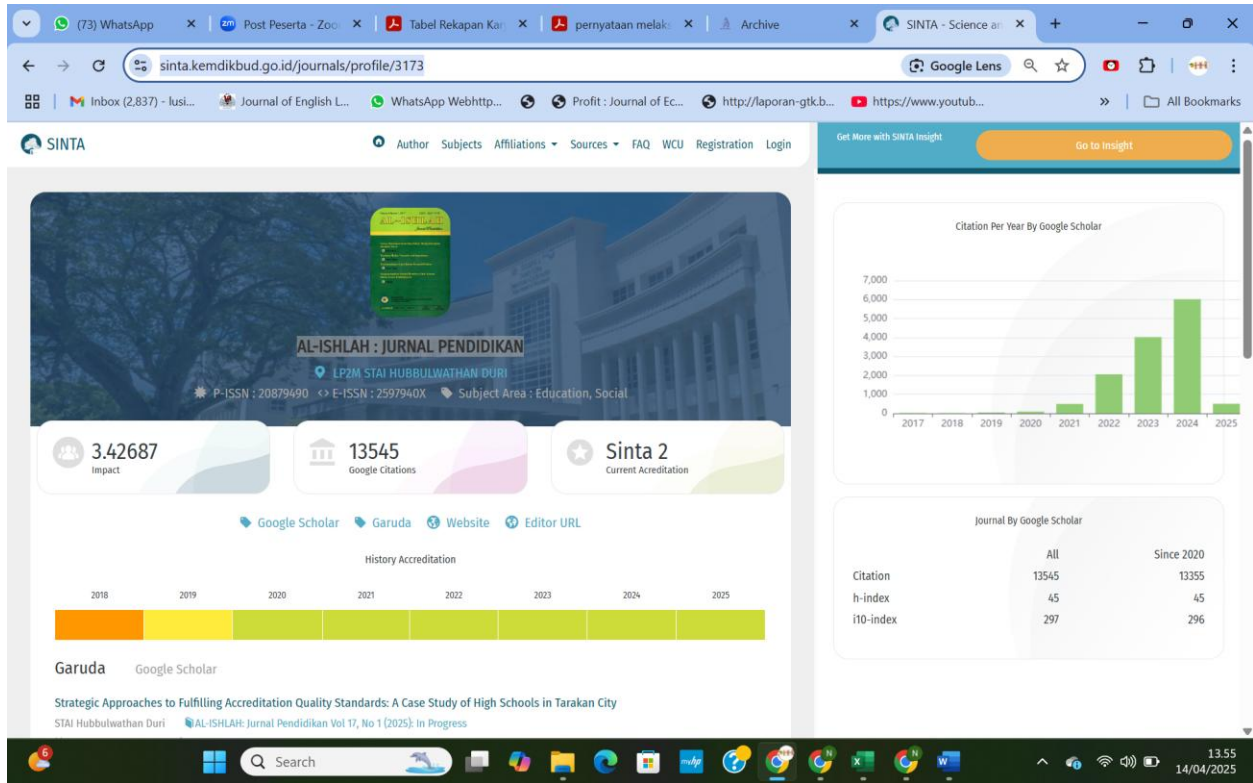


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#427 Summary

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Authors	Lusi Marleni, Nurhidayah Sari, Vitri Angraini Hardi
Title	Listening Comprehension by using Video in Online Class through WhatsApp
Original file	427-2050-1-SM.DOCX 2021-03-03
Supp. files	427-2051-1-SP.DOCX 2021-03-03
Submitter	mrs Lusi Marleni
Date submitted	March 3, 2021 - 09:31 AM
Section	Articles
Editor	Budi Hamuddin
Author comments	Please, accept it sir!!!
Abstract Views	794

Status

Status	Published Vol 13, No 1 (2021): AL-ISHLAH: JURNAL PENDIDIKAN
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Last modified	2025-04-14

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Affiliation	Universitas pahlawan Tuanku Tambusai
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Affiliation	Universitas Pahlawan Tuanku Tambusai
Country	Indonesia
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Title and Abstract

Title	Listening Comprehension by using Video in Online Class through WhatsApp
Abstract	

This research aims to determine whether there is an effect of using video as media on the students' listening comprehension in an online class in the academic year 2020/2021. This research is pre-experimental. It involved 24 students in class. The class was taught by using video as media as the treatment in the class. The data were analyzed quantitatively by using the T-test formula. The result shows that the students listening comprehension in the post-test are higher than pre-test. The data analysis can be seen in many students who get a good score in the class by using video. It can be concluded that video in teaching listening comprehension in an online class is an influential media. As a result, T_{count} is 7,03 and T_{table} is 1,68. In this case, the average score is 72. The use of video for listening comprehension is one of the alternative media in online class.

Indexing

Keywords	Listening Comprehension, Video, Media
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#427 Review

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Authors Lusi Marleni, Nurhidayah Sari, Vitri Angraini Hardi

Title Listening Comprehension by using Video in Online Class through WhatsApp

Section Articles

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The Use Of Video As Media In Online Class

DOI:

Article Info

Abstract

Keywords:

*Listening Comprehension
Video
Media*

This research aims to find out whether there is an effect on using Video as media towards the students' listening comprehension in online class, in academic year 2020/2021. This research is a pre-experimental research. It involved 24 students in class. The class was taught by using Video as media as the treatment in the class. The data were analyzed quantitatively by using T-test formula. The result shows that the students listening comprehension in post test is higher than pre test. It can be seen in the data analysis are many students who get a good score in the class by using Video. As the result, T_{count} is 7,03 and T_{table} is 1,68. In this case, the average score is 72. Based on the result findings, it can be concluded that the use of Video in teaching listening comprehension in online class is an effective media.

INTRODUCTION

One of the most commonly used skills for communication is listening comprehension, especially in English. This skill is used by people every day for getting information and expressing their ideas, information, etc in speaking skill. (Ismaili & Bajrami, 2016). Many students cannot get the information in English perfectly, because they have problem in learning English especially in listening comprehension.

Based on the observation in listening class at the first semester of English Language Education department of University of Pahlawan Tuanku Tambusai, there are still many students can not catch the information in spoken English text well. When the teacher asked them to say something after listening activity, they did not understand the information, they did not express their information well. They also have problem in making conclusion after listening the text. Based on the data, the students listening comprehension is still in low level. There are 3 students in poor level, it is <55 score, in average 3 students is 52 score. 18 students in fair level, it is 55-64 score, in the average 18 students is 56-64 score. 3 the students in good level, it is 65-75 score, in the average is 68 score.

Use Video as Media in teaching Listening Comprehension by Using What'sApp is a good idea. In this case, Video is the media in teaching listening comprehension by listening the information through the video. Video has the ability to self-reflect and it is widely recognized as the desirable learner attribute that can induce the deep learning (Chau and Cheng, 2009) in (Ikramah, 2017). Video is institution use camera to record various student activities: performance in oral test, role plays, etc. Using video as media of learning can bring a good atmosphere to the students in learning English. Students will get an easy way to understand the information.

The use of video on students' listening comprehension in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers in English (Loneragan, 1984; Tomalin & Stempleski, 1990) in (Ferguson et al., 2019). In addition, students have the opportunity to

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A good technique in teaching can make students understand and enjoy in learning. In this case, technology is important. Nowadays, technology has a big influence in learning teaching educational field. One of them is media communicate for getting information. In digital era, social media it can be easily accessed by people through Smartphone.

In this era, a problem caused by Corona virus or covid-19 gave effects of the learning process which must be stopped in the school. The government gave the information that the student must be study at home and the teacher must give some assignments for the students. Automatically, in teaching learning process must to have using online class as media, such as using: WhatsApp, YouTube, ZOOM Application, Instagram and Moodle. (Marleni and Asilestari:2018) state that one of media which can be used in teaching English is Social media such as Facebook, Instagram, amd ect.

There are many media which can be used as media in learning activity. Video is one media to deal with the students' problems in listening comprehension. Video is one of the suitable media that can be used. By video the students can see the picture and listening the audio. The students can easily analyze the mistakes, watching the video later. Based on the statement, it can be used as tool to record and correct students listening comprehension. Therefore, students understand the information easily.

According (Smaldino, Sharon E. et.al 2008) in (Sumantri M S;Pratiwi N, 2015). Media is one of facilities to improve the learning activities. Because of the variety of media, it has different characteristic. Media are tools that the teacher uses in teaching learning process. The uses of media help the students master the material presented by the teachers more easily. Media can be picture, video, action or people. It can be concluded that using media with creativity will give effectiveness in teaching and learning process. Media also can make the students to be interested in learning. By use a good media, it can help the students to express their ideas.

According to Steele (2014) in (Sham et al., 2018). WhatsApp is a social media application which involves direct messaging as well as sharing media including voice messages, videos and photos among others. WhatsApp in education is included educational technology that can be use as a tool or media communication in education development. WhatsApp is a messaging app that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure. According Riyanto (2013) in (Fattah, 2015)The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, Twitter, LinkedIn and many others alike have been phenomenally popular in the communication world. WhatsApp allows it's users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone.

