

VIDEO CLIPS: A TOOL FOR ENHANCING STUDENTS' LISTENING SKILLS

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Abstract

The objective of this research was to investigate the impact of using video clip in the development of listening skills in an English as a Foreign Language (EFL) classroom. The study utilized an experimental research design with a quasi-experimental methodology. The participants of the study were the eleventh-grade students of SMA Ethika Palembang. Pretest and post-test data were collected from both the experimental group, which received video clips, and the control group, which received the lecturing method. Paired sample t-tests were used to analyze the pretest and posttest data, while independent sample t-tests were used to compare the post-test results between the two groups. The results of the paired sample t-test showed that both groups demonstrated improvement in their listening scores after the treatment. The analysis of the data revealed that there was a significant difference in the listening scores between the two groups.

Keywords: video clips, listening skills, enhancing

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Introduction

Listening is important in language schools because it helps students absorb and comprehend the content. Listening comprehension requires practice and understanding, which promotes creativity. However, the traditional learning technique might make listening dull and less engaging, resulting in a loss of focus and attention (Santrock, 2006).

In accordance with the preceding information, it is essential for educators to make thoughtful decisions regarding the teaching strategies they employ for specific purposes and to create and maintain a positive and organized classroom atmosphere. Employing diverse activities and instructional tools and assessing students appropriately can enhance students' motivation. For the development of listening skills, the use of effective materials in English as a Foreign Language (EFL) classes is a critical component of the teaching method. Technology has become a significant factor in instructional methods. Video can enhance students' language skills by providing meaningful and enjoyable teaching media, motivating creativity, and providing

educators with various resources for language skills in EFL classrooms (Aurelli, Sari, & Tridinanti, 2023).

Video can serve as a valuable teaching aid for instructing listening skills, as they offer a wealth of conversational and dialogic content in English. This can significantly aid learners in comprehending pronunciation. According to Woottipong (2014), the use of video is preferred over audio-only instruction in teaching language acquisition due to its capacity to provide multiple input modalities, which can motivate and engage learners. As a result, video is commonly utilized as a tool for practicing listening skills in the learning of the English language.

Based on the observations made by the researchers at SMA ETHIKA Palembang, students faced challenges in comprehending the real-life accents and cultural distinctions present in listening materials. This impeded their ability to extract both general and specific information from the materials. Moreover, the students' limited vocabulary exacerbated the problem, making it harder for them to fully

understand the materials. Therefore, there should be some efforts to enhance the teaching of the listening skill of the eleventh grade students in SMA ETHIKA Palembang due to the problems that the students experience, as evidenced by the preliminary observations conducted there. One of the teaching materials that can meet the students' needs is through the use of video clips as a real-world context teaching material. Video clips are an effective and interesting listening teaching source that can raise students' awareness of the teaching and learning activity of listening. Thus, the aim of this study was to examine the effects of employing video clip materials in fostering listening abilities in an EFL classroom. The researcher anticipates that by employing video as a learning aid, the tenth grade students' listening ability in SMA ETHIKA Palembang will be improved. Hopefully, the research conducted at SMA ETHIKA Palembang will make significant contributions to the field. The findings of this study may inspire students to further develop their listening skills, enabling them to enhance their scores and prepare effectively for their final practical examinations.

Listening Comprehension

Active exploration of the listening comprehension is crucial for improving the activities of listening teaching and learning. This recognition is key for students to appreciate the significance of listening comprehension in English. Listening involves the process of accepting information from conversation or one-way communication. It is essential for responding to questions, as one must first hear the information being conveyed. The act of hearing and extracting information relies on matching the context used in the language, which is dependent on the

discourse. Therefore, listening is a receptive skill that refers to the process of extracting meaning from the discourse that is read or heard. (Harmer, 2003)

Richards & Renandya (2002) emphasize the importance of listening in foreign language teaching, presenting two main perspectives: bottom-up processing and top-down interpretation. Bottom-up processing sees listening as a step-by-step process of decoding sounds into meaningful units and determining meaning at the end. The top-down approach, on the other hand, suggests that listeners actively construct the speaker's intended meaning by using incoming sounds as hints. In this approach, listeners work to understand what they hear by considering factors like their prior knowledge, experiences, context, and the speaker's relationship to the situation.

On the other hand, the bottom-up technique predominantly focuses on the individual components of spoken language, such as words, sounds, intonation, and grammatical structures. The bottom-up approach is centered on the activation of schemata and the processing of linguistic information. According to Brown (2001), both approaches are essential for learners to comprehend spoken language effectively, with the top-down approach emphasizing prior knowledge and experiences, and the bottom-up approach emphasizing linguistic information.

