



Reinforcing Students' Listening Comprehension through Video Based Learning Model for Secondary School

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Abstract. This study was aimed at reinforcing listening comprehension through video-based learning models, educational videos for class IX students at SMPN 1 Jabiren Raya during the 2022/2023 academic year. The research used was classroom action research (CAR), all data were obtained through tests and questionnaires, then analyzed descriptively after being classified into related aspects in the questionnaire. The subjects of this study were class IX students of SMPN 1 Jabiren Raya for the 2022/2023 academic year. Researchers used cluster sampling to take samples to avoid subjectivity. The results of this study indicated that the use of educational video is effective in improving students' listening skills because the calculation results show that students' listening scores in the Pre-Test class of students who achieve the criterion of 4 students or percentage 43% with an average student score of 60. Then, students' listening scores in the Post Test class cycle I, students who reach the criteria of 21 students or a percentage of 75% with an average student score of 77. Finally, students' listening scores in the Post Test class cycle II, students who achieved the criterion of 27 students or a percentage of 97% with an average student score of 87. Second, related to the results of the analysis of student responses from the questionnaire, students' responses to the use of contextual video in listening practice were positive. Therefore, students can improve their listening skills. Related to student psychology, contextual videos increase students' motivation and interest in listening practice. This is related to the research in this study, based on the results of the pretest and posttest studies. Listening to students increased after implementing a video-based learning model, namely using educational videos. And based on the results of the student questionnaire showed a positive.

Key words: Listening Comprehension, Video Based Learning Model

1. Introduction

Listening is one of the important things in learning English. Therefore, listening in learning English also needs to be considered, both in terms of learning and the media that will be applied [1]–[3]. Learning media is needed so that learning can be more fun and increase student motivation. One of the media that is rarely used is audio-visual media in the form of videos. So in addition to reinforcing students' educational knowledge [4]–[6]. Audiovisual media is essentially a representation (presentation) reality, especially through the senses, sights and hearings that aims to show real educational experiences to students[7]–[9].

Based on pre interview with the English teacher in SMPN-1 Jabiren, students find it difficult to explore their understanding of English, it is difficult to them to speak in English. In addition to listening skills, students can't get ideas in listening class or even sometimes to get what their teacher said. Though, listening is important because we cannot communicate well with others if our listening comprehension are poor [10]–[12]. The phenomena on that occurs in SMPN-1 Jabiren, students almost never study listening learning. And the media used in learning English is a textbook with the lecture method. The most basic problem in learning English at SMPN-1 Jabiren the students who have to start from the beginning of learning English because they do not get English learning in elementary school [13]–[16]. when they are in junior high school they have to start from scratch like getting to know the alphabet in English. Teachers have to adapt to the curriculum that applies nationally, it is very difficult because it must also be adapted to school conditions which are difficult to implement. for Indonesian language alone is difficult to apply, especially English. So the teacher at the school uses the bilingual method,

explaining in English and then translating it into Indonesian [16]–[19]. Based on these data, the average score of students in learning English, especially listening, has only reached 40, and this value has not yet reached the KKM score of 65. Therefore, the researchers applied learning using video-based learning methods.

In this study, the researcher chose class IX C students of SMPN-1 Jabiren Raya as subjects. Researchers used cluster sampling in selecting subjects to avoid subjectivity. In this class, there were problems with listening ability when viewed from their English listening test scores. And during English language learning, especially listening, students have never learned to use a video-based learning model [20], [21], [21]–[24]. While class IX will face school exams, one of which is the English listening test. Departing from this problem, the researcher The researcher wants to know How can video-based learning will reinforcing listening comprehension in IX C class students during the academic year 2022/2023 at SMPN- 1 Jabiren.

In this previous study, the research entitled "Using Contextual Video to Improve Students' Listening Ability". According to this study it can be concluded that the use of contextual video is effective in improving students' listening skills. Related to the results of the analysis of student responses from the questionnaire, students' responses to the use of contextual videos in listening practice were positive[25].

Second, This research was conducted at SMKN 5 Dumai in class XI Multimedia where students' ability to listen to English material was quite low. The purpose of writing this class action research is to find out whether the Audio Visual learning model can increase student activity and achievement. Data collection methods are observation and learning achievement tests. The data analysis method is descriptive for both qualitative data and quantitative data. The results obtained from this study are Audio-Visual can increase student activity and achievement. This is evident from the results obtained in Cycle I as many as 21 students (70%) who passed. From Cycle I to Cycle II it increased to 25 students (83%) who passed. The conclusion obtained from this study is that the Audio Visual learning model can improve learning achievement[26].

