



A COMPARATIVE STUDY OF AUDIO AND VIDEO LISTENING PRACTICES AT THE TENTH GRADE STUDENTS OF A SENIOR HIGH SCHOOL IN PURWAKARTA

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Abstract.

This study aimed to finding comparative of the audio and video media that are used in the school to know the significant difference between students' listening comprehension by using video and audio on learning process. The research used a quantitative method approach which use comparative design. Population of this study research was 64 students and the samples were 30 students. In collecting the data, the researcher used listening test. Based on the finding of the research, the conclusions can be explained that the first and the second test has different topic and both test has different result of hypothesis testing, which in the first test that discussed the topic about some dialogues and conversations, the t-test value was 13.00 and t-table for $n = 58$ in level of significant $\alpha = 0.05$ was 2.00. Because of $t\text{-test} > t\text{-table}$ ($13.15 > 2.00$), it means that there is a significant difference between the students listening comprehension by using video and audio. Meanwhile in the second test which discussed the topic from cut movie, the t-test value was -10.15 and t-table was 2.00. Because of $t\text{-test} < t\text{-table}$ ($-10.15 < 2.00$), it means that there is not a significant difference between the students listening comprehension by using video and audio. The result of this research shows that video is a better media than audio to be applied on students' listening comprehension, therefore the implementation of this research expects the teachers/ lecturers to use video as learning media in teaching listening especially in listening comprehension.

Keywords: *audio, video, listening practices.*

INTRODUCTION

Teaching media is one of the effectual ways to convey a lesson to students especially in terms of learning by audio and video. Many teachers usually utilize media technology to support its teaching method, such as listening, watching an educational video, analyzing a video or audio and many other. As a profession that provides a lot of knowledge, teachers have to be able to improve their teaching skill in the sense of the knowledge and lessons are easier to be understood by students. Gavin Dudeney & Nicky Hockly (2007) stated that using a range of ICT (Information and Communications Technology) tools can give learners exposure to and practice in all of the four main language skills - speaking, listening, writing and reading. Therefore, a good quality of teaching media can facilitate students improving their ability in learning a language.

In teaching English, the teacher has a role to educate students in the field of language education. There are four skills taught in English subject namely: speaking, writing, reading and listening. Listening is the first language skill that an individual acquires in someone life and the one that use most for the rest of the life. Listening is the ability to identify and understand what others are saying that involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and grasping the meaning (Howatt and Dakin (1999). Thus, the teaching media of English learning in terms of listening skill is needed to support the student learning process.

Listening is assumed as a propitious way in understanding a language. As Harmer (2007) stated that language activation can be access if we understand the meaning of the input in which our brains need to fully engaged with the text that we are hearing. Moreover, Heaton (1984) stated that an effective way of developing the listening skill is through provision of carefully selected practice material. Therefore, teacher should have a proper material and compatible teaching way for improving and enhancing listening skill of students.

Commonly, there are two ways to teach English listening by using media technology namely: audio and video listening. In researcher's opinion, listening by using an audio can supply opportunities for students to hear a pure native speech and do self-taught understanding. Whereas by using video, students can try to grasp listening by making connection between voice and visual expression to understand the language meaning. Similarly, Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it.

In knowing the solution of the students' listening problem, the researcher intends to compare the audio and video media that are used in the school to know the significant difference between students' listening comprehension by using video and audio on learning process. Hence, the result of the research concludes which the best one media help to increase students' listening skill comprehension. Considering the problem above, the researchers conduct research entitled "A Comparative Study of Audio and Video Listening Practices at The Tenth Grade Students of A Senior High School in Purwakarta".

LITERATURE REVIEW

Listening is one of learning process activity, and we can help students comprehend what they listen by providing the appropriate teaching and method. The next section will consider another way teacher can help ease the difficulty of listening: listening English by using audio or video media.