In light of the aforementioned definitions from various linguists, the researcher explains the top-down and bottom-up models in simpler terms. The top-down model relies on the listener's prior knowledge and experiences, whereas the bottom-up model focuses on the listener's knowledge of sounds and word meanings. The researchers believe that both approaches are crucial in most classroom activities for teaching listening in high schools.

The dual process of listening comprehension involves top-down and bottom-up views, which occur simultaneously and are interconnected. To effectively comprehend academic texts, it is crucial to integrate both approaches. This relationship is known as parallel processing. Bottom-up processing involves abilities like recognizing specifics and facts, while top-down processing involves skills like gist listening, inference making, and vocabulary deduction. Both processes are essential for effective listening and understanding in academic settings. The following is a graphical representation of the process, as described by Wagner (2005):

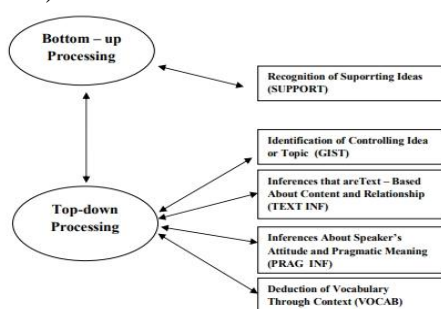


Figure 1. Operationalization of a Model of Second Language Listening Comprehension

The Micro Skills and Macro Skills of Listening

Brown (2001) identified seventeen micro skills for effective listening, including retaining language chunks, distinguishing sounds, recognizing reduced forms, stress patterns, and word boundaries. These skills also involve recognizing cohesive devices, communicative functions, inferring situations, and using nonverbal cues to decipher meanings. Overall, effective listening requires a deep understanding of language and its various components.

The text emphasizes the importance of developing and using various listening strategies for effective learning. These strategies include detecting key words, guessing word meanings from context, appealing for

help, and signalling comprehension. Students should also employ five listening comprehension strategies: doing, choosing, transferring, answering, condensing, extending, duplicating, and conversing. Doing involves physically responding to commands, choosing from alternatives like pictures, objects, and texts, transferring involves drawing pictures of what is heard, answering involves answering questions, condensing involves outlines or taking notes, extending involves providing an ending to a story, duplicating involves translating messages into native language, and conversing involves engaging in conversations. These strategies help students perform effective listening learning and enhance their listening micro skills.

Effective listening in learning requires both micro and macro skills. Micro skills involve understanding spoken discourse, communicative functions, inferring situations, predicting outcomes, distinguishing between literal and implied meanings, using nonverbal cues, and developing listening strategies. Macro skills involve engaging in various types of communication, understanding relationships between ideas, events, and information, and providing context for interpretation. Micro-skills are those related to discourse level organization, while macro-skills remain at sentence level (Brown, 2004).

Videos in English language teaching

Video media has become an essential tool in language teaching, particularly for students who are accustomed to learning through television and other media. Videos can be used to teach listening, speaking, and writing skills, and can be divided into three steps: pre-viewing, while-viewing, and post-viewing. Pre-viewing involves writing questions, predicting events,

discussing videos, and practicing pronunciation to develop aural perception. While-viewing involves watching videos, taking notes, and discussing the general topic with partners or groups. Post-viewing involves reviewing and answering general comprehension questions, using the freeze-frame option to check comprehension and answer unanticipated questions (Intajuck, 2004). By incorporating videos into language learning activities, teachers can enhance their students' language skills and improve their overall learning experience

Video Clips

Video materials can be used in language classrooms to teach general English, listening practice, and other field studies that are used for academic or professional purposes. Video can be a highly beneficial tool in language learning. The advantages it provides include the provision of real-life communication samples, motivation for language learning, and promotion of language acquisition. One of the primary advantages of using video is that it can present real-life situations. Videos can enhance English proficiency, student engagement, and satisfaction. This is because they are easier to understand and can be quickly comprehended through interactive activities. Learners can tackle challenging problems and exchange opinions with peers and teachers, leading to more positive learning outcomes (Yu & Gao, 2022)..

Video presentations are a valuable tool for language learners, as they present complete communicative situations and can motivate them even with limited comprehension. Video materials in classrooms enhance students' motivation to learn by exposing them to real-life situations and presenting communication in a

contextual manner, making it a valuable addition to language learning (Mirvan, 2013; Liu, 2005).

Methodology

The research method employed by the researchers was experimental, utilizing a quasi-experimental design. According to Nunan (2003), Quasi-experiment has both pre- and post-test, experimental and control groups, but no random assignment of subjects. In this study, the researchers conducted research on two classes, serving as the samples, the control group, and the experimental group. Both groups were administered pre-test and post-tests. This study comprises two variables including the dependent variable in this research was students' listening comprehension score, while the independent variable was the use of video clips.