Third, "Using Video to Improve Listening of SMPN 1 Mlati 2012/2013 Students of SMPN 1 Mlati Academic Year 2013".From the study Before the implementation, the researcher conducted a pre-test to find out the listening ability of the students. The mean of the pre-test was 5.43. their listening skills are still weak and below the KKM (Minimum Completion Criteria), as students must score above 7.50 to pass. In addition, the average after the test was 8.43. This means their score increased by 3 points. They passed enough to qualify for KKM points[27].

From the several studies above the researchers found differences between each study, the difference between the several studies above and this research is that this study examines the activity of a video-based learning model in improving listening comprehension, which has rarely been studied before. And then, the difference from previous research is that this research offers a novelty, namely using educational videos.

2. Method

Approach and type of research

The methods used in this study were developed through a classroom behavioral study (CAR) using cycles. Each cycle is carried out according to the changes to be achieved in relation to the research objectives. Once a cycle is reached, it will not continue on the next cycle. CAR can be interpreted as a process of investigating classroom learning problems through reflective activities, performing different planned actions in real-world situations, and analyzing the effects of treatments. Broadly speaking, conducting this research involves four stages: planning, conducting, observing, and reflecting. The survey was conducted in 2 cycles, with each cycle consisting of 2 meetings[28]

The method using video-based learning is the delivery of knowledge or skills using video, which has at least two elements, namely visual and audio. This method can be used to improve students' listening skills, especially in English. Video-based learning is a video-based method. Development Towards the 4.0 Industrial Revolution, Development of video media At first it was only used in the

educational process in the form: To implement video media in the era 4.0, the material in it is open for use and cannot be limited by a category Always ready for use[29].

The method used in this study is classroom action research (CAR) with a video-based learning model. Teaching This group activity uses a collaborative form where the teacher is the research partner. Each focuses on aspects of classroom action research knowledge, teachers as learning practitioners, researchers as planners, and critical observers[30].

This classroom action research uses Kurt Lewin's model in its implementation, according to which there are four main stages in one cycle, namely: (1) planning, (2) action, (3) observation) and (4) reflection. Altogether, the four phases of CAR form the CAR cycle.

3. Research Design

Based on the CAR design above, the research design will be carrying out with three stages. Before starting with planning, pre-action is carried out. This pre-action aims to determine student's initial abilities thoroughly (before any action is taken). The research procedure is described as the following:

1. Pre-action is done by taking data from the listening test results

2. Cycle I

1) Planning

Planning is a design stage used to increase listening comprehension. The design is made based on the results of observations that have been made at the previous meeting. The planning is to make interesting English learning, especially listening comprehension. In the learning that will be carried out in cycle I using educational videos to improve students' listening skills.

2) Implementation and Observation

In cycle I, two meetings were held the time allocation is added to each meeting of 2x40 minutes. The teacher carries out activities using the educational video. After the English learning educational video was shown, the students worked on the listening test.

3) Reflection

At this stage the researcher reflects on whether this research was successful in cycle I. At this stage the researcher looks at the results whether there are still those who have not met the graduation criteria. After doing the cycle, the researcher consults with the tutor about what is lacking and needs to be fixed in cycle I, and will be corrected in cycle II.

3. Cycle II

1) Planning

In the planning activities in cycle II, there were several improvements to the learning activities in the classroom. The learning media in cycle II still use educational video, it's just an educational video in the form of animation. Some improvements in learning activities are the result of learning reflection that have been carried on cycle I.

2) Implementation and Observation

In cycle II, two meetings were held the time allocation is added to each meeting of 2x40 minutes. The teacher carries out activities using the animated educational videos. After the English learning educational video was shown, the students worked on the listening test.

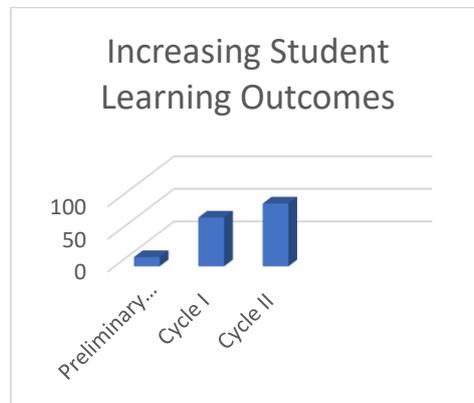
3) Reflection

At this stage the researcher reflects whether this research was successful in cycle II. At this stage the researcher looks at the results of whether there are still those who do not meet the graduation criteria. After doing the cycle, the researcher consulted with the tutor about what was lacking and whether it was necessary to continue to cycle III [32].

