

A COMPARATIVE STUDY BETWEEN TEACHING ENGLISH BY USING VIDEO AND SONG IN STUDENTS' LISTENING COMPREHENSION

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Abstract

This study is to find out a significant difference between the students' listening comprehension by using video and Song and identify the better media between video and Song on students' listening comprehension at Zawiyah English Club. This study was conducted at Zawiyah English Club is some organization in IAIN Langsa. The population in this study was all of every major especially English education department students in Zawiyah English Club which consists 20 students, and the sample taken was 20 students by using simple random sampling. The method used in this study was the quantitative method with the experimental design. Video is a better media than song to be applied on students listening comprehension especially for the students of Zawiyah English Club. From this research, the researcher conclude that using video as media on students listening comprehension is better than using song media especially for the students of Zawiyah English Club. However there are factors that should be taken into accounts, such as the topic of the material should be familiar for the students and the type of the visual clues of video also must be noticed considering the way of the visual clues in giving the illustration of the speakers' utterance also plays an important role in helping the students in listening comprehension.

Keywords: Listening Comprehension, Song, Video

INTRODUCTION

Listening is one of the most important language skills. Listening is the part in communication; through listening we can share our ideas with other people. According to Al-Khayyat, Listening is more than merely hearing words. Listening is an active process by which students receive, construct meaning from an integral part of the communication process and should not be separated from the other language art. Listening is the process of understanding the meaning by

hearing the sound. According to Rost who says that listening is the mental process of constructing meaning from spoken input. Helgesen also said listening is an active process, the purpose which is to make sense of what we hear. However, its process is to construct the meaning of utterance to understand the aim of what people say. When we have conversations, we listen to each other, express ideas, and give feedback. Both listener and speaker try to interact each other to get the meaning. Listening is needed by the students for facing both local and

national tests of English stated in written form, so that listening should be learned earlier since kindergarten until the higher education of all level.

Implementation of field experience or PPL by IAIN Langsa, starting on August 30, 2021, and ends on December 4th 2021. During my experience there, I encountered several problems in listening comprehension. I took the initiative to use media such as videos and songs to familiarize the students in listening. Media is a means or tool used to convey messages from the sender to the recipient of the message, with the aim of increasing the understanding of the recipient of the message. Sudjana and Rivai say that learning media can improve student learning outcomes, namely: Teaching will attract students' attention so as to foster learning motivation. The meaning of the subject matter will be clearer so that it can be better understood by students, and allows students to better master the learning objectives. Teaching methods will be more varied, not just verbal narration through the words of the teacher. So that students do not get bored, and teachers do not run out of energy, especially when the teacher teaches each lesson. Students do more learning activities, because they not only listen to the teachers' description, but also other activities such as observing, doing, demonstrating, and others.

Video and song are one of media that can be used to teach learning listening comprehension. The implementation of video and

song in teaching listening comprehension is necessary because by using video learners can see the language in use from natural contexts and can make connection between word and image which help them to analyze their own use of the language. In using song tape provides opportunities for students to hear a vast amount of authentic native speech. Based on the researcher's experience in learning English at English department IAIN Langsa, there are many reasons to make a comparative study between teaching English by video and song. Is there any difference between teaching using video and song in students' listening comprehension at Zawiyah English Club of IAIN Langsa; and what is the students' perception of video and song on students' listening comprehension at Zawiyah English Club of IAIN Langsa. Regarding to the discussion above, it gives inspiration to the researcher to conduct a research entitled "*A Comparative Study between Teaching English by Video and Song in Students' Listening Comprehension at IAIN Langsa.*".

LITERATURE RIVIEW

Definition of Listening

Listening is one of the most important language skills. Listening is the part in communication, thought listening we can share our ideas with other people. Tarigan explains that listening skills as a process that includes listening activities the sounds of language, identify, interpret, and react to meaning contained in it (Taigan, Djago, dkk: 2006). Al-Khayyat said 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 (Al-Khayyat: 2015). This simplest that listening will brings the listeners to get the message or goal what they want to express. That is why, listening is very important to get some purpose which is intended by the listeners.

Listening Process

According to Brown, H. Douglas, listening is not only meant as the process of perceiving of audible symbols, but also the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain (Brown: 2001). It means that when the speaker produces sound as an input, the hearer catches the sound waves through the ear. Then, the brain processes the input in order to the hearer can construct the meaning of input. Nunan said that listening is a six- staged process, consisting of hearing, attending, understanding, remembering, evaluating, and responding (Nunan: 2001).