Advantages WhatsApp based on (*Dekhna Buku Advantage WhatsApp*, n.d.). 1) WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teacher. 2) WhatsApp is a free application that is easy to use. 3) Group connected to WhatsApp instants messaging can share learning object easily through status, audio, video, comment, texting and messaging. Discuss are related to the course content taught in class. 4) WhatsApp provides students with ability to create a class publication and there by publish their work in group. 5) Information and knowledge are easily constructed and shared through. Therefore, it is important to investigate the effect of video as media towards the students' listening comprehension.

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Include what is the new from this research and how important of the research contributes to scientific development

METHODS

Research strategy bargains with how the inquire about questions proposed within the to begin with chapter are handled with a specific strategy. Agreeing to Cohen, Manion & Morrison (2007:446), strategy is approaches utilized in instructive inquire about to accumulate data which are to be utilized as a premise for deduction and elucidation, for explanation and expectation. It implies that strategy is the way utilized to talk about and examine the issue. In this inquire about, the analyst utilized a quantitative approach to analyze the data.

The researcher connected a pre-experimental investigate plan, including pre-test and post-test to degree students' listening comprehension. The research conducted the research at University of Pahlawan Tuanku Tambusai particularly at English Language Education department and chose as it were one lesson as test. The research was conducted at first semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai. It is located on Jl. Tuanku Tambusai No.23 Bangkinang-Kampar. This research was conducted from September 2020– Februari 2021.

FINDINGS AND DISCUSSION

This research was conducted on September 2020 until Januari 2021, at first year of English Language Education Department of University of Pahlawan Tuanku Tambusai. This research was experimental research by using Video as media in listening comprehension class. The purpose of this research is to obtain the data of students' listening comprehension after learning in online class by using Video as media.

1. First Meeting

In the first meeting the teacher administered the pre-test before gave the treatment. The teacher introduced herself before gave a treatment for the students to know about her and also the teacher explained about the research to the students. In first meeting, the student gave their fast response on the teachers chat text on WhatsApp group. The pretest aims to know the students' listening comprehension before giving the treatment by using Video as media in online class. The teachers gave the test and the students send the answer by WhatsApp with Microsoft Word file. It is a task of student pre-test on describing something that they chose. The students told they have problem on their video because the voice of video could not relate.

2. Second Meeting

At the second meeting, the teachers said Assalamualikum and asked the students to willingness to start the study. The students gave their fast response and said they already to start the learning process. The teachers checked the student attendance by list at the name of the student in WhatsApp group. One by one of students gave comment to take their name of list and teacher gave 5 minute for attendance list. And after that they continued for study.

Before giving the material, the teacher sent a picture for a first step to related with the material. And the students gave their opinion about the picture to stimulate the students thinking. The students gave their response by orally and also some gave comment by text. For the step 1 in whilst teaching, the teacher sent the video about explanation of Descriptive and gave 5 minute for the students to watch the video. after watch the video the students gave some question if they do not understand. So, teacher and students question and answer by orally in WhatsApp group.

For step 2, the teacher sent the video about describing person. The first material is describe about person. The students has 6 minute to watch the video and after they finished to watch the video they gave their response if they got a difficulty or not understand about the material. For the next step, the teacher sent the example of video. Then, the students write the information based on the indicators of listening comprehension, such as finding the general topic, making

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reference, and etc. The students rewrote the information after watching the video. The students sent their task on personal chat of WhatsApp. The first, they sent their fieldwork about describing person. And after that the students sent their video about describing person. Some student describe person directly by bringing the object in real. The students asked the teacher to give them more time to collect their assignment because they have homework from other teachers. So the teacher added two days for the deadline to collect the task.

3. Third Meeting

At the third meeting, the teacher started the class like usual. For the greeted the teacher said Assalamualaikum and told the students to start the study. The teacher checked the student attendance by asked the student raised their hands by using WhatsApp sticker featured. Before continued the material, the teacher asked some student who not collected the task after the deadline finished. Before gave the material, the teacher sent a picture for a first step to related with the material. And the students gave their opinion about the picture to stimulate the students thinking. The students gave their response by orally and also some gave comment by text.

For the step 1, the teacher sent the video about how to describe an animal and gave 5 minute for the students to watch the video. after watching, the video the students gave some question if they do not understand. So, teacher and students question and answer by orally in WhatsApp group. For the next step, the teacher sent the video of example about describing animal. The students has 5 minute to watch the video and after they finished to watch the video they gave their response if they got a difficult or not understand about the material. For finishing the meeting, the teacher concluded the material about describing animal and students could write the conclusion. The teachers gave the task, the students must made a fieldwork and video about describing animal. The student collected the task by WhatsApp group or personal chat.

The students sent their task on personal chat of WhatsApp. The first, The students has 6 minute to watch the video and after they finished to watch the video they gave their response if they got a difficulty or not understand about the material. Some students late to collect their task, and also some students sent their task on midnight caused they used their parents phone.

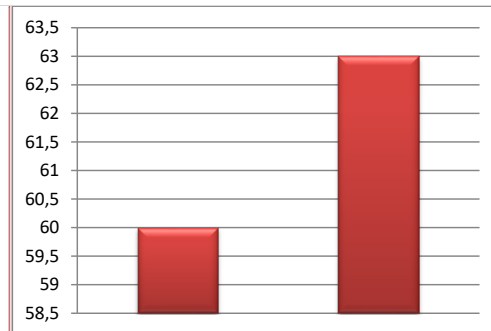
4. Fourth Meeting

The fourth meeting is the meeting which was conducted for post test. the student gave their fast response on the teachers chat text on WhatsApp group. The post test aims to know the students' listening comprehension before giving the treatment by using Video as media in online class. The teachers gave the test and the students send the answer by WhatsApp with Microsoft Word file. It is a task of student post test on describing something that they chose.

a. Pretest and Post Test Result

The aim of this study is to investigate the effect of Video on students' listening comprehension in online class. Based on the data, using Video to teach listening comprehension showed that the student interested and got the information in the spoken text easily. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. Based on the result of calculation of t-test obtained $t_{count} = 7,03$ and $t_{table} = 1,68$. It showed that $t_{count} > t_{table}$ ($7,03 > 1,68$), so that H_0 is rejected and H_a is accepted. It means there was a significant different between the students' listening comprehension before and after the research. It can be concluded that there was a positive effect in teaching listening comprehension by using Video as a media in online class.

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Graph 1. Comparison the students' score in pre-test dan post test

Based on the data above, after getting the treatment conducted, there is a difference between the learning outcomes in post test in learning English by using Video as Media in Online Class with the students result in pre test is 72.

Discussion

The researcher collected the data to answer the research question successfully. The explanation for the research question as follow: what is significant effect on the students' listening comprehension after implementing Video as media in online class? It can be clarified according to data gained from the pre-test and pos-test. It was supported by the fact that the students' listening score before and after the implementation of Video was different. Where the average of the students speaking score before implementing Video Recording was 60 and after implementing it was 72, the total of student number were 28 students. By using Video give the effect on studen' listening comprehension. It is line with (M Ajib, 2019) said on him research show that the students get better score after getting the treatments at first grade of SMA N 7 Malang.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score in post test was 72 which were higher than the result of control class was post test. Teaching listening by using Video as a media in online class make the students' enjoy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used WhatsApp as media online that the students always use to chat and learn during the condition of pandemic.

CONCLUSION (GEORGIA 11, BOLD, CAPITAL LETTER)

Based on the result of data analysis and discussion, it can be concluded that Video gave the positive effect towards students' listening comprehension in online class. After implementing the research, the students listening comprehension in post test is higher than pre test. It can be seen in the data analysis are many students who get a good score in the class by using Video. As the result, T_{count} is 7,03 and T_{table} is 1,68 the researcher concluded that Video is the effective media in teaching listening comprehension.

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In this era, a problem caused by Corona virus or covid-19 gave effects of the learning process which must be stopped in the school. The government gave the information that the student must be study at home and the teacher must give some assignments for the students. Automatically, in teaching learning process must to have using online class as media, such as using: WhatsApp, YouTube, ZOOM Application, Instagram and Moodle. (Marleni and Asilestari:2018) state that one of media which can be used in teaching English is Social media such as Facebook, Instagram, amd ect.

There are many media which can be used as media in learning activity. Video is one media to deal with the students' problems in listening comprehension. Video is one of the suitable media that can be used. By video the students can see the picture and listening the audio. The students can easily analyze the mistakes, watching the video later. Based on the statement, it can be used as tool to record and correct students listening comprehension. Therefore, students understand the information easily.

According (Smaldino, Sharon E. et.al 2008) in (Sumantri M S;Pratiwi N, 2015). Media is one of facilities to improve the learning activities. Because of the variety of media, it has different characteristic. Media are tools that the teacher uses in teaching learning process. The uses of media help the students master the material presented by the teachers more easily. Media can be picture, video, action or people. It can be concluded that using media with creativity will give effectiveness in teaching and learning process. Media also can make the students to be interested in learning. By use a good media, it can help the students to express their ideas.

According to Steele (2014) in (Sham et al., 2018): WhatsApp is a social media application which involves direct messaging as well as sharing media including voice messages, videos and photos among others. WhatsApp in education is included educational technology that can be use as a tool or media communication in education development. WhatsApp is a messaging app that lets user text, chat and share media, including voice messages and video, with individuals or group. WhatsApp allow for easy communication with people over long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure. According Riyanto (2013) in (Fattah, 2015) The use of social network has become a popular in everyday communication. It is even used for collaborative learning especially in language learning. Social network applications such as Facebook, Twitter, LinkedIn and many others alike have been phenomenally popular in the communication world. WhatsApp allows it's users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart phones are becoming increasingly popular and WhatsApp is available for almost all Smartphone.