4. Finding and Discussion

Based on the results of the evaluation or the question sheet given at the end of learning to measure the extent of understanding students in the ongoing learning process. This study obtained the completeness of students as many as 28 children with a percentage of 100% (very good) has been said to be successful because many students have completed or get the value following minimum completeness criteria because the minimum completeness criteria are expected to be 70 and over which is still with a percentage of 75%.

The following is a graph depicting the results of student learning research on the initial data, cycle I and cycle II, and from the following graph it can be seen clearly that there was a significant increase in the percentage from before conducted research of 14.28% (very less) to 75% (less) in the first cycle and 96.42% (very good) in the second cycle. So it can be concluded that the percentage increase that occurred from before the research to cycle I was 59.76% while cycle I to cycle II was 22.38%. [33].

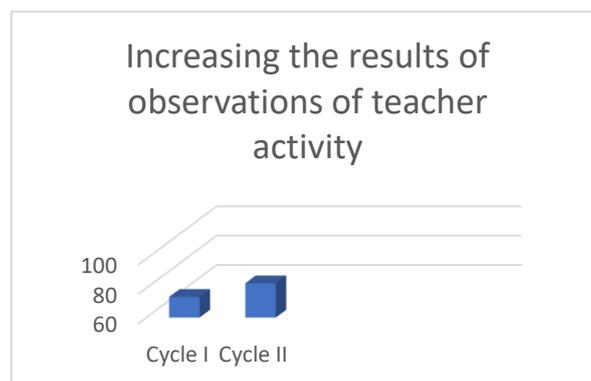


Graph 1. Increasing Student Learning Outcomes

From graph 1 of increasing student learning outcomes, based on the results of the learning outcomes from the preliminary data to cycle I there was an increase of 59.76%. Furthermore, from cycle I to cycle II, there was an increase of 22.38%. It can be concluded that student learning outcomes experienced a significant increase.

Result Observation Teacher

The following is a graph depicting the results of research on teacher activity in cycle I and cycle II, and from the following graph it can be seen clearly that there was a significant increase in the percentage of 74.04% (poor) to 83.33% (good) experienced an increase of 9.29%. [27].



Graph 2. Improved Teacher Observation Results

From graph 2 of improved teacher observation results, based on the results of observations from cycle I to cycle II, there was an increase of 9.2%. It can be concluded that the observation results have increased, which means that learning activities have improved [34].

The highest percentage is in Strongly Agree with presentation 78.6%. Item 3, The highest percentage is in Strongly Agree with presentation 100%. Item 4, The highest percentage is in Strongly Agree with procentage 85.7%. Item 5, The highest percentage is in Strongly Agree with procentage 100%. Item 6, The highest percentage is in Strongly Agree with procentage 92.9%. Item 7, The highest

percentage is in Strongly Agree with percentage 100%. Item 8, The highest percentage is in Strongly Agree with percentage 82.1%. Item 9, The highest percentage is in Strongly Agree with percentage 89.3%. Item 10, The highest percentage is in Strongly Agree with percentage 89.3%. It can be concluded that from all items the highest percentage of students chose Strongly Agree. It can be said that all students strongly agree with the statements in all the Questionnaire items.[35].

This research focuses on strengthening students' listening comprehension by using educational videos for class IX students of SMPN 1 Jabiren Raya for the 2022/2023 academic year. Based on the results of the listening test that has been done. in November 2022 at SMPN- 1 Jabiren Raya students of class IX C. From this research it can be concluded that the use of educational video is effective in improving students' listening skills because the calculation results show that students' listening scores in the Pre-Test class of students who achieve the criterion of 4 students or percentage 43% with an average student score of 60. Then, students' listening scores in the Post Test class cycle I, students who reach the criteria of 21 students or a percentage of 75% with an average student score of 77. Finally, students' listening scores in the Post Test class cycle II, students who achieved the criterion of 27 students or a percentage of 97% with an average student score of 87. Second, related to the results of the analysis of student responses from the questionnaire, students' responses to the use of contextual video in listening practice were positive. Therefore, students can improve their listening skills. Related to student psychology, contextual videos increase students' motivation and interest in listening practice. This is related to the research in this study, based on the results of the pretest and posttest studies. Listening to students increased after implementing a video-based learning model, namely using educational videos. And based on the results of the student questionnaire showed a positive[34].