Listening comprehension is the distinctive forms of understanding the spoken language. According to Hamouda (2013), listening comprehension refers to the understanding of what the listener has heard and it is his/ her ability to repeat the text despite the fact that the listener may repeat the sounds without real comprehension. Meanwhile the student also is one of the components of the successful listening comprehension. The frailness of listening is caused by several conditions from the students, such as vocabulary limitation, low attention on listening comprehension process, miss-interpretation of the nonlinguistic clues and failure to recognize the linguistic clues. Nation, I.S.P (2009) stated that in avoided the fragile for the learners in listening, certain conditions are needed to present: (a) Most of what the learners are listening to is already familiar to them, (b) The learners are interested in the input and want to understand it, (c) Only a small proportion of the language features are unknown to the learners. In terms of vocabulary, 95 percent to 98 percent of the running words should be within the learners' previous knowledge, and so only five or preferably only one or two words per hundred should be unknown to them, (d) The learners can gain some knowledge of the unknown language items through context clues and background knowledge. (e) There are large quantities of input.

Hatika (2020) conducted the research entitled "A Comparative Study Between Using Video and Audio in Students' Listening Comprehension at First Grade in SMP Negeri 3 Sungguminasa, Gowa". From the research she found that there is a significant difference between teaching students by using audio and video in listening comprehension for the first-grade students of SMP Negeri 3 Sungguminasa Gowa. The finding of her research showed that there is a significant difference on listening learning process. Moreover, Anggita Fatmawati (2017) conducted the research entitled "A Comparative Study between Teaching Students by Video and Audio in Listening Comprehension for the First Grades Students of SMP Muhammadiyah 9 Gemolong in the Academic Year 2016/2017". Based on the result of research that she has done, using video has been quiet success listening media than using audio in teaching listening.

Nurpahmi (2015) conducted the research entitled "Improving Listening Skill by Activating Students' Prior knowledge". She found that students' listening skill can be improved by activating the students' prior knowledge. According to the result of the research, it stated that activating the prior knowledge has a good contribution in listening skill. On the other hand, April Ginther (2002) conducted the research entitled "Context and Content Visuals and Performance on Listening Comprehension Stimuli". The two types of visuals that is context (or circumstance) visuals and content visuals on listening comprehension was differentiated by her. She found that when content visuals accompanied the sound input, the impact of the visual was slightly facilitate on listening comprehension, but when context visuals accompanied the audio input the effect was slightly debilitating. The finding of her research appeared that visual cues improved learners' performance in listening comprehension, but only when they provide information that corresponds or complements the audio input.

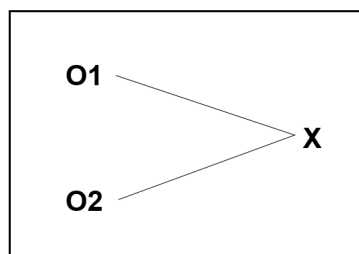
Al-Khayyat (2015) stated that "Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from, and respond to spoken

and or nonverbal messages. As such, it forms an integral part of the communication process and should not be separated from the other language arts.” This suggests that listening will bring the audience members to urge the message or goal of what they need to be specific. Listening comprehension is a processing of linguistic knowledge and nonlinguistic knowledge in order to understand or gain the meaning of spoken text or the utterance, Buck, (2001). That is why listening is exceptionally imperative to urge a few reasons which is aiming by the students.

All in all, considering listening as a learning process activity and the problems or difficulties faced by students, it is needed to judge the better teaching media of listening comprehension exactly. What the author can do is to do research on the learners and to use the specific data to prove the theories. Then the author made a comparative study between audio and video on English listening comprehension.

METHODOLOGY

The research used a quantitative method approach which use comparative design to draw the relation between two variables, they are listening comprehension as variables X and media as variable Sugiyono (2016) stated that comparative research is a study comparing the existence of a variable or more in two or more different samples or at different times. The listening comprehension of students that using audio and video is compared with comparative design. The independent variable is media that consisted of two group of samples, they are audio and video media, then for the dependent variable is listening comprehension. The design picture as below:



O1 : Video Media

O2 : Audio Media

X : Listening Comprehension. (Cohen, 2005).

Population of the research is the tenth grade students of religion major of the tenth grade students of a Senior High School in Purwakarta in take academic year 2021/2022. The total students are 64 students that divided into 3 classes namely X MAK A, X MAK B, and X MAK C. According to Arikunto (2010), the population is the whole of research subject, whereas sample is the part or representative of the population studied. In this research, the 64 students are the subject research and the sample is taken randomly from each class. Sugiyono (2016) stated that simple random sampling is a technique of sampling in which the member of the population is taken randomly without regard to the strata that exist in the population. Hence, The reasearcher randomly picked up 10 students from X MAK A, 10 students from X MAK B, and 10 students from X MAK C.