Advantages WhatsApp based on (Dekhna Buku Advantage WhatsApp, n.d.). 1) WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teacher. 2) WhatsApp is a free application that is easy to use. 3) Group connected to WhatsApp instants messaging can share learning object easily through status, audio, video, comment, texting and messaging. Discuss are related to the course content taught in class. 4) WhatsApp provides students with ability to create a class publication and there by publish their work in group. 5) Information and knowledge are easily constructed and shared through. Therefore, it is important to investigate the effect of video as media towards the students' listening comprehension.

METHODS

Research strategy bargains with how the inquire about questions proposed within the to begin with chapter are handled with a specific strategy. Agreeing to Cohen, Manion & Morrison (2007:446), strategy is approaches utilized in instructive inquire about to accumulate data which

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Commented [W111]: Dalam pendahuluan ini belum ada data yang menyebutkan studi/penelitian terdahulu terkait using video in online learning. Harusnya anda menyajikan data tentang hal itu, cari dari jurnal-jurnal bereputasi tinggi

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are to be utilized as a premise for deduction and elucidation, for explanation and expectation. It implies that strategy is the way utilized to talk about and examine the issue. In this inquire about, the analyst utilized a quantitative approach to analyze the data.

The researcher connected a pre-experimental investigate plan, including pre-test and post-test to degree students' listening comprehension. The research conducted the research at University of Pahlawan Tuanku Tambusai particularly at English Language Education department and chose as it were one lesson as test. The research was conducted at first semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai. It is located on Jl. Tuanku Tambusai No.23 Bangkinang-Kampar. This research was conducted from September 2020– Februari 2021.

FINDINGS AND DISCUSSION

This research was conducted on September 2020 until Januari 2021, at first year of English Language Education Department of University of Pahlawan Tuanku Tambusai. This research was experimental research by using Video as media in listening comprehension class. The purpose of this research is to obtain the data of students' listening comprehension after learning in online class by using Video as media.

1. First Meeting

In the first meeting the teacher administered the pre-test before gave the treatment. The teacher introduced herself before gave a treatment for the students to know about her and also the teacher explained about the research to the students. In first meeting, the student gave their fast response on the teachers chat text on WhatsApp group. The pretest aims to know the students' listening comprehension before giving the treatment by using Video as media in online class. The teachers gave the test and the students send the answer by WhatsApp with Microsoft Word file. It is a task of student pre-test on describing something that they chose. The students told they have problem on their video because the voice of video could not relate.

2. Second Meeting

At the second meeting, the teachers said Assalamualikum and asked the students to willingness to start the study. The students gave their fast response and said they already to start the learning process. The teachers checked the student attendance by list at the name of the student in WhatsApp group. One by one of students gave comment to take their name of list and teacher gave 5 minute for attendance list. And after that they continued for study.

Before giving the material, the teacher sent a picture for a first step to related with the material. And the students gave their opinion about the picture to stimulate the students thinking. The students gave their response by orally and also some gave comment by text. For the step 1 in whilst teaching, the teacher sent the video about explanation of Descriptive and gave 5 minute for the students to watch the video. after watch the video the students gave some question if they do not understand. So, teacher and students question and answer by orally in WhatsApp group.

For step 2, the teacher sent the video about describing person. The first material is describe about person. The students has 6 minute to watch the video and after they finished to watch the video they gave their response if they got a difficulty or not understand about the material. For the next step, the teacher sent the example of video. Then, the students write the information based on the indicators of listening comprehension, such as finding the general topic, making reference, and etc. The students rewrote the information after watching the video. The students sent their task on personal chat of WhatsApp. The first, they sent their fieldwork about describing person. And after that the students sent their video about describing person. Some student describe person directly by bringing the object in real. The students asked the teacher to gave them more time to collected

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Author

their assignment because they have homework from other teachers. So the teacher added two days for the deadline to collected the task.

3. Third Meeting

At the third meeting, the teacher started the class like usual. For the greeted the teacher said Assalamualaikum and told the students to start the study. The teacher checked the student attendance by asked the student raised their hands by using WhatsApp sticker featured. Before continued the material, the teacher asked some student who not collected the task after the deadline finished. Before gave the material, the teacher sent a picture for a first step to related with the material. And the students gave their opinion about the picture to stimulate the students thinking. The students gave their response by orally and also some gave comment by text.

For the step 1, the teacher sent the video about how to describe an animal and gave 5 minute for the students to watch the video. after watching, the video the students gave some question if they do not understand. So, teacher and students question and answer by orally in WhatsApp group. For the next step, the teacher sent the video of example about describing animal. The students has 5 minute to watch the video and after they finished to watch the video they gave their response if they got a difficult or not understand about the material. For finishing the meeting, the teacher concluded the material about describing animal and students could write the conclusion. The teachers gave the task, the students must made a fieldwork and video about describing animal. The student collected the task by WhatsApp group or personal chat.

The students sent their task on personal chat of WhatsApp. The first, The students has 6 minute to watch the video and after they finished to watch the video they gave their response if they got a difficulty or not understand about the material. Some students late to collected their task, and also some students sent their task on midnight caused they used their parents phone.

4. Fourth Meeting

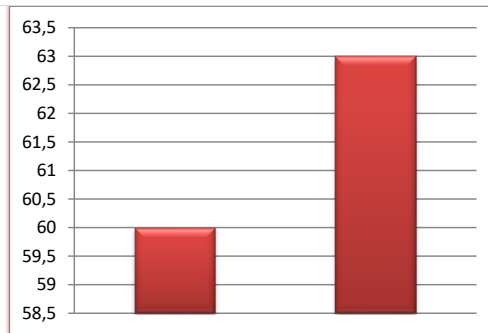
The fourth meeting is the meeting which was conducted for post test. the student gave their fast response on the teachers chat text on WhatsApp group. The post test aims to know the students' listening comprehension before giving the treatment by using Video as media in online class. The teachers gave the test and the students send the answer by WhatsApp with Microsoft Word file. It is a task of student post test on describing something that they chose.

a. Pretest and Post Test Result

The aim of this study is to investigate the effect of Video on students' listening comprehension in online class. Based on the data, using Video to teach listening comprehension showed that the student interested and got the information in the spoken text easily. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. Based on the result of calculation of t-test obtained $t_{count} = 7,03$ and $t_{table} = 1,68$. It showed that $t_{count} > t_{table}$ ($7,03 > 1,68$), so that H_0 is rejected and H_a is accepted. It means there was a significant different between the students' listening comprehension before and after the research. It can be concluded that there was a positive effect in teaching listening comprehension by using Video as a media in online class.

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Coba dibandingkan dengan penelitian sejenis di jurnal-jurnal bereputasi (sciencedirect.com) bagaimana data disajikan dan bagaimana pembahasan hasil dari penelitian tersebut



Graph 1. Comparison the students' score in pre-test dan post test

Based on the data above, after getting the treatment conducted, there is a difference between the learning outcomes in post test in learning English by using Video as Media in Online Class with the students result in pre test is 72.

Discussion

The researcher collected the data to answer the research question successfully. The explanation for the research question as follow: what is significant effect on the students' listening comprehension after implementing Video as media in online class? It can be clarified according to data gained from the pre-test and pos-test. It was supported by the fact that the students' listening score before and after the implementation of Video was different. Where the average of the students speaking score before implementing Video Recording was 60 and after implementing it was 72, the total of student number were 28 students. By using Video give the effect on studen' listening comprehension. It is line with (M Ajib, 2019) said on him research show that the students get better score after getting the treatments at first grade of SMA N 7 Malang.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score in post test was 72 which were higher than the result of control class was post test. Teaching listening by using Video as a media in online class make the students' enjoy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used WhatsApp as media online that the students always use to chat and learn during the condition of pandemic.

CONCLUSION (GEORGIA 11, BOLD, CAPITAL LETTER)

Based on the result of data analysis and discussion, it can be concluded that Video gave the positive effect towards students' listening comprehension in online class. After implementing the research, the students listening comprehension in post test is higher than pre test. It can be seen in the data analysis are many students who get a good score in the class by using Video. As the result, T_{count} is 7,03 and T_{table} is 1,68 the researcher concluded that Video is the effective media in teaching listening comprehension.

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#427 Editing

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Authors Lusi Marleni, Nurhidayah Sari, Vitri Angraini Hardi

Title Listening Comprehension by using Video in Online Class through WhatsApp

Section Articles

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Listening Comprehension through Video in Online Class

DOI:

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Article Info

Abstract

Keywords:
Listening Comprehension
Video
Online Class

This research aims to find out whether there is an effect on using video as media towards the students' listening comprehension in online class, determine whether there is an effect on using video as media towards the students' listening comprehension in online class in academic year 2020/2021. This research is a pre-experimental research. It involved 24 students in class. The class was taught by using video as media as the treatment in the class. The data were analyzed quantitatively by using the T-test formula. The result shows that the students listening comprehension in post-test is higher than pre-test. It can be seen in the data analysis are The data analysis can be seen in many students who get a good score in the class by using video. It can be concluded the use of video in teaching listening comprehension in an online class is an effective-influential media. As the result, T_{count} is 7,03 and T_{table} is 1,68. In this case, the average score is 72. The use of video for listening comprehension is one of the alternative media in the online class.