This finding supported find several scholars, Mardiyah Kamilah (2013), From the study, it can be concluded that the use of contextual video is effective in improving students' listening ability since the result of the calculation showed that, in average, the students' listening scores in experimental class ($M=79.45$, $SE=1.69$, $p<0.05$) are higher than the students' listening scores in control class ($M=68.11$, $SE=1.67$) with medium effect size ($r=0.269$) Second, regarding to the result of students' responses analysis from questionnaire, the students' responses toward the use of contextual video in listening practice are positive. When compared with research from Mardiyah Kamilah (2013) they have something in common, that is, they both use video in English learning media, listening. And if seen from the results both have increased in terms of value, and get a positive response from students when filling out the questionnaire. The difference from this study is that in Mardiyah it uses contextual videos while in this study it uses educational videos[25].

Second, Found that from the research results, the pre-test with an average pre-test score of 5.43 , their listening ability is still low and below average. KKM (Minimum Completeness Criteria) because students who want to graduate must score more than 7.50. In addition, the average post-test score is 8.43. This means that their value has increased by 3 points. They have passed enough to reach the KKM score. It also congruent with this research that video based learning model effective to improve students listening comprehension. When compared with research from ,they have similarities, namely using a video-based learning model when learning English, listening. When viewed in terms of test results also have an increase. What distinguishes it from and this research is that in this study it was more specific to use educational videos[27].

Third, Found that, After the final exam (post-test), the researcher got good results in both listening and speaking. Discovered. Progress in listening was more pronounced, Their improvement in communication skills was less obvious. this can be justified by a significant lack of instruction in communication skills during college previous education. Any improvement in these abilities, even if slight, It encourages further integration of practice using audiovisual materials. When compared with research from this study has similarities in using audiovisual media to improve listening. However, it has a significant difference, if the research has a focus on improving listening as well as speaking, while this research only focuses on listening. And when viewed from the media in this research using video-based learning models, educational videos.

Fourth, Found audiovisual media to improve students' listening skills. In general, we conclude that audiovisual media is very effective in helping students' understanding. Collaborative learning techniques can also help students gain confidence in solving problems while studying. When compared

with research from), this research has similarities in using Audiovisual media to improve listening skills. However, in specific Lebis research, that is using a type of video-based learning model, namely educational videos [32].

Last, This finding supported. Found that, This research shows the most important Evidenced by scientific research. That learning using audio-visual makes learning english, listening activities more interesting and fosters people's efficiency in their activities. Interesting, easy, and effective activities generate positive feelings for students. When compared with research from this research has similarities in the type of learning media, namely Audiovisual. When viewed from the effects of using this learning media, it has a positive effect on learning English, especially listening skills. But the difference is, in this study it is more specific to use educational videos in its learning media[30].

From some of the other researchers above, it can be concluded that the results of differences to improve listening skills are not the same as the media used in other studies that are used such as motivating English learners and choosing suitable and interesting topics to encourage them to listen. The media used seems to be very useful for them to overcome difficulties in listening. In contrast to this study, researchers used a video-based learning model, namely educational videos.

The novelty of this research is the use of educational videos, and in collecting data using cluster sampling so that there is no subjectivity that was not used in previous research. Based on the results is that in this study, research applies two cycles in research. And when viewed from cycle I and cycle II experienced a very significant increase. And the increase in results can also be seen from the increased observations between cycle I and cycle II. Finally, the results are positive when viewed from the questionnaire, that students strongly agree with the video-based learning model to be applied in learning English, especially in improving listening comprehension.

The weakness based on the cycle applied in this study was that which had been implemented in cycle I and improved in cycle II was that educational videos in the form explanations were not enough to reinforcing students listening comprehension, after being re evaluated educational videos in the form of animations made students more motivated and enthusiastic in learning. After being re-evaluated as well, the weakness that occurred in cycle I was because the sub-concepts had not been explained regarding the material to be studied. In addition, the application of video-based learning models has not been widely used by students in their activities learning so that students' self-adjustment abilities are still lacking. As well, management of less time in the process of teaching and learning activities. And the last is the activeness of students in learning is not maximal, especially in asking questions and express opinions.

5. Conclusions

The finding concluded that the use of educational video is effective in improving students' listening comprehension because the calculation results show that students' listening scores in the Pre-Test class of students who achieve the criterion of 4 students or percentage 43% with an average student score of 60. Then, students' listening scores in the Post Test class cycle I, students who reach the criteria of 21 students or a percentage of 75% with an average student score of 77. Finally, students' listening scores in the Post Test class cycle II, students who achieved the criterion of 27 students or a percentage of 97% with an average student score of 87. Second, related to the results of the analysis of student responses from the questionnaire, students' responses to the use of contextual video in listening practice were positive. Therefore, students can improve their listening skills. Related to student psychology, contextual videos increase students' motivation and interest in listening practice. This is related to the research in this study, based on the results of the pretest and posttest studies. Listening to students increased after implementing a video-based learning model, namely using educational videos. And based on the results of the student questionnaire showed a positive.

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