- a. Hearing is a perception of sound, not necessarily paying attention, you must hear to listen, but you do not need listen to hear.
- b. Paying Attention, it refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.

- c. Understanding which consist of analyzing the meaning is what we have heard and understanding symbols we have seen and heard.
- d. Remembering it means that an individual, in addition to receive and interpret the message has also added it to the minds' storage bank, which means that the information will be remembered in our mind.
- e. Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message.
- f. Responding, a stage in which, according to response, the speaker checks if the message has been received correctly and giving a good feedback.

Video Definition

Based on Audio visual media is media that can not only look or watch something, but also can hear something that visualized (Anitah: 2012). According to Daryanto video medium is everything that allows audio signal and moving picture combined together sequentially (Daryanto: 2010). Although, it can be conclude that video is a media that cover verbal and non-verbal message in everything that allows audio signal and moving picture combined together sequentially in same time. Video is one of media that can be used in teaching listening comprehension. The implementation of video in teaching has become a consideration of alternative media in

this modern era. It is easy to find and has a several of type to present for the students in listening comprehension. Video is a media that contain the element of song and visual. Video can help the students in listening comprehension process because while listen the oral input the students also negotiating meaning from visual clues. As Harmer in the Practice of English Language Teaching points out that one major advantage of videos is that students not only can listen the language but also they can see it. In order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen and also to interpret the video in a deeper way. It means that video illustrate situation clearly more than if students only listening to the conversation from the speaker (Harmer: 2007). In this research, the researcher was interested in using video as the media in teaching listening comprehension because it provides visual stimuli that can lead to generate prediction, speculation, and chance to activate students' background schemata when viewing a visual scene. It is also good to enhance students' interest in listening comprehension.

Song

Przybyleka has stated song is a short piece of music, usually with words. It combines melody and vocals, although some composers have written instrumental pieces, or musical works without words, that mimic the quality of a singing voice

(Przybyleka: 2019). The words of a song are called lyrics. Lyrics can include a series of verses, the longer sections of the song that tell the story, and a refrain, a short phrase repeated at the end of every verse. Song is one of media that the teacher using in teaching listening since long ago. The song material is portable, readily available and extremely cheap. Among the source, song material can be found from tape, CD, or can download it from the internet. Audio material can exemplify wide range topics such as advertisements, news, broadcast, poetry reading, plays, pop songs, speeches telephone conversations. Now so much song material is offered in digital form, teacher can play recorded tracks in class directly from computers. Unlike video, audio only allows the students to receive the message through the sense of hearing, but even so, audio still can use in teaching listening comprehension because it has numbers of advantages. Among them, recorded song material allows students to hear a variety of different voice apart from just their own.

METHOD

This research is using experimental method. Experimental research is defined as the most comprehensive quantitative research approach; its mean fulfills all the requirements for testing causal relationships. According to Sugiyono in Restu thesis, the experimental research methods are defined as research methods used to seek certain treatments for others in uncontrolled conditions (Restu:

2014). Experimental research design is divided into 3 forms, namely pre-experimental design, true experimental design, and quasi-experimental design. In this study researchers use quasi-experimental design.

This experimental design is a development of the true experimental design, which is difficult to implement. This design has a control group, but cannot function to control all external variables that affect the implementation of the experiment. However, this design is better than the pre-experimental design. Quasi Experimental Design was used because in reality it was difficult to find a control group used for research. In an administrative or management activity, for example, it is often not possible to use some of the employees for experimentation and some not (Restu: 2014). Some use new work procedures, others don't. Therefore, to overcome the difficulties in determining the control group in the study, a Quasi Experimental design was developed. The researchers used a comparative design to compare the listening comprehension of students who used video with those who used the song. The media as the independent variable consists of two groups of samples, video media and song media, and listening comprehension as the dependent variable. The researcher also applied experimental design that involved two groups; video and song in pretest, treatment, and posttest.