Kata Kunci:
Pemahaman Menyimak,
Video,
Kelas Online

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh penggunaan video terhadap pemahaman menyimak siswa di kelas online tahun ajaran 2020/2021. Penelitian ini merupakan penelitian pra eksperimental yang melibatkan 24 siswa di kelas. Kelas ini diajar dengan menggunakan media Video sebagai perlakuan di kelas. Data dianalisis secara kuantitatif dengan menggunakan rumus T-test menunjukkan hasil penelitian ini menunjukkan bahwa pemahaman menyimak siswa pada post test lebih tinggi dari pada pre test. Hal tersebut terlihat pada analisis data bahwa banyak siswa yang memperoleh nilai baik di kelas dengan menggunakan Video. Dapat disimpulkan bahwa penggunaan Video dalam pembelajaran pemahaman menyimak di kelas online merupakan media yang efektif. Hasilnya, T_{count} adalah 7,03 dan T_{table} adalah 1,68. Dalam hal ini nilai rata-rata siswa adalah 72. Penggunaan video pada pembelajaran pemahaman menyimak dapat menjadi alternatif media dalam pembelajaran di kelas online.

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INTRODUCTION

One of the most commonly used skills for communication is listening comprehension, especially in English. It is considered as the most difficult language skill to study. (Gilakjani & Sabouri, 2016) Many students cannot get the information in English perfectly ideally, because they have a problem in learning English, especially in listening comprehension. (Marleni, 2016).

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In this era, a problem caused by Corona-virus or covid-19 gave effects of the learning process which must be stopped in the school. The government gave the information that the student must be ~~study-studied~~ at home, and the teacher must give some assignments for the students. Automatically, in ~~teaching-teaching~~-learning process must ~~to~~ have ~~using-used~~ online class as media, such as using: WhatsApp, YouTube, ZOOM Application, Instagram and Moodle. (Marleni and Asilestari:2018) state that one of ~~the~~ media which can be used in teaching English is Social media such as Facebook, Instagram, ~~and-and~~ ect.

Based on the observation in listening class at the first semester of ~~the~~ English Language Education department of ~~the~~ University of Pahlawan Tuanku Tambusai, ~~there are still many students~~ ~~many students~~ can not catch the information in spoken English text well. When the teacher asked them to say something after ~~the~~ listening activity, they did not understand the information, ~~t~~. They did not express their information well. They also have ~~a~~ problem in ~~making conclusion after concluding~~ listening ~~to~~ the text. Based on the data, the students listening comprehension is still ~~in-at~~ low level. There are 3 students in poor level, it is <55 score, in average 3 students is 52 score. 18 students in fair level, it is 55-64 score, in the average 18 students is 56-64 ~~score~~. 3 the students in good level, it is 65-75 score, in the average is 68 score.

Using Video as Media in teaching English by Using What'sApp application is a good idea. (Marleni et al., 2018) In this case, video is the media in teaching listening comprehension by listening ~~to~~ the information through the video. Video ~~has the ability to can~~ self-reflect, and it is widely recognized as the desirable learner attribute that can induce ~~the~~ deep learning. Video is a device ~~uses a~~ camera to record various activities: performance in ~~an~~ oral test, ~~and role-role~~-plays, ~~etc~~. Using video as media of learning can bring a good atmosphere to the students in learning English. Students will get an easy way to understand the information. (Justsinta Sindi Alivi*, 2016)

The use of video on students' listening comprehension in language learning offers several advantages: First, students can watch and see themselves and their fellow friends' performances. Second, teachers can use video to help students become better speakers ~~in-of~~ English. ~~In addition Besides~~, students have the opportunity to view the recording on video more than once. (Gilakjani & Sabouri, 2016)(Justsinta Sindi Alivi*, 2016).

A good technique in teaching can make students understand and enjoy ~~in~~-learning. In this case, technology is ~~importantessential~~. Nowadays, technology has a big influence ~~in-on~~ learning teaching ~~the~~ educational field. One of them is media ~~communicate-communication~~ for getting information. In ~~the~~ digital era, social media it can be easily accessed by people through Smartphone.(Justsinta Sindi Alivi*, 2016)(Sataloff et al., n.d.)

There are many media which can be used as media in ~~the~~ learning activity. Video is one media to deal with the students' problems in listening comprehension. Video is one of the suitable media that can be used. By video, the students can see the picture and listening ~~ing to~~ the audio. The students can easily analyze the mistakes, watching the video later. ~~Based on the statement, it can be used as tool to record and correct students~~ ~~The statement can be used as a tool to record and correct students'~~ listening comprehension. Therefore, students understand the information easily.(Sulistyowati, 2010).

Media is one of ~~the~~ facilities to improve the learning activities. Because of the variety of media, it has different characteristics. (Megawati & Astutik, 2019) Media are tools that the teacher uses in ~~the~~ ~~teaching-teaching~~-learning process. The uses of media help the students master the material presented by the teachers more easily. Media can be ~~a~~ picture, video, action, or people. It can be concluded that using media with creativity will give effectiveness in ~~the~~ teaching and learning process. Media also can make the students to be interested in learning. By ~~use-using~~ a good media, it can help the students to express their ideas.

WhatsApp is a social media application ~~which involves direct messaging as well as sharing media including voice messages, videos that involves direct messaging and sharing media, including voice messages, videos~~, and photos, among others. (Setyowati, 2019) WhatsApp in education is included educational technology that can be used ~~d~~ as a tool or media communication in education development.

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WhatsApp is a messaging app that lets users text, chat, and share media, including voice messages and video, with individuals or groups. WhatsApp allows for easy-accessible communication with people over a long distance. WhatsApp is available on relatively any device and is considered relatively safe and secure. The use of the social network has become a popular in everyday communication. It is even used for collaborative learning, especially in language learning. Social network applications such as Facebook, Twitter, LinkedIn and many others alike have been phenomenally popular in the communication world. (Li, 2017).

WhatsApp allows users to use their Internet connection to send messages to each other. WhatsApp is like a chat program for mobile phones. Smart-phones are becoming increasingly popular, and WhatsApp is available for almost all Smartphonesmartphones. (Jasrial, 2017) Advantages WhatsApp for teaching and learning are; 1) WhatsApp instant messaging facilities online collaboration and cooperation between online students connected from school or home in blended mobile teachers online collaboration and cooperation between online students connected from school or home in blended mobile teachers. 2) WhatsApp is a free application that is easy to use. 3) Group connected to WhatsApp instants messaging can share learning objects easily through status, audio, video, comment, texting and messaging. Discuss are related to the course content taught in class. 4) WhatsApp provides students with ability to create a class publication and there by publishallows students to create a class publication and there by publishing their work in the group. 5) Information and knowledge are easily constructed and- shared through. Therefore, it is important to investigate the effect of video as media towards on the students' listening comprehension in the online class.

Using video as media in listening class has been studied in listening class. (Ali & Shahid, 2017) took a study which shows the inereasing-increase of students' listening comprehension by using video as media. They used video podcasts as media in the class. (Sarani et al., 2014) also did a-research in using video as media in listening comprehension. The result shows that teaching listening through video based task gave signifceant effect on-based tasks significantly affected the students' listening comprehension. Those researches was taken in face to face class. There is no research on investigating the effect of video as media towards on the students' listening comprehension in online class. Therefore, this research is important to be investigated.

METHODS

This research is-connected-a pre-experimental-investigateconnects a pre-experimental investigation plan, including pre-test and post-test to degree students' listening comprehension. The research conducted at University of Pahlawan Tuanku Tambusai, particularly at the first year of English Language Education Department. It was one lesson as test. The research conducted at first semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai. It is located on Jl. Tuanku Tambusai No.23 Bangkinang-Kampar. This research was conducted from September 2020– Februari 2021. The researcher used test as the intruments. The data were analyzed statitically by t table formula. Sugiyono (2010)

FINDINGS AND DISCUSSION

This research was conducted on-from September 2020 until Januari-January 2021, at the first year of the English Language Education Department of the University of Pahlawan Tuanku Tambusai. This research was experimental research by using video as media in listening comprehension class. The purpose of this research- is research aim s to obtain the data of students' listening comprehension after learning in online class by using video as media.

A. The Data Analysis

1. Students' Speaking Skill

a. Pre-Test Score

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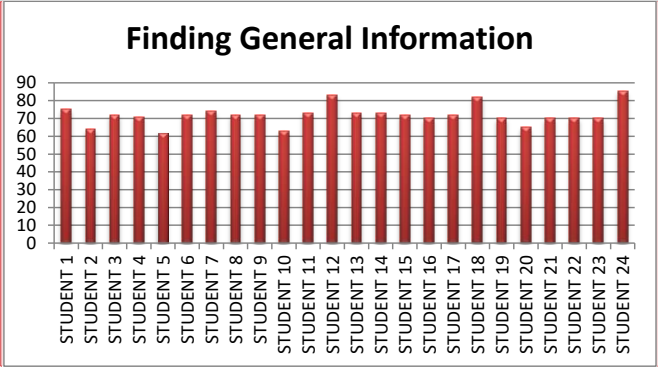


Figure 1. The Students Pre-Test Score of Finding General Information

Based on the figure above, ~~the~~ only 3 students got score >80 which are the higher score in the class. The lowest score is 62. ~~There were 5 students~~ 5 students got <65. It's means s they got the lower score in this indicator. Meanwhile, 16 students got 70-75. It means the average students ~~s~~ score is 72 for this indicator. It could be concluded that, ~~at~~ most all of the students in a poor level of general information.