The researchers implemented the study in the form of actual teaching to the students, who had been grouped into the experimental and control groups. These groups were placed in different classes, with the experimental group receiving video clips and the control group receiving conventional lecture methods.

Furthermore, census sampling was utilized in this study, where the entire population was taken as a sample. The researchers sampled groups rather than individuals, and the groups were chosen based on certain characteristics, such as an equal or nearly equal number of male and female students and similar student abilities. Cohen et al. (2007) stated that researchers should use samples or subjects that are representative of the same population, or samples that are as similar as possible. The total population involved were 53 the eleventh students of SMA Ethika Palembang. In this case, students were taken for the sample of this study, but there are 13 students not participating in the class. Moreover, the experimental and control groups have

the same number of students that consist of 40 students participating in this study. For teaching using video clips to the experimental groups and lecturing methods to the control group, it took 12 meetings including pre-test and post-test.

Techniques in Collecting the Data

The researchers conducted a study on students' listening skills using pre- and post-test items. The pre-test was administered by the teacher before treatment, while the post-test was administered after treatment. The split-half method was used to measure the reliability of the test by dividing scoring into odd and even items. The results showed a reliability coefficient of 0.794, which is higher than 0.700, indicating the test's reliability. The split-half method was used to analyze the data.

Table 1. Paired Samples Statistics

		Me an	N	Std. Deviati on	Std. Error Mean
Pair 1	Pretest _ Control	38.2 8	32	5.624	.994
	Posttest _Contr ol	43.7 5	32	8.614	1.523

The study validated test items by comparing them to the intended criteria using a table test and curriculum materials. Two senior high school

The study involved 29 students with varying pretest and posttest scores. The experimental group consisted of 29 students with a mean pretest score of 42.59, a standard error of 2.010, a standard deviation of 10.825, and a variance statistic of 117.180. The post-test results for the experimental group showed a mean score of 64.83, a standard error of 1.457, a standard deviation of 7.847, and a variance statistic of 61.576.

teachers with 5-10 years of experience evaluated the difficulty and appropriateness of the listening test. The results showed that the test items were very appropriate (45%), appropriate (30%), moderate (10%), inappropriate (10%), and very appropriate (5%). The test items were also categorized as very difficult (25%), difficult (35%), moderate (15%), easy (10%), and very easy (15%). After analysing the data, 10 valid items were selected from the 20 tested items. The reliability of the test was assessed by testing the items on eleventh-grade students at SMA Arinda Palembang. The split-half method was used to evaluate the instrument's reliability by splitting test items into odd and even items. This resulted in a reliability coefficient of 0.794.

Techniques in Analyzing the Data

The researchers utilized the paired sample t-test to compare the scores of individuals in an experimental group before and after conducting research or treatment using video clips. This test was employed to assess the effectiveness of video clips in enhancing students' listening comprehension among eleventh-grade students at SMA Ethika.

Results and Discussion

1. Descriptive Analysis

The control group included 24 students with a mean pretest score of 36.67, a standard error of 2.325, a standard deviation of 11.389, and a variance statistic of 129.710. The post-test results for the control group showed a mean score of 48.33, a standard error of 1.919, a standard deviation of 9.402, and a variance statistic of 88.406. The results of descriptive analysis for both groups are displayed in Table 2.

Table 2. The results of descriptive analysis

Group	Test	Minimum	Maximum	Std. Dev	Mean
Experimental Group	Pre-test	20	60	10.825	42.59
	Post-test	50	85	7.847	64.83
Control Group	Pre-test	20	65	11.389	36.67
	Post-test	30	70	9.402	48.33

2. The results of Paired Sample t-test

Based on the data above, it is shown that the average for students before treatment was 42.59. After treatment, the average increased to 64.83, with a sample size of 29 students. The standard deviation of the pretest was

10.825 and the standard error of the mean for the pretest was 2.010. The standard deviation of the posttest was 7.847 and the standard error of the mean for the posttest was 1.457.

Table 3. The results of paired sample t-test

PAIRED SAMPLES TEST									
Pair		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
1	pretesteg - posttesteg	22.241	14.975	2.781	27.938	16.545	7.998	28	.000

The output showed that the mean difference between the pre-test and post-test in the experimental group was 22.241. The standard deviation was 14.975, and the standard error of the mean was 2.781. The value of t-obtained (7.998) at the significance level of 0.05 (2-tailed) with a degree of freedom (df) of 38, and the critical value of t-table was 1.710. Since the p-value of 0.000 (sig. 2-tailed) was lower than the alpha value of 0.05, or t-obtained of 7.998 was higher than the t-table value of 1.710, it was inferred that using video clips in teaching

listening skills in the experimental group was significant in improving students' listening comprehension achievement.

