaikan dengan topik-topik yang tercakup dalam kurikulum kelas 8 SMP. Tujuannya adalah untuk membantu siswa memahami percakapan bahasa Inggris fungsional dengan lebih baik, sehingga mencapai tujuan pembelajaran dengan lebih efektif. Penelitian ini bertujuan untuk menyelidiki perbedaan hasil antara siswa yang diajarkan pemahaman mendengarkan menggunakan video percakapan dan mereka yang diajarkan pemahaman mendengarkan tanpa menggunakan video percakapan. Temuan menunjukkan bahwa rata-rata skor post-test di Kelas Eksperimental adalah 68,84, sedangkan rata-rata skor post-test di Kelas Kontrol adalah 65,08. Hasil ini menunjukkan bahwa penggunaan video percakapan secara signifikan meningkatkan pemahaman mendengarkan siswa, yang mengindikasikan bahwa metode pengajaran ini dapat menjadi alternatif yang efektif dalam pembelajaran bahasa Inggris. Penelitian ini diharapkan dapat memberikan kontribusi bagi pengembangan metode pengajaran listening yang lebih inovatif dan menarik di kelas.

Kata kunci : Video percakapan, mendengarkan, pemahaman mendengarkan

ABSTRACT

Using video material for teaching listening is advantageous because it provides rich resources for English dialogue and pronunciation practice. This widespread use of video materials supports the development of listening skills in English language learning. In this study, the researcher focuses on using English conversation videos, specifically tailored to the topics covered in the 8th grade junior high school curriculum. The aim is to help students better understand functional English conversations, thereby achieving the learning objectives more effectively. This research is intended to investigate the difference of result between the student who are taught listening comprehension using conversation video and those who are taught listening comprehension without conversation video. The findings shows that the average post-test score in the Experimental Class was 68.84, whereas the average post-test score in the Control Class was 65.08These results indicate that the use of conversation videos significantly enhances students' listening comprehension, suggesting that this teaching method can be an effective alternative in English language learning. This research is expected to contribute to the development of more innovative and engaging teaching methods for listening skill in the classroom.

Keywords: Conversation video, listening, listening comprehension

INTRODUCTION

In Indonesia, English has become a mandatory foreign language, integrated into the curriculum from elementary school through university, and is a key component of the national exams that determine students' graduation (Okudaira, 2012). Mastery of English involves four

essential language skills: listening, speaking, reading, and writing. To effectively learn English, individuals need exposure to language input through listening and reading. Listening is fundamental to effective communication, as it allows individuals to comprehend, interpret, and identify what is being communicated (Atiyah & Izzah, 2019). This skill involves processing sounds, understanding vocabulary, grammatical structures, intonation, and stress (Hadi, 2020).

Listening is an active process of receiving and responding to spoken or sometimes unspoken messages. According to Nordquist (2017), listening comprehension involves understanding both the explicit and implicit meanings of spoken language. It goes beyond merely hearing words to grasping their intended meanings. Teaching listening comprehension presents challenges, primarily because students may lack interest in what they are listening to and may not engage fully with the material. To enhance students' listening comprehension, it is crucial to use engaging methods that evoke interest. Incorporating stimulating content can significantly improve students' English comprehension. Teachers often use various media to aid instruction, such as videos and audio recordings (Asfihana & Yansyah, 2022; Nadia & Yansyah, 2018; Rafidiyah et al., 2019, Zaini & Triyana, 2021). The use of these media can capture students' interest and help them focus more effectively on the material being taught.

Despite the recognized importance of engaging teaching methods, there remains a significant gap in research regarding the specific impact of different types of media on listening comprehension among diverse student populations. While English teachers are encouraged to be inventive and continually improve their teaching methods (Hadi & Rizqiningsih, 2019), there is limited empirical evidence that systematically compares the effectiveness of various media formats, such as songs, podcasts, movies, and videos, in enhancing listening skills. One effective approach for teaching English, especially to teenagers, is incorporating diverse media and learning aids beyond textbooks and traditional materials. Various techniques and media can enhance language skills, particularly listening. Options include songs, podcasts, movies, and videos. Among these, videos are a particularly valuable tool as they are widely accessible in formats such as tapes, DVDs, TV, and online platforms like YouTube. Videos can facilitate a range of activities including reading, listening, speaking, and writing through diverse content such as interviews, movie trailers, music videos, and English conversation videos.