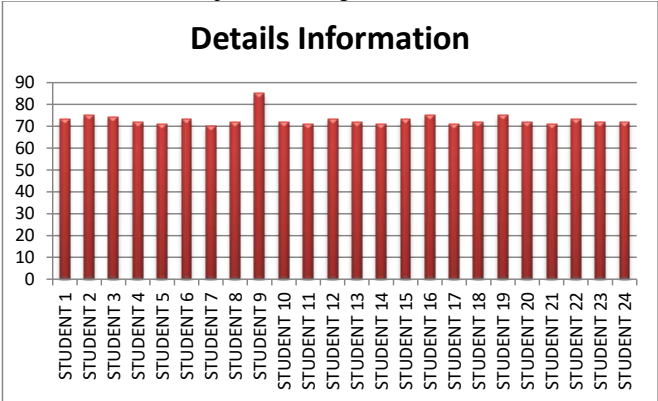


Figure 2. The Students Pre-Test Score of Details Information

Based on ~~the~~ figure 2 above, ~~there was~~ only 1 student who got 85 which was the higher score in the class. Meanwhile, 23 students got 70-75. It means the students got the average score in this indicator. It could be concluded that, the students in a poor level of details information.

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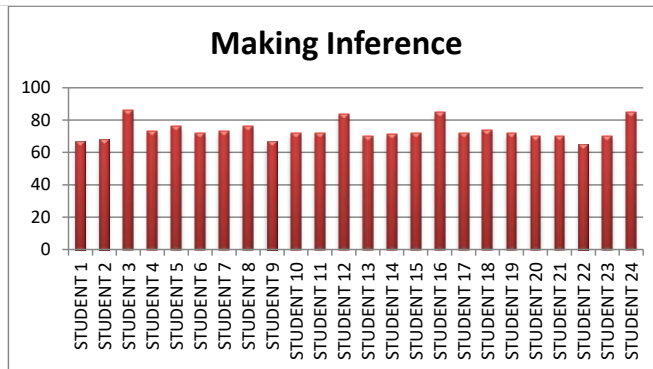


Figure 3. The Students Pre-Test Score of Making inference

Based on the figure 3 above, the only 4 students got >85 which were the highest score in the class. Meanwhile, 20 students got 70-76. It means the average of the students got a score in this indicator. It could be concluded that, almost of the students in a good level of making the inference.

Table 1. The recapitulation of Pre-Pre-test result

Listening Comprehension Indicators	Pre-Test Indicator Score
General Topic	70
Details information	73
Making inference	68

Based on the table above, the higher indicator is details-detailed information. Which is the students got a total score 73 in the indicator. The lowest total score is 68. There was making an inference. It could be concluded that, in listening comprehension in pre-pre-test, the students were good at finding details information. But, in making inference is still bad. It is also finding general information, the students still stuttering.

b. Post-Test Score

Based on the post-post-test data. The analysis is described below:

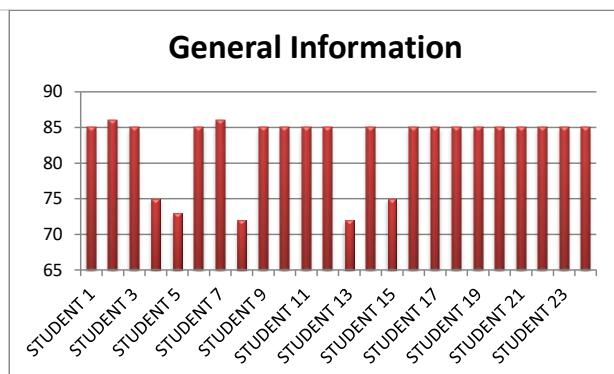


Figure 4. The Students Post-Test Score of general information

Based on the figure above, 19 students got the higher score in the class. The higher score is >85. The students got the very good score. Meanwhile, 5 students got 70-75 score. There were got a good score. It could be concluded that, by using video gave the effect of student ability in identifying the general information of a spoken text. The student is very good level in identifying the general information.

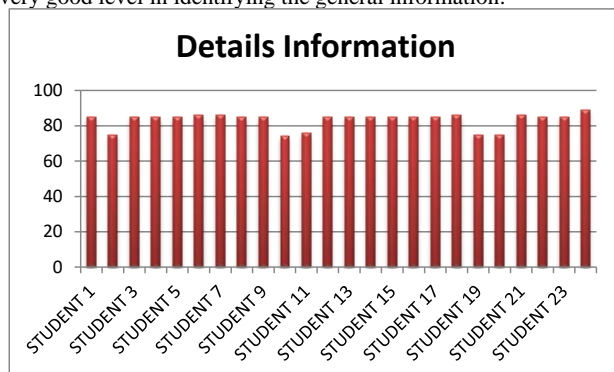


Figure 5. The Students Post-Test Score of Details Information

Based on the figure above, 1 student got the highest score in the class. The higher score is 89. The students got ~~the~~ an excellent score. Meanwhile, 18 students got >80 score. It is also higher of very good score. 5 students got >70 score. There ~~were~~ was no student got <70. It could be concluded that, by using video in listening comprehension through online class gave the effect of student ability in finding detail information. Almost all of the students s are in a very good level.

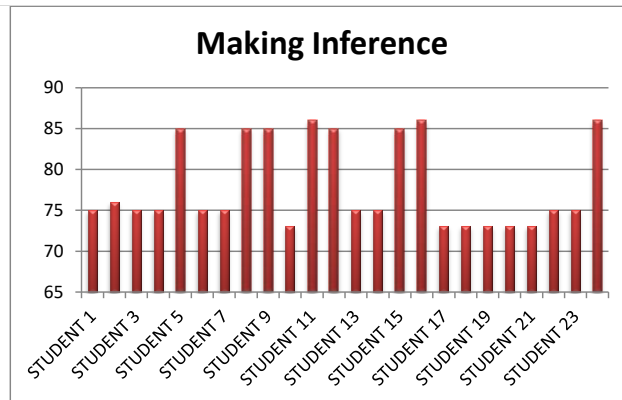


Figure 6. The Students Post-Test Score of Comprehension

Based on the figure above, 8 students got the a high score in the class. The score is is >85 . The students got very good score. Meanwhile, 16 students got >75 . There were got the a good score. It could be concluded that, the students' listening comprehension by using video in online class gave the effect towards the students' ability in making inference of the spoken text.

Table. 2. Recapitulation of Post Test

Listening Comprehension Indicators	Pre-Test Indicator Score
General Topic	91
Details information	92
Making inference	80

~~Based on the table above, the higher indicator are identifying general information, finding details information, and making inference. The higher indicator is identifying general information, finding details information, and making inference based on the table above.~~ Which are the students got total score each indicator is 91, 92 and 80. It could be concluded that, the students' ability in identifying general information is very good by using video in an online class. So that, the student ability in finding details information in very good level. It is also of making inference, t. The student is not stuttering anymore. The students' performance in making an inference is a good level.

2. The Data Analysis

a. The Categorization Pre-Test scores

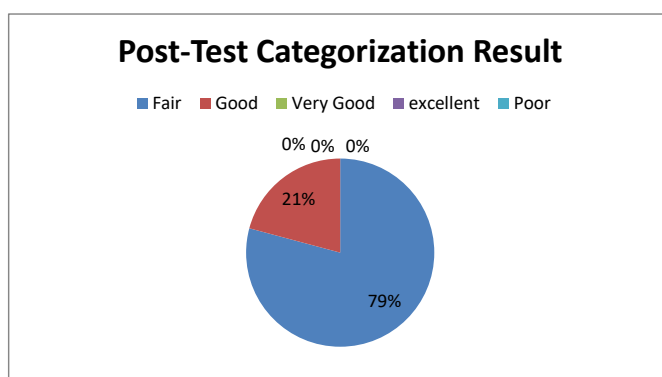
After categorization of the listening comprehension scores of the experimental group from the formula, the frequency and percentage were received, for "poor" category, it can be seen that there was 3 or 12.5 %, for a "fair" was 18 or 75% and for "good" category was 3 or 12.5% and for a "very good" and "excellent" category was 0 or 0%. It can be seen for the students' listening comprehension in the pre-test scores on the fair level. It is described in the following table:

Table 3. Pre-Test Categorization Result

	Frequency	Percent
Poor	3	12,5
Fair	18	75
good	3	12,5
Total	24	100,0

b. The Categorization of Post-Test scores

The result of post-test scores control group showed that the frequency and percentage of “fair” category was 19 or 79% and for the “good” category was 5 or 21% and for a “poor”, “very good” and “excellent” category was 0 or 0%. It is showed in the following figure:

**Figure 7. The Categorization of Control Group's Post-Test scores**

Based on the table above, it shows that there was a better score after doing the research. It can be seen from the average of 9. It can be concluded that there was the positive effect in using video as media in Online Listening Class at second semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai than pre test. The post test score is higher than pre test.