Based on the data above, it is shown that the average for students before treatment was 36.67, and after treatment, the average was 48.33. The number of students included in the study was 24, with a standard deviation of 11.389 for the pretest and a standard error of the mean of 2.325. The standard deviation for the posttest was 9.402, with a standard error of the mean of 1.919.

Table 4. The results of paired sample t-test

Pair		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig.
					Lower	Upper			
1	pretestcg - posttestcg	11.667	13.486	2.753	17.361	5.972	4.238	23	.000

The output showed that the mean difference between the pre-test and post-test in the control group was 11.667. The standard deviation was 13.486, and the standard error of the mean was 2.753. The value of t-obtained (4.238) at a significance level of 0.05 (2-tailed) with a degree of freedom (df) of 23, and the

critical value of t-table was 1.710. Since 0.000 (sig. 2-tailed) was lower than the alpha value of 0.05, or t-obtained 4.238 was higher than t-table 1.710, it was inferred that students taught using lecturing methods showed significant improvement in their listening skills.

3. The results of Independent Sample t-test

The output showed that the mean difference between the pre-test and post-test in the experimental group was 5.400, with a standard error mean of 2.549. The value of t-obtained was 2.119, at a significance value of 0.05 (2-tailed) with a degree of freedom (df) of 48, and the critical value of t-table was 1.710. Since 0.039 (sig. 2-tailed) was lower than the

alpha value of 0.05 or T-obtained of 2.119 was higher than the t-table of 1.710, it can be concluded that there was a significant difference in listening comprehension between students who were taught using video clips and those who were not. This is displayed in Table 3.

Table 5. The results of paired sample t-test

	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.649	.205	2.119	48	.039	5.400	2.549	.275	10.525
Equal variances not assumed			2.119	46.542	.039	5.400	2.549	.271	10.529

Discussion

The study found a significant improvement in listening comprehension abilities between experimental and control groups from pre-test to post-test. Video clips and lecturing methods were found to be effective in enhancing students' listening comprehension abilities. Statistical analysis of the independent sample t-test revealed a significant difference in listening comprehension between students taught using video clips and those not.

This suggests that after being exposed to video clips, students were able to comprehend real-life accents of native speakers. As found by Novia, Nery, &

Almukni (2023), the use of video has significantly enhanced students' listening skills and provided a more advanced learning process, leading to a deeper understanding of real-world issues. Additionally, video clips can motivate learners and capture their attention, enabling them to extract both general and detailed information from the listening materials. As indicated by Dila & Tridinanti (2021), video makes the classroom environment more interactive, engaging students' interest and encouraging active and creative participation in the learning process.

According to research conducted by Yu & Gao (2022) and Febiyanti, Nitiasih, Budiarta & Adnyayanti (2021), video clips are perceived as authentic by students due to the inclusion of additional information and images. It is noted that shorter videos enhance English proficiency, engagement, and satisfaction by providing easy comprehension and quick understanding through interactive activities. This facilitates learners' ability to effectively solve problems and express their opinions, ultimately leading to more positive learning outcomes. Furthermore, video clips are believed to bolster students' confidence and improve their speaking skills by enabling them to comprehend the topic presented in the video, which can, in turn, stimulate their listening skills (Dinh, 2023).

It is posited that video clips possess the potential to stimulate students' active engagement and interest in listening, thereby rendering the learning experience more enjoyable and captivating.

Conclusion

The study found that using video clips in teaching listening significantly improved students' listening comprehension. The null hypothesis was rejected, and the alternative hypothesis (H_a) was accepted. The analysis revealed a significant difference in listening comprehension between students taught using video clips and those not.

From the aforementioned conclusion, the authors offer recommendations to both students and English teachers. The authors suggest that continuous use of video clips in teaching listening is beneficial for improving students' listening comprehension. The use of video clips in this context engages students and helps them find the correct answers to questions more actively. The authors advise teachers to use video clips before delivering other materials because they provide real-life examples that can

facilitate students' understanding of the subject matter. For the eleventh-grade students of SMA ETHIKA Palembang, the authors recommend that they remain motivated to improve their listening comprehension more intensively, take their learning seriously, and expand their vocabulary by listening to numerous video clips.

Ultimately, it is anticipated that the results of this study will be useful, as this strategy enables students to overcome their listening challenges and enhance their listening comprehension.

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