METHODS

The research design employed in this study comprises both quantitative and qualitative approaches. Additionally, a quasi-experimental framework was employed, as detailed by Loewen and Plonsy (2015), to explore the correlation between independent and dependent variables and ascertain potential associations. Independent variables, as defined by Sugiyono (2011), are stimuli that affect or induce changes in dependent variables, which represent the outcomes or findings of the study.

In this research, the independent variable consists of instructional videos produced and utilized within the classroom to explore their influence on students' listening proficiency, the dependent variable. The researcher seeks to determine if integrating video-based learning can improve students' listening capabilities. Data collection involved pre-tests and post-tests. Two groups were involved: the experimental group and the control group. The experimental group underwent the intervention using the instructional videos, while the control group did not receive this treatment. In this investigation, the researchers opted to select 25 second-year students from the English Department as the experimental group and other 25 students as the control group.

Creswell (2012) explains that samples are subsets of the target population that researchers intend to study for generalization purposes. In this study, there are two second-year classes at the English Department of UNISKA Muhammad Arsyad Al Banjari. In this study, the researcher employed tests as the primary instrument for addressing the first research question on the difference of results between the students who are taught listening comprehension watching conversational video and those who are taught listening comprehension without watching conversational video.

After completing all treatments in the experimental class, a post-test was administered. A post-test, as defined by Creswell (2012), evaluates certain characteristics of participants in

an experiment after receiving a treatment. Although the form of the post-test differs from the pre-test, it serves the same purpose or assesses similar characteristics. The post-test aimed to determine final scores and discern any differences between students' scores before and after receiving the treatment. This test's objective is to gauge students' listening abilities following exposure to the created videos.

To evaluate the experimental teaching following the pre-test and post-test scores, several procedures must be followed. These procedures involve the use of SPSS Statistics 23 software for Windows. According to Sudjana (2005), there are specific steps for analyzing test data. One important step is the Normality Test, which helps determine if the data originates from a population with a normal distribution (Sugiyono, 2011). This test is crucial for utilizing Parametric Statistical Analysis, such as the Paired Sample t-test and Independent Sample T-test. In this study, the Kolmogorov-Smirnov and Shapiro-Wilk tests were used to assess normality. Data is considered normally distributed when the Significance Value exceeds the 5% probability threshold (0.05). If normality is confirmed, the data can be used in Parametric Statistical Analysis. This test specifically addresses the first research question.

Homogeneity test is a test conducted to find out whether the variances of two or more distributions are the same (Sudjana, 2005). This test functions to ensure that all the participants in this research have the same variants or from the same population. The result of this test was gained from the calculation between Pre-Test score from both Experimental and Control class. The value of the mean result from SPSS calculation was compared with probability degree value 0,05. If the mean score is higher than probability degree, it means that the participants are homogeny or same variants. This type of test only deals with the first research question.

The Paired Sample T-test is used to determine the difference in the average scores between two related samples (Sudjana, 2005). This test helps identify if there is a variation between the Pre-test and Post-test scores in both the Experimental and Control classes. It also assesses whether using learning videos had an impact on students' listening skills. Specifically, it reveals any changes in the experimental class's performance before and after using the learning videos. A difference is considered significant if the Significance (2-tailed) value is less than 0.05, indicating that the use of videos affected students' listening performance. This test primarily addresses the first research question.

The Independent Sample T-test, on the other hand, is used to compare the average scores of two unrelated samples (Sudjana, 2005). It is designed to compare the Post-test scores between the Experimental and Control classes. The goal is to see whether the use of conversation videos in the experimental group led to higher listening scores compared to the control group, which used traditional materials. A significant difference between the Post-test scores of the two groups is indicated if the Significance (2-tailed) value is below 0.05, suggesting that conversation videos are more effective than conventional methods.