3. Validity and Reliability of the Test**a. Validity**

The calculation of the item analysis on the pre test and post test did manually by using Product Moment Formula. Based on interpretation of the validity item, the summary of the results, the calculation of validity the pre-test and post-test that has been tested can be seen on the following table:

Table 4. Trial Result of Validity Pre-Test

Assessment Aspects	Score	Criteria
General Information= x1	0,87	Valid
Details Information= x2	0,41	Valid
Inference= x5	0,53	Valid

Table 5. Trial Result of Validity Post-Test

Assessment Aspects	Score	Criteria
General Information= x1	0,42	Valid
Details Information= x2	0,62	Valid
Inference = x5	0,58	Valid

b. Reliability

To calculate the reliability of the pre-test and post-test, the researcher used Alpha Cronbach Formula. The summary of the calculation level of the result instrument reliability, it can be seen based on the table below:

Table 6. The Result of Reliability

No	Question	r_{11}	Interpretation
1.	Pre-Test	1,18	Very High
2.	Post-Test	0,44	Enough

Based on the table 4.9 above, for pre-test r_{11} is 1,18 it is include very high interpretation. For post-test r_{11} is 0,44 it is ~~is include~~ enough interpretation. It means the result of reliability is reliable.

4. Inferential Analysis

The technique of data analysis that conducted in this research is t-test. This test is performed to determine ~~there is a significant difference or not a significant difference~~ before and after giving the treatment from the researcher. The value of pre-test and post-test was analyzed statistically by using normality test, homogeneity test, and t-test.

a. Test Result Normality of Pre-test and Post-test

The data ~~that would be analyzed in this normality test was Pre test and Post test value data in pre test and post analyzed in this normality test was Pre-test and Post-test value data in the pre-test and post-test.~~ The aims of the Normality test was to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi ~~kuadrat~~ ^{kuadrat}, where H_0 = not normal distribution and H_a = ~~normal~~ ^{Normal} distribution. One of the assumptions that must be met before testing the homogeneity of the ~~pre-pre~~ test variance should be normally distributed. The result of the normality test was summarized in the following table:

Table 7. Test Result Normality of Pre-test and Post-test

Class	χ^2_{count}	χ^2_{table}	Summarized
Pre-test Experiment	-9,92	11,07	Normal Distribution
Post-test Experiment	10,23		Normal Distribution

Based on the table above, it can be seen that χ^2_{count} lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$). So that, H_0 is accepted and H_a is rejected. It is means that the data of the post test and pre test is normally distributed.

b. Homogeneity Test of Variance of Pre-Test and Post-Test

Homogeneity Test of Variance has done to know whether the pre test and post test have the same variance. In determining whether the pre test data and post test had homogeneous by comparing F_{count} and F_{table} , where the value of F_{count} homogeneous by comparing F_{count} and F_{table} , where the value of F_{count} obtained by comparing the

largest variance value with the smallest variance have. The result can be summarized in the following table:

Table 8. Homogeneity Test of Variance of Pre-Test and Post-Test

Class	Variance	N	F_{count}	F_{table}	Explanation	Summarized
Post-test	19,94	24	1,23	2,05	$F_{count} < F_{table}$	Homogeneous
Pre-test	16,17					

Based on table above and processed data of researchers, it can be seen that F_{count} of both classes is lower than F_{table} ($F_{count} < F_{table}$). So H_0 is accepted and H_a is rejected, it means that, the pre test and ~~post~~-test data was homogeneous.

c. The Average Score

Based on data calculations in ~~pre~~-pre-test and ~~post~~-post-test, it found that the results were distributed normally, and has homogeneous variance, then the average test used the t-test. The results of average test calculation (t-test) are summarized in the following table:

Table 9. The Average of Post-Test Value in the pre test and post test

Test	N	Average	t_{count}	t_{table}	Summarized
Post test	24	72	7,03	1,68	$t_{hitung} > t_{tabel}$
Pre test	24	63			

Based on ~~the~~ table above from the data researcher, it is obtained $t_{count} = 7,03$. Degrees of freedom in the t distribution list was $n_1 + n_2 - 2 = 46$ with ~~the~~ degree of freedom 46, so that, obtained $t_{table} = 1,68$. Then, $t_{count} > t_{table}$ ($7,03 > 1,68$). So, it can be concluded that H_a is accepted and H_0 is rejected. ~~It means that, there are significant differences between outcomes of pre test and post test~~ (There are significant differences between pre-test and post-test outcomes after giving the treatment.

It can be concluded that there are significant differences between ~~pre~~-pre-test and ~~post~~-post-test. Therefore, it was found that there was a significant effect of using video as media ~~towards-on~~ students' listening comprehension in Online ~~Class~~classes.

Based on the data of post-test obtained, after getting the treatment conducted, there is a difference between the learning outcomes in in listening comprehension by video as media in ~~an~~ online class with the students result in pre test. The average outcome of experimental class is 72, and control class is 63. ~~It~~ It can be seen from ~~the~~ graphic below:

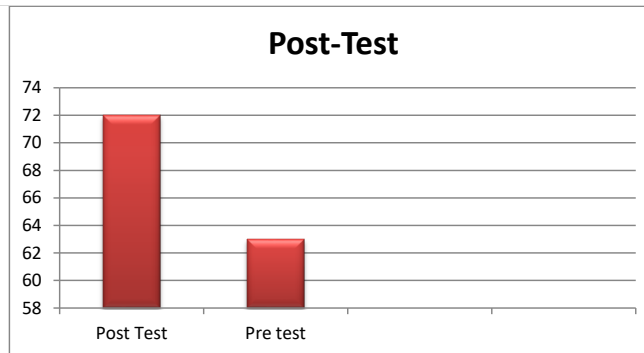


Figure 10. The Comparison of Average Value

Inferential analysis got from $t_{count} = 7,03$ and $t_{table} = 1,68$ where $\alpha = 0,05$. Based on test one side, it is clear that $t_{count} > t_{table}$, so that H_a is rejected and H_0 is accepted. It means that there is a difference between the average learning outcomes of the post-post-test and the average learning outcomes of pre-pre-test. It can be concluded that there are significant differences between outcomes of post-post-test by using video in online class than the pre-pre-test.

The In analyzing of supporting data, hypothesis acceptable which states that there is a positive effect by using video as media in online class especially in listening comprehension at, states that there is a positive effect by using video as media in online class, especially in listening comprehension at the second semester of English Language Education of University of Pahlawan Tuanku Tambusai.

B. Discussion

The aim of this study is to investigate the effect of video on students' listening comprehension in online class. Based on the data, using video for listening comprehension showed that the student interested. It was supported by the frequency and rate percentage of the result of the students' score of pretest and posttest. Based on the result of calculation of t test obtained $t_{count} = 7,03$ and $t_{table} = 1,68$. It showed that $t_{count} > t_{table}$ ($7,03 > 1,68$), so that H_0 is rejected and H_a is accepted. It means there was a significant difference between the students' listening comprehension who were taught by using video in online class and the students' listening comprehension who were taught by other media. It can be concluded that there was a positive effect in teaching listening comprehension by using video as a media in the online class.

It is in line with (Sarani et al., 2014), which found that teaching listening by using video showed the effectiveness towards the students' listening comprehension students' listening comprehension effectiveness. It improved the students' skill in identifying the topic of the spoken text, making inferences and finding the specific information in the video. The students stated that the task helped them to have good listening comprehension with a difference atmosphere. Using video as media in the class improved the students' listening comprehension.

The researcher collected the data to answer the research question successfully. The explanation for the research question can be clarified according to data gained from the pre-test and pos-test. It was supported by the fact that the students' listening comprehension before and after the implementation of video in online class was different. Where the average of the students listening comprehension before implementing video as media was 63 and after implementing it was 72, the total of student number were 24 students. By using video give the effect on students' listening comprehension. Related with (Ali & Shahid, 2017) said that the students get better score after getting the treatments by using video on listening class.

The effect was proved by the students' score percentage in posttest. The result was obtained the average score of experimental class was 72 which was higher than the control class which was 63. Listening comprehension by using video as a media in online class make the students' enjoy and better in English. They showed their excited to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used WhatsApp as media online that the students always use to chatting and learning during the condition of virus or corona.

CONCLUSION

Based on the result of data analysis and discussion, it can be concluded that video ~~gave the positive effect towards~~ positively affected students' listening comprehension in online class. After implementing the research, the students listening comprehension in post test is higher than pre test. It can be seen in the data analysis are many students who get a good score in the class by using video. As the result, T_{count} is 7,03 and T_{table} is 1,68 the researcher concluded that video is the effective media in teaching listening comprehension.

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Listening Comprehension.

Setyowati, Y. (2019). Let's Listen Through WhatsApp: An energizing listening exercise in EFL Class. *Journal of Physics: Conference Series*, 1179(1). <https://doi.org/10.1088/1742-6596/1179/1/012052>

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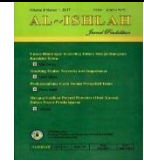


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Listening Comprehension by using Video in Online Class through WhatsApp

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Abstract

This research aims to determine whether there is an effect of using video as media on the students' listening comprehension in an online class in the academic year 2020/2021. This research is pre-experimental. It involved 24 students in class. The class was taught by using video as media as the treatment in the class. The data were analyzed quantitatively by using the T-test formula. The result shows that the students listening comprehension in the post-test are higher than pre-test. The data analysis can be seen in many students who get a good score in the class by using video. It can be concluded that video in teaching listening comprehension in an online class is an influential media. As a result, T_{count} is 7,03 and T_{table} is 1,68. In this case, the average score is 72. The use of video for listening comprehension is one of the alternative media in online class.