According to Gay L, population in the group of interest to research or to which she or he would like the result of the study to be

generalize able (Gay : 2003). The population of this research is students who joined Zawiyah English Club at IAIN Langsa. This research used simple 20 persons sampling in which the participants were students as the organizer of Zawiyah English club. The data collection technique that the researchers used in conducting this research was the multiple choice test. Test is a set of written questions to measure the respondent's ability to a given knowledge. Also the researcher giving a questionnaire to get the valid data from the students. This test technique was used by researchers to measure the learning outcomes of listening comprehension in Zawiyah English Club of IAIN Langsa. The researcher obtained the data from the result of test and questionnaire sheet. After the data from questionnaire and the data from the test were obtained, the researcher used some formulas to analyze the data. For more detail information about technique analysis data the researcher explain as follow:

1. Analyzing the test

In analyzing the test data, the researcher collected students' correct answer and used several formulas to determine the score, the mean score and the variance of the test before in the last the researcher used t-test formula to tested the hypotheses or to find out whether there is a significant different between video and audio on students' listening comprehension. For more details, follow the explanation below:

- a. Scoring the students' answer

$$\text{Where: } X = \frac{P}{N} \times 100$$

X = Score

P = Number of correct answer

N = Total number of item

b. Grouping the students score by using several steps which explained as follow:

1) Determine range of the data

(R)

(R) = highest score – lowest score

2) Determine the number of interval classes (k)

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

(k) = $1 + 3.3 \log 30$

3) Determine the length of interval classes (i)

$$i = \frac{R}{K}$$

4) Creating the grouped data distribution table.

c. Find out the mean score, the variance and the standard deviation.

1) Mean score:

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

Where:

\bar{x} : The mean score

$\sum X$: the sum of all score of video or audio

n: total number of students in using video or audio

2) Variance

$$SS = \sum x^2 - \frac{(\sum x)^2}{n}$$

Where:

S^2 : The variance of video or audio group

$\sum X$: total score of video or audio

n: number of students that using video or audio

3) Standard deviation

$$SD = \sqrt{SS}$$

Where:

SD: Standard deviation

SS: the variance

2. Analyzing the questionnaire

In analyzing the questionnaire data, the researcher collected students' answer and used several formulas to determine the total score and the score percentage of each item and then interpret of the students answer by categorizes the score' percentage. For more details, follow the explanation below:

1) Scoring the questionnaire data

After the data of questionnaire were obtained, each item of the data was analyzed by scoring it.

RESULT AND DISCUSSION

Result

The listening comprehension score is obtained from the results of the listening comprehension test. The test results are divided into listening comprehension scores on the first

test consisting of video scores and audio scores and listening comprehension scores on the second test consisting of video scores and audio scores.

a. The Students' Listening Comprehension' Scores in the First Test

1) Video score

After the researcher calculated the test score, then it was found that in the first test of listening comprehension using video, the total score was 980 with the average score was 89.09. The highest score was 100 and the lowest was 70.

To simplify the score data, the scores were grouped by using the steps suggested by Susetyo:

a. Determining range of the data (R)

(R) = highest score – lowest score

$$= 100 - 70$$

$$= 30$$

b. Determining the number of interval classes (k)

(k) = $1 + 3.3 \log n$ (n = total data = 11)

$$= 1 + 3.3 \log 11$$

$$= 1 + 3.3 \times 1.04$$

$$= 1 + 3.43$$

$$= 4.43 = 4$$

c. Determining the length of interval classes (i)

$$(i) = \frac{30}{4}$$

$$= 7.5 = 8$$

d. Creating the grouped data distribution table

Table 4.1.

The Grouped Distribution of Video Score in the First Test

Score	Frequency
70 - 77,5	2

78,5 - 85	2
86 - 92,5	2
93,5 - 100	5
Total	11

2) Song Score

After the researcher calculated the test score, then it was found that in the first test of listening comprehension using Song, the total score was 410 with the average score was 51.25. The highest score was 90 and the lowest was 30.

To simplify the score data, the scores were grouped by using the steps suggested by Susetyo:

a. Determining range of the data (R)

(R) = highest score – lowest score

$$= 90 - 30$$

$$= 60$$

b. Determining the number of interval classes (k)

(k) = $1 + 3.3 \log n$ (n = total data = 8)

$$= 1 + 3.3 \log 8$$

$$= 1 + 3.3 \times 0.9$$

$$= 1 + 2.97$$

$$= 3.97 = 4$$

c. Determining the length of interval classes (i)

$$(i) = \frac{60}{4}$$

$$= 15$$

d. Creating the grouped data distribution table

Table 4.4.