The instruments of this research were listening test. According to Arikunto (2010), Instrument is tools or facilities used by the researcher in collecting the data in order to make his or her work easier and the result is better. Then, he also states that test is a tool or procedure used to know or to measure something using a method and the rules that have been determined. In this research, listening using audio and video is the test that the researcher used to measure students' listening comprehension, also to find out the significant difference between audio and video on students' listening comprehension. The listening test question consists of 20 questions that divided into 2 sections. The first sections consist of 10 number of multiple-choice questions which each question consists of 4 optional answers, e.g., a, b, c, and d, the second section consists of ten number of true false questions. Each correct answer on the test is given a score of 5 and wrong answer is given a score of 0.

The procedure of collecting the research' data was begun from 24th March 2022 until 15th June 2022. There are two listening comprehension test that must be done by the students. The first step is obtaining data, the researcher determines the audio and video that the students used in the first and the second test. The second, conceptualized and made the item of the listening test, and the third is giving the test of video and audio listening comprehension by using audio and video media. The listening test was held twice in which each test has different topics. Lastly, the researcher analyzed the data of students' listening test.

In the first and in the second test, both of those parts have audio test section and video test section. Audio listening is the first section in which the student's used audio and video listening is the second section in which the students used video as media in listening comprehension process. The topic in the first test of section one contained of some dialogues about; calling a hospital, borrowing money, and at a food court and the topic of section two is about conversation in Hawaii. In the first section of video listening test, the topic is about everyday life and the topic of section two is about Islamic social life. Meanwhile, the topic in the section one in audio listening test of second test is about ten daily conversation and the topic of section two is about class rules. In the first section in video listening test of second test, the topic is about video cut movie and the topic of section two is boarding school life.

In analyzing the test data, the researcher determines the score from students' answer that has been collected by using several formulas. T-test is used by the researcher to find out whether there is a significant different between video and audio on students' listening comprehension or to tested the hypotheses. The steps as follows; (a) scoring the students' answer, (b) grouping the students score by using several steps (range of the data (R), the number of interval classes (k), the length of interval classes (i), the grouped data distribution table), (c) Find out the mean score, the variance and the standard deviation, and the last is (d) Find out whether there is significant difference between video and audio on students' listening comprehension.

The hypothesis in this case is a comparative hypothesis of two independent samples, the separated variance and polled variance formulas for testing comparative hypothesis of two independent samples in the t-test can be used by the researcher. But in this research, the researcher chose separated variant as the formula to calculated the test data. Based on Sugiyono (2016), The separated variance t-test formulas as follows;

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{S_1^2}{n_1}\right) + \left(\frac{S_2^2}{n_2}\right)}}$$

where:

X1 = the mean scores of video

X2 = the mean scores of audio

S12 = the variance of video test score

S22 = the variance of audio test score

n1 = number of students that using video

n2 = number of students that using audio.

FINDINGS AND DISCUSSION

The findings of this research were the data results of listening test that has been conducted two times. The descriptive statistic that presented the data in tables was used by the researcher in order to give clear of the data findings. To simplify the score data, the scores were grouped by using the steps suggested by Susetyo (2010). The explanation as follows;

1). Range of the data, the number of interval classes (k), the length of interval classes (i), and the grouped data distribution table.

a. Determining range of the data (R)

(R) = highest score – lowest score

- Video listening test (1st test) : 85 – 40 = 45

- Audio listening test (1st test) : 75 – 35 = 40

- Video listening test (2nd test) : 90 – 40 = 50

- Audio listening test (2nd test) : 85 – 35 = 50

b. Determining the number of interval classes (k)

(k) = $1 + 3.3 \log n$ (n = total data = 30)

= $1 + 3.3 \log 30$

= $1 + 3.3 \times 1.47$

= $1 + 4.9$

= $5.9 = 6$

c. Determining the length of interval classes (i)