Kata Kunci:
Pemahaman Menyimak
Video
Kelas Online

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh penggunaan video terhadap pemahaman menyimak siswa di kelas online tahun ajaran 2020/2021. Penelitian ini merupakan penelitian pra eksperimental yang melibatkan 24 siswa di kelas. Kelas ini diajar dengan menggunakan media Video sebagai perlakuan di kelas. Data dianalisis secara kuantitatif dengan menggunakan rumus T-test menunjukkan hasil penelitian ini menunjukkan bahwa pemahaman menyimak siswa pada post test lebih tinggi dari pada pre test. Hal tersebut terlihat pada analisis data bahwa banyak siswa yang memperoleh nilai baik di kelas dengan menggunakan Video. Dapat disimpulkan bahwa penggunaan Video dalam pembelajaran pemahaman menyimak di kelas online merupakan media yang efektif. Hasilnya, T_{count} adalah 7,03 dan T_{table} adalah 1,68. Dalam hal ini nilai rata-rata siswa adalah 72. Penggunaan video pada pembelajaran pemahaman menyimak dapat menjadi alternatif media dalam pembelajaran di kelas online.

INTRODUCTION

Listening comprehension stands as one of the most essential yet challenging skills in English language communication. According to Gilakjani & Sabouri (2016), it is often regarded as the most complex aspect of language acquisition. A significant number of learners struggle to effectively grasp information conveyed in English due to persistent difficulties in mastering listening comprehension (Marleni, 2015).

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In the current era, the COVID-19 pandemic significantly disrupted traditional educational practices, necessitating the suspension of in-person learning activities in schools. In response, the government mandated that students continue their education from home, while teachers were instructed to provide learning materials and assignments remotely. Consequently, the teaching and learning process transitioned to online platforms, with educators utilizing various digital tools such as WhatsApp, YouTube, Zoom, Instagram, and Moodle as instructional media. Marleni & Asilestari (2018) highlight that social media platforms—including Facebook and Instagram—can serve as effective tools in English language instruction. However, observations conducted in a first-semester listening class within the English Language Education program at Universitas Pahlawan Tuanku Tambusai revealed that many students faced considerable challenges in comprehending spoken English texts. When prompted to respond verbally following a listening task, students often demonstrated limited understanding and were unable to articulate or summarize the information they had heard. This indicates a deficiency in their ability to interpret and synthesize auditory content. Empirical data supports this observation: students' listening comprehension skills remain at a relatively low level. Specifically, three students were classified within the poor performance category, with scores falling below 55, averaging at 52. Meanwhile, eighteen students were categorized at a fair level, scoring between 55 and 64, with an average in this group ranging from 56 to 64. Only three students achieved a good performance level, scoring between 65 and 75, with an average score of 68.

Integrating video as a medium for teaching English via the WhatsApp application has proven to be an effective instructional strategy (Marleni, 2015)(Arulchelvan & Yunus, 2020). In this context, videos serve as a valuable tool for enhancing listening comprehension by enabling learners to absorb information through both auditory and visual input. Videos not only facilitate self-reflection—a key attribute associated with deep and meaningful learning—but also provide a dynamic platform for capturing various activities, such as oral performance assessments and role-plays. As an instructional resource, video contributes to creating a more engaging and supportive learning environment, thereby allowing students to comprehend English content more efficiently (Cavanagh et al., 2014)(Kamelia, 2019).

The integration of video in language learning offers multiple pedagogical advantages. First, it enables learners to observe their own and their peers' performances, fostering greater awareness of their language use. Second, video empowers teachers to support students in developing their speaking skills. Additionally, the ability to replay videos multiple times allows students to review and internalize language input at their own pace, thereby reinforcing comprehension (Gülten, 2017)(Gilakjani & Sabouri, 2016).

Effective teaching techniques are central to facilitating learner comprehension and engagement, with technology playing a pivotal role in contemporary education. The influence of digital tools, especially in the dissemination and reception of information, is increasingly prominent. The widespread accessibility of social media and communication platforms through smartphones has transformed the way educators and students interact with content (Hussain & Ali, 2017).

Among the various media available for instructional purposes, video stands out as a particularly suitable option for addressing challenges in listening comprehension. Through the combination of visual imagery and audio, video enhances students' ability to process and retain spoken language. Moreover, the capacity to revisit recorded content allows learners to analyze errors, refine understanding, and ultimately improve their listening skills. In this way, video serves not only as a learning tool but also as a means of assessment and reflection, promoting more effective language acquisition (Yawiloeng, 2020).

Instructional media serve as vital tools to enhance the quality of learning activities. Due to the diversity of available media, each comes with its own unique characteristics and pedagogical functions (Megawati & Astutik, 2019). Media, in essence, are instruments employed by educators to facilitate the teaching and learning process. Their utilization supports students in better grasping the instructional content. Media can take the form of images, videos, live demonstrations, or even human

interactions. When integrated with creativity, instructional media can significantly increase the effectiveness of classroom engagement and outcomes. Moreover, well-designed media not only stimulate student interest but also encourage them to express their ideas more freely and confidently.

WhatsApp, a widely used social media platform, enables real-time messaging and the sharing of multimedia content, including audio recordings, images, and video files (Setyowati, 2019). In the context of education, WhatsApp functions as an educational technology tool, facilitating communication and collaboration. It provides users with a convenient way to interact over long distances and supports both one-on-one and group communication. WhatsApp is compatible with a broad range of devices and is generally recognized for its user-friendly interface and security features. The widespread popularity of social networking platforms—such as Facebook, Twitter, and LinkedIn—has also expanded their use into educational contexts, particularly in collaborative and language learning environments (Li, 2017).

WhatsApp utilizes an internet connection to allow users to exchange messages, much like a chat-based platform optimized for mobile devices. As smartphones become increasingly prevalent, WhatsApp's accessibility continues to grow across various operating systems (Jasrial, 2017). The application offers numerous advantages for educational purposes: (1) it facilitates online collaboration among students participating in blended learning environments; (2) it is freely available and easy to operate; (3) it enables group members to seamlessly exchange learning resources through multimedia formats such as video, audio, and text; (4) it empowers students to publish and share their work within learning communities; and (5) it fosters the co-construction and distribution of knowledge. These features underscore the importance of exploring how video, when integrated into WhatsApp-based online learning, affects students' listening comprehension.

The application of video as a teaching medium in listening classes has received considerable scholarly attention. For example, Ali & Shahid (2017) investigated the effect of video podcasts on students' listening comprehension. Their study employed an ANCOVA analysis, revealing a statistically significant improvement in post-test scores among learners exposed to video podcasts, thereby demonstrating the potential of such tools to support EFL learners' listening development. Similarly, Sarani et al., (2014) found that incorporating video-based tasks into listening instruction had a marked impact on learners' comprehension skills. However, both studies were conducted in traditional, face-to-face classroom settings. To date, little research has examined the influence of video-based instruction on listening comprehension in an online learning environment, specifically through the use of WhatsApp. Thus, this study is timely and necessary in assessing the efficacy of video media in an online English listening course delivered via WhatsApp.

METHODS

This study employed a quasi-experimental research design involving both pre-test and post-test measures to assess students' listening comprehension. The research was carried out at Universitas Pahlawan Tuanku Tambusai, specifically targeting first-year students enrolled in the English Language Education Department. A single instructional session was utilized as the basis for testing. The investigation took place during the first semester of the English Language Education Study Program at Universitas Pahlawan Tuanku Tambusai, located at Jl. Tuanku Tambusai No. 23, Bangkinang-Kampar.

The research was conducted over a six-month period, from September 2020 to February 2021. The primary data collection instrument was a set of listening comprehension tests administered in two stages: an initial pre-test conducted prior to the intervention, and a post-test following the implementation of the experimental treatment. During the intervention phase, the researcher delivered instruction via an online classroom facilitated through WhatsApp. Upon completion of the post-test, the collected data were subjected to statistical analysis using the t-test formula as outlined by (Sugiyono, 2010).

FINDINGS AND DISCUSSION

This research was conducted from September 2020 until January 2021, during the first year of the English Language Education Department of the University of Pahlawan Tuanku Tambusai. This research was experimental research by using video as media in listening comprehension class. This research aims to obtain the students' listening comprehension data after learning online by using video as media.