FINDINGS AND DISCUSSION

After performing the research using pre-tests and post-tests in both control and experimental classes, the data were statistically analyzed to determine the mean scores and to check for any differences in scores before and after the treatments were applied. Each pre-test and post-test consisted of 25 questions, and the scores were then multiplied by 3.3. The results of the students' pre-test and post-test scores are presented in the following tables:

Table 1 Pre-test and Post-test Score of Experimental Class (Banjarmasin Regular Class 01).

No.	Student Identification Number	Initial	Pretest	Posttest
1.	2102010075	GDF	66	73
2.	2202010001	IN	66	76
3.	2202010008	NH	63	86
4.	2202010009	AD	73	79
5.	2202010010	LA	76	83
6.	2202010016	ASR	63	89
7.	2202010018	RP	76	89
8.	2202010019	AZW	73	79
9.	2202010020	HAADz	59	86
10.	2202010022	MBRF	66	92
11.	2202010027	MKh	63	69
12.	2202010035	S	69	86
13.	2202010040	AWS	69	76
14.	2202010041	MDzD	66	76
15.	2202010043	NS	79	89
16.	2202010044	NN	73	86
17.	2202010051	CA	66	76
18.	2202010052	NNR	69	83
19.	2202010054	MRA	73	86
20.	2202010055	LA	63	89
21.	2202010056	MLA	73	83
22.	2202010057	DFE	66	76
23.	2202010059	MM	73	86
24.	2202010060	RAP	69	89
25.	2202010065	MHM	69	79

Table 1 indicates that the pre-test scores ranged from a low of 59 to a high of 79. In contrast, the post-test scores ranged from a low of 69 to a high of 92. The majority of students in the experimental class achieved the Minimum Passing Score of 75 for the English lesson.

Table 2 Pre-test and Post-test Score of Control Class (Banjarbaru Regular Class 11).

No.	Student Identification Number	Initial	Pretest	Posttest
01.	2202010005	H	66	69
02.	2202010012	ER	69	73
03.	2202010015	NAR	66	76
04.	2202010021	AN	63	66
05.	2202010025	W	66	69
06.	2202010026	UKh	66	69
07.	2202010033	MZI	63	63
08.	2202010036	SPL	66	69
09.	2202010053	EBAS	63	69
10.	2202010058	DNJFA	66	73
11.	2202010068	SSMAI	69	76
12.	2202010072	ANH	73	76
13.	2202010004	DA	63	66
14.	2202010006	GA	59	69
15.	2202010007	INDS	59	69
16.	2202010013	LMP	63	66
17.	2202010014	AA	69	69
18.	2202010037	RI	63	66
19.	2202010042	INLQ	69	79
20.	2202010045	IH	59	63
21.	2202010050	A	63	69
22.	2202010062	MAG	59	66
23.	2202010064	MH	66	66
24.	2202010084	AF	63	69
25.	2202010079	MH	69	76

According to Table 2, the pre-test scores ranged from a low of 59 to a high of 73. In the control class post-test, scores ranged from 63 to 79. Half of the students did not meet the Minimum Passing Score (KKM) of 75 for the English lesson. The researcher conducted a detailed analysis of the pre-test and post-test data for both the experimental and control classes, which is presented in the following section.

Table 3 The Descriptive Analysis of Pre-test and Post-test Score from both classes

	N	Minimum	Maximum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pre-Test of Experimental Class	25	59	79	68,84	0,993	4,964
Post-Test of Experimental Class	25	69	92	82,44	1,222	6,111
Pre-Test of Control Class	25	59	73	65,08	0,697	3,487
Post-Test of Control Class	25	63	79	69,80	0,870	4,349
Valid N (listwise)	25					

From the descriptive analysis, it was found that there were 25 students in each class, as indicated in the N column. The table also displayed the minimum and maximum scores for each test conducted in both classes. Additionally, the table revealed the mean scores and the standard deviation statistics for each test. The normality test was conducted using the SPSS application, and the results are as follows:

Table 4 The Result of Normality Test from Each Test in Both Classes

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Test	Pre-Test of Experiment	,159	25	,103	,954	25	,313
	Post-Test of Experiment	,200	25	,101	,927	25	,074
	Pre-Test of Control	,165	25	,079	,922	25	,066
	Post-Test of Control	,253	25	,101	,912	25	,330

The SPSS analysis provided the normality test values. The significance scores for both the pre-test and post-test indicated that most results from the Shapiro-Wilk test (0.313, 0.074, 0.066, 0.130) and the Kolmogorov-Smirnov test (0.103, 0.101, 0.079, 0.120) were higher than the 0.05 probability threshold. This indicates that the research data were normally distributed. Consequently, the data could be analyzed using Parametric Statistics Analysis.

The SPSS calculation results displayed the pre-test scores for both the experimental and control classes as follows:

Table 5 The Result of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
The result of Pre-Test	**Based on Mean**	**3,182**	**1**	**48**	**,081**
	Based on Median	3,212	1	48	,079
	Based on Median and with adjusted df	3,212	1	46,495	,080
	Based on trimmed mean	3,182	1	48	,081

The SPSS calculation results showed that the significance score of the mean was 0.081. This score is higher than the 0.05 probability threshold, indicating that the mean pre-test scores between the experimental and control classes suggest the participants are from the same population. Therefore, the data can be analyzed using Parametric Statistics Analysis, despite homogeneity results not being mandatory for such tests.

As described in Chapter 3, a Paired Sample T-test was employed to determine the difference

between the average pre-test and post-test scores. This analysis was performed using the SPSS application, utilizing the pre-test and post-test scores to obtain the results of the paired sample t-test. The result showed that:

Table 6 The Result of Paired Sample T-Test

		Paired Differences					t	df	Sig. (2tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-Test of Experimental Class - Post Test of Experimental Class	-13,600	7,006	1,401	-16,492	-10,708	-9,706	24	0,000
Pair 2	Pre-Test of Control Class - Post-Test of Control Class	-4,720	2,951	,590	-5,938	-3,502	-7,997	24	0,000

The table indicated that the Significance (2-tailed) value was 0.000 in the Experimental Class. This score was less than the probability threshold of 0.05. As discussed in Chapter 3, there was a discernible difference between the pre-test and post-test scores following the utilization of learning videos. Similarly, in the Control Class, the Significance (2-tailed) value was also 0.000, indicating a significant difference between the pre-test and post-test scores without any treatment. These differences are illustrated in the table below:

Table 7 The Result of Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test of Experimental Classs	68,84	25	4,964	0,993
	Post-Test of Experimental Class	82,44	25	6,111	1,222
Pair 2	Pre-Test of Control Class	65,08	25	3,487	,697
	Post-Test of Control Class	69,80	25	4,349	,870

The table highlights the mean scores, revealing distinctions between the pre-test and post-test results in the Experimental Class. The score deviation in the Experimental Class was 13.6. In contrast, in the Control Class, there was a deviation of 4.72 between the pre-test and post-test scores, with no treatment administered.

Post-test result data were utilized for the calculation of the Independent Sample T-Test. These data were processed using the SPSS application to facilitate the researcher in data analysis. The result was:

Table 8 The Result of Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
The result of Post-Test	***Equal variances assumed***	3,182	0,081	3,099	48	***0,003***	3,760	1,213	1,321	6,199
	Equal variances not assumed			3,099	43,049	0,003	3,760	1,213	1,313	6,207

The table above shows that the overall significance score (2-tailed) was 0.003, assuming equal variances (homogeneity) across populations. As the significance score (2-tailed) of 0.003 is less than the probability threshold of 0.05, it indicates a difference in the post-test scores between the Experimental and Control Classes.