$i = R/k$

- Video listening test (1st test) : $45/6 = 7.5 = 8$

- Audio listening test (1st test) : $40/6 = 6.6 = 7$

- Video listening test (2nd test) : $50/6 = 8.3 = 8$

- Audio listening test (2nd test) : $50/6 = 8.3 = 8$

d. Creating the grouped data distribution table

- Video listening test (1st test) :

Score	Frequency
40 – 47	1
48 – 55	3
56 – 63	2
64 – 71	8
72 – 79	5
80 – 87	6
88 – 95	5
Total	30

- Audio listening test (1st test)

Score	Frequency
35 – 41	4
42 – 48	1
49 – 55	6
56 – 62	9
63 – 69	5
70 – 76	5
Total	30

- Video listening test (2nd test)

Score	Frequency
40 – 47	1
48 – 55	3
56 – 63	2
64 – 71	8
72 – 79	5
80 – 87	6
88 – 95	5
Total	30

- Audio listening test (2nd test)

Score	Frequency
35 - 42	1
43 – 50	6
51 - 58	1
59 – 66	3
67 - 74	4
75 - 82	13

83 - 90	2
Total	30

2) Mean, Standard deviation, and Variance

Categories	Video	Audio
1st Test		
Mean	69.33	57.66
Standard Deviation	11.27	10.88
Variance	137.47	118.50
2nd Test		
Mean	72.33	67.66
Standard Deviation	13.56	14.06
Variance	184.023	197.816

The table above showed that the mean of the first and the second test from video was higher than audio. Video test in the first test was 69.33 and in the second test was 72.33. While audio test in the first test was 57.66 and in the second test was 67.66. The standard deviation of video test was 11.27 in the first test and 13.56 in the second test, whereas audio test was 10.88 in the first test and 14.06 in the second test. Furthermore, the variance of video test was 137.47 in the first test and 184.23 in the second test, whereas the variance of audio in the first test was 118.50 and 197.816 in the second test.

- The first test

Variable	t_{value}	t_{table}	Notation	Conclusion
$X_1 - X_2$	13.15	2.00	$13.15 > 2.00$	Rejecting H_0

Based on the first table, it showed that t-value was higher than t-table. It means that the hypothesis H_0 was rejected and hypothesis H_1 was accepted. The findings showed that there is significant difference between the students listening comprehension at the tenth grade students of a Senior High School in Purwakarta.

-The second test

Variable	t_{value}	t_{table}	Notation	Conclusion
$X_1 - X_2$	-10.15	2.00	$-10.15 < 2.00$	Accepting H_0

Based on the second table, it showed that t-value was lower than t-table. It means that the hypothesis H_0 was accepted and hypothesis H_1 was rejected. The findings showed that there is not significant difference between the students listening comprehension at the tenth grade students of a Senior High School in Purwakarta

CONCLUSION

Based on the data finding that has been calculated from the result of test, the conclusions can be explained that the first and the second test has different topic and both test has different result of hypothesis testing, which in the first test that discussed the topic about some dialogues and conversations, the t-test value was 13.00 and t-table for $n = 58$ in level of significant $\alpha = 0.05$ was 2.00. Because of t-test $>$ t-table ($13.15 > 2.00$), it means that

there is a significant difference between the students listening comprehension by using video and audio of tenth grade students of a Senior High School in Purwakarta. Meanwhile in the second test which discussed the topic from cut movie, the t-test value was -10.15 and t-table was 2.00. Because of $t\text{-test} < t\text{-table}$ ($-10.15 < 2.00$), it means that there is not a significant difference between the students listening comprehension by using video and audio of ten grade students of tenth grade students of a Senior High School in Purwakarta. Besides, based on the mean result of both test, the score of video was higher than audio. Hence, video is better media to be applied on listening comprehension for the students of tenth grade students of a Senior High School in Purwakarta.

The result of this research shows that video is a better media than audio to be applied on students' listening comprehension, therefore the implementation of this research expects the teachers/ lecturers to use video as learning media in teaching listening especially in listening comprehension. It is also suggested to other researchers to complete this research by conducting any other researches that related on video and audio media in listening comprehension. The result of the study can be used as additional reference for further research with different sample and occasions. The finding of this research showed that video is a better media than audio on students' listening comprehension, but there are factors that impact the video media in helping the students in listening comprehension process, they are the topic and the type of the visual clues of video, thus this research needs considerable improvement of thought for further research studies.

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