The Grouped Distribution of Song Score in the First Test

Score	Frequency
30 - 45	5
46 - 60	1
61 - 75	-
76 - 90	2
Total	8

b. The Students' Listening Comprehension' Scores in the Second Test

1) Video score

After the researcher calculated the test score, then it was found that in the Second test of listening comprehension using video, the total score was 940 with the average score was 94. The highest score was 100 and the lowest was 80.

To simplify the score data, the scores were grouped by using the steps suggested by Susetyo:

a. Determining range of the data (R)

$$\begin{aligned} (R) &= \text{highest score} - \text{lowest score} \\ &= 100 - 80 \\ &= 20 \end{aligned}$$

b. Determining the number of interval classes (k)

$$\begin{aligned} (k) &= 1 + 3.3 \log n \quad (n = \text{total data} = 10) \\ &= 1 + 3.3 \log 10 \\ &= 1 + 3.3 \times 1 \\ &= 1 + 3.3 \\ &= 4.3 = 4 \end{aligned}$$

c. Determining the length of interval classes (i)

$$\begin{aligned} (i) &= \frac{20}{4} \\ &= 5 \end{aligned}$$

d. Creating the grouped data distribution table

Table 4.5.

The Grouped Distribution of Video Score in the First Test

Score	Frequency
80 -85	1
86 - 90	4
91 - 95	-
96 - 100	5
Total	10

2) Song Score

After the researcher calculated the test score, then it was found that in the first test of listening comprehension using Song, the total score was 570 with the average score was 51.81. The highest score was 70 and the lowest was 20.

To simplify the score data, the scores were grouped by using the steps suggested by Susetyo:

a. Determining range of the data (R)

$$\begin{aligned} (R) &= \text{highest score} - \text{lowest score} \\ &= 70 - 20 \\ &= 50 \end{aligned}$$

b. Determining the number of interval classes (k)

$$\begin{aligned} (k) &= 1 + 3.3 \log n \quad (n = \text{total data} = 11) \\ &= 1 + 3.3 \log 11 \\ &= 1 + 3.3 \times 1.04 \\ &= 1 + 3.43 \\ &= 4.43 = 4 \end{aligned}$$

c. Determining the length of interval classes (i)

$$(i) = \frac{50}{4} = 12.5$$

d. Creating the grouped data distribution table

Table 4.6.

The Grouped Distribution of Song Score in the First Test

Score	Frequency
20 - 32.5	1
33.5 - 45	2
46 - 57,5	4
58,5 - 70	4
Total	11

Questionnaire scores were obtained from a questionnaire sheet containing 30 questions, 15 questions for video and 15 for song. The results of the questionnaire show that the total score is 1,124 points. The

mean score is 56.2 for audio and song. Total score were obtained from a song questionnaire is 659 and mean score is 59.90; the highest and lowest scores are 68 and 53 respectively. Total score were obtained from a video questionnaire is 465 and mean score is 51.66. The questionnaire was used to identify a better medium between video and song on students' listening comprehension by investigating students' perceptions of the videos and song they have used in the listening comprehension process. Data acquisition statistics are described in the table as follows:

The data finding of the students' preference in using the media between song and video to get their attention in listening comprehension process showed that the total score of video was higher than song score. The video score was 623 which there were 49 students answer strongly agree if video is a media that can get students' can more be focused in listening comprehension process. Meanwhile song score was 455 which there were only 13 students answer strongly agree if song is a media that can get students can more be focused in listening comprehension process. Meanwhile data finding of the students' disagree preference in using the media to learn in listening comprehension process, the total score of song was higher than song score. The video score was 21 which there were 11 students answer strongly disagree and disagree if the students prefer to use video media to learn in listening comprehension process. Meanwhile audio score was 41 which there were 23 students strongly disagree and disagree if the

students prefer to use video media to learn in listening comprehension process.

Conclusion

Based on data finding that obtained from the result of test and questionnaire, the following conclusions can be drawn as follows: 1) The first and the second test discussed different topic and both test has different result of hypothesis testing, it means that there is a significant difference between the students listening comprehension by using video and song of students' Zawiyah English Club. Meanwhile in the second test which discussed same topic, it means that there is not a significant difference between the students listening comprehension by using video and song of students' Zawiyah English Club. 2) Video is a better media than song to be applied on students listening comprehension especially for the students of Zawiyah English Club.

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