Table 9 the average post-test score in the Experimental and in the Control Class

	Class	N	Mean	Std. Deviation	Std. Error Mean
The result of Post-Test	Post-Test Experimental Class	25	**68,84**	4,964	,993
	Post-Test Control Class	25	**65,08**	3,487	,697

The table above shows that the average post-test score in the Experimental Class was 68.84, whereas in the Control Class it was 65.08. This suggests that the average post-test score in the Experimental Class exceeded that of the Control Class. This implies that employing video learning methods, such as animated videos, could enhance students' listening test performance more effectively than traditional materials.

This study aimed to investigate the effectiveness of utilizing videos in enhancing students' listening skills. It focused on a single research question: "*Do the students taught listening comprehension by watching conversational video perform better on post- test than those who are taught listening comprehension without watching conversational video*?" To address this question, the researcher employed various tests as instruments to collect data, including pre-tests and post-tests, administered to both the Experimental and Control classes.

Based on the research data, the teaching sessions in both classes spanned four meetings. During the initial meeting, the researcher introduced themselves and explained the research

purpose to the students. Subsequently, the researcher outlined the importance of listening skills and presented a video illustrating asking and giving information. In the following two meetings, teaching occurred in both classes. In the experimental class, the researcher incorporated various videos addressing asking and giving information, descriptions, and a video demonstrating the timeline of book invention. In contrast, the control class received no special treatment during the learning sessions. Finally, in the last meeting, post-tests were administered in both classes to assess their listening skill scores.

To address the research question, the paired sample T-Test data revealed a significance (2-tailed) value of 0.000 in the Experimental Class, which is lower than the probability threshold of 0.05. This indicates a notable difference between the pre-test and post-test scores following the implementation of learning videos. Specifically, the post-test score in the experimental group was 82.44, marking a significant increase of 13.6 points from the pre-test score of 68.84. This suggests that the use of learning videos in the experimental class enhanced students' listening skills. In comparison, the control class, which used conventional materials, saw a smaller increase, with a post-test score of 69.80, only 4.72 points higher than the pre-test score. While there was improvement, it wasn't as substantial as in the experimental class. In summary, the utilization of animated learning videos led to enhanced listening skills among students.

The findings also demonstrated a disparity in the mean post-test scores between the Experimental and Control classes as per the results of the Independent Sample T-Test. Specifically, the mean post-test score in the Experimental Class was 68.84, whereas in the Control Class it was 65.08. This suggests that the average post-test score in the Experimental Class exceeded that of the Control Class by approximately 3.76 points. Consequently, the alternative hypothesis (Ha) was accepted, while the null hypothesis (H0) was rejected. This implies that the implementation of animated video learning contributes to the enhancement of students' listening skills.

CONCLUSION

Based on the outcomes of the pre-test and post-test administered to the experimental class of the second year university students of Kalimantan Islamic University of English Department, it can be inferred that students' listening proficiency experienced enhancement following the implementation of animated video learning as a treatment. Despite a noticeable improvement in scores observed in the Control class as well, the extent of progress was not as pronounced as that in the Experimental class. This discrepancy is evident in the mean scores of the Experimental Class, where the Post-test mean of 82.44 surpassed the Pre-test mean of 68.84. A substantial deviation of 13.6 points was noted between the Pre-test and Post-test scores, indicating that the integration of learning videos facilitated an enhancement in students' listening skills.

These findings have several important implications for future research and practice in language education. First, the significant improvement in listening proficiency following animated video learning suggests that incorporating multimedia elements can be an effective strategy for enhancing English language skills among university-level learners. Future studies could explore the specific characteristics of these animations—such as visual aids, interactive components, or storytelling techniques—that contribute to improved comprehension. Second, while this study highlights the positive impact of animated videos, it also underscores the need for comparative analyses involving different media types. Investigating how various formats—such as live lectures, podcasts, or other audiovisual materials—affect listening skills could provide deeper insights into optimal teaching methods tailored to diverse student needs. Finally, the substantial improvement in the experimental group indicates that personalized learning approaches may further enhance engagement and comprehension. Future research could examine how tailoring multimedia content to individual interests or learning styles can optimize outcomes. Additionally, exploring whether a blended approach combining traditional methods

with animated video learning yields even greater benefits would be valuable.

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