Students' Speaking Skill

a. Pre-Test Score

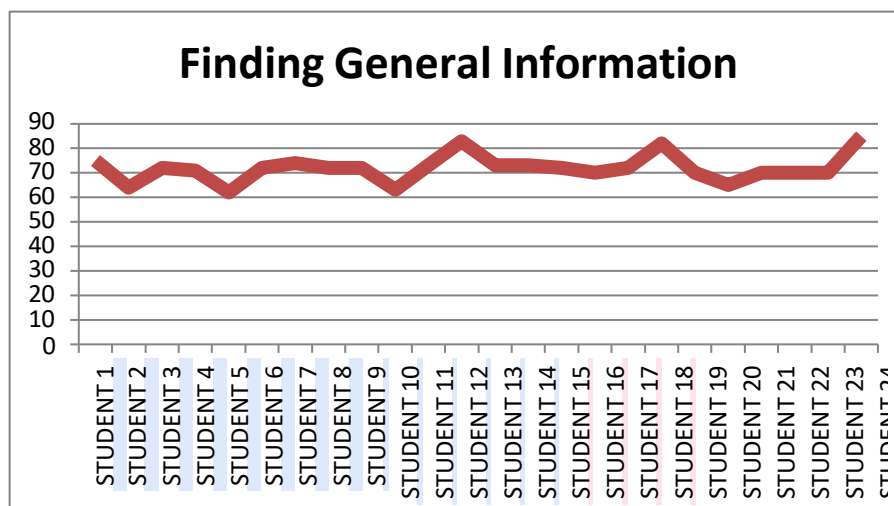


Figure 1. The Students Pre-Test Score of Finding General Information

Based on the figure above, only three students got scores >80, which is the class's higher score. The lowest score is 60. 5 students got <65. It means they got the lower score in this indicator. Meanwhile, 16 students got 70-75. It means the average student score is 72 for this indicator. It could be concluded that almost all of the students in an insufficient level of general information.

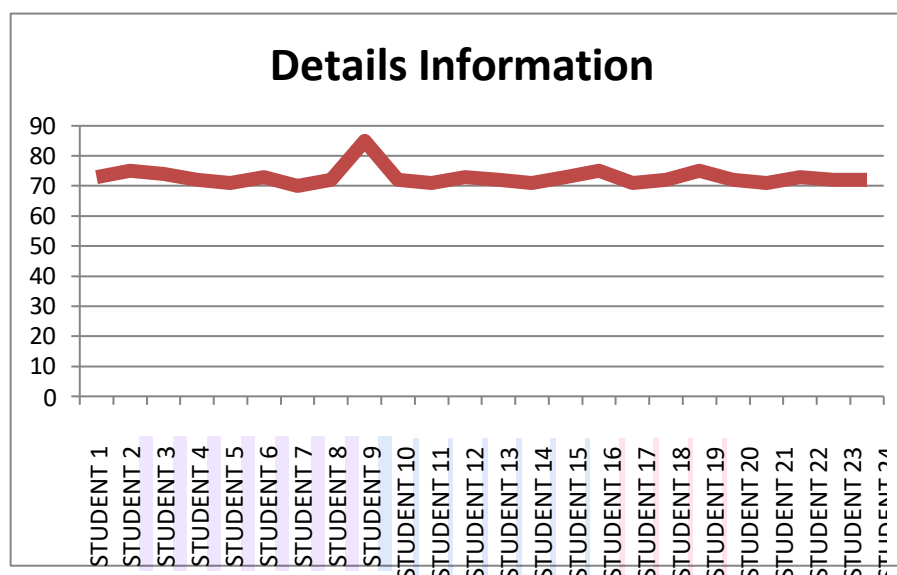


Figure 2. The Students Pre-Test Score of Details Information

Based on figure 2 above, only one student who got 85 was the higher score in the class. Meanwhile, 23 students got 70-75. It means the students got the average score in this indicator. It could be concluded that the students in an insufficient level of details information.

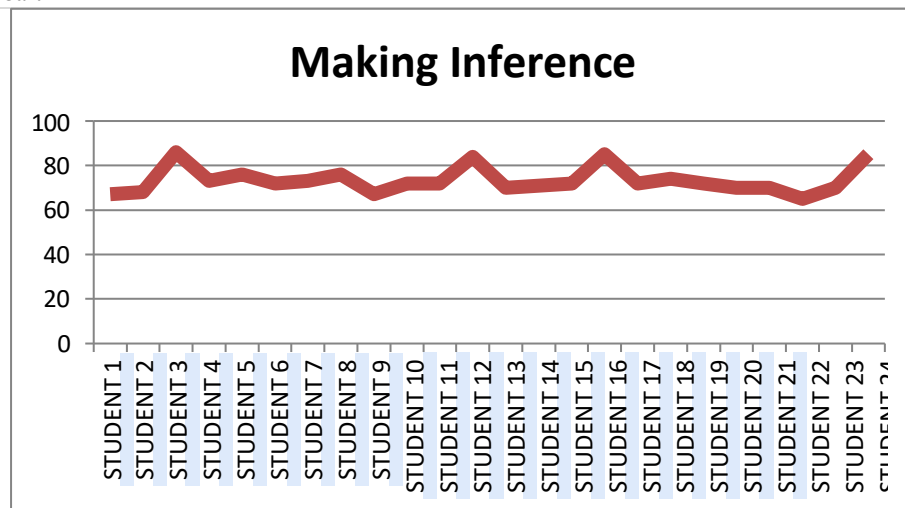


Figure 3. The Students Pre-Test Score of Making inference

Based on figure 3 above, only four students got >85 which was the highest score in the class. Meanwhile, 20 students got 70-76. It means the average of the students got a score in this indicator. It could be concluded that most of the students in a good level of making the inference.

Table 1. The Recapitulation of the Pre-test Result

Listening Comprehension Indicators	Pre-Test Indicator Score
General Topic	70
Details information	73
Making inference	68

Based on the table above, the higher indicator is detailed information, which is the students got a total score of 73 in the indicator. The lowest total score is 68. There was making an inference. It could be concluded that in listening comprehension in the pre-test, the students were good at finding detailed information. But, making an inference is still bad. It is also finding general information, the students still stuttering.

b. Post-Test Score

Based on the post-test data. The analysis is described below:

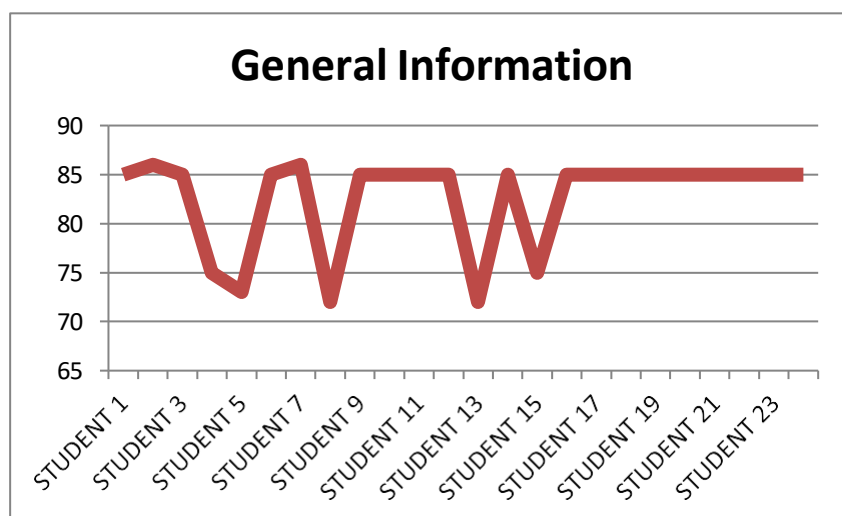


Figure 4. The Students Post-Test Score of general information

Based on the figure above, 19 students got the higher score in the class. The higher score is >85. The students got a very good score. Meanwhile, five students got 70-75 scores. There were got a good score. It could be concluded that using video gave the effect of student ability in identifying the general information of a spoken text. The student is outstanding level in determining the available information.

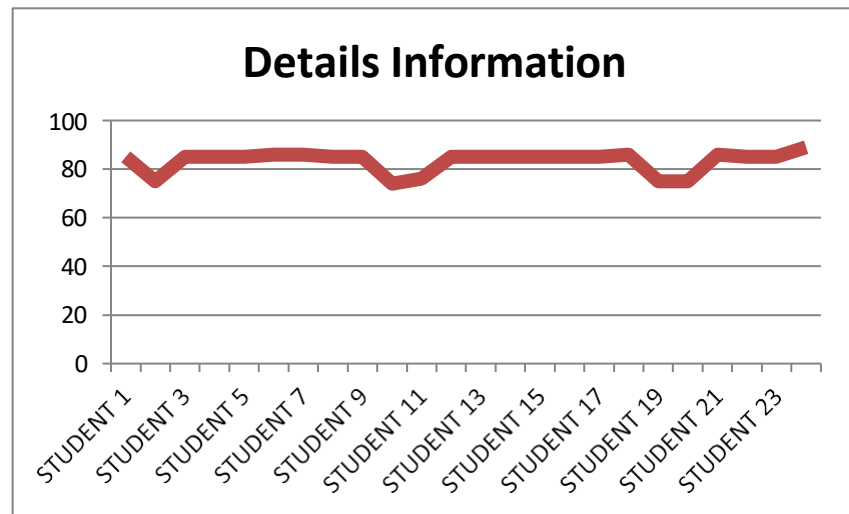


Figure 5. The Students Post-Test Score of Details Information

Based on the figure above, one student got the highest score in the class. The higher score is 89. The students got an excellent score. Meanwhile, 18 students got >80 scores. It is also higher than a very good score. Five students got >70 scores. No student got <70. It could be concluded that using video in listening comprehension through online class gave the effect of student ability in finding detailed information—almost all of the students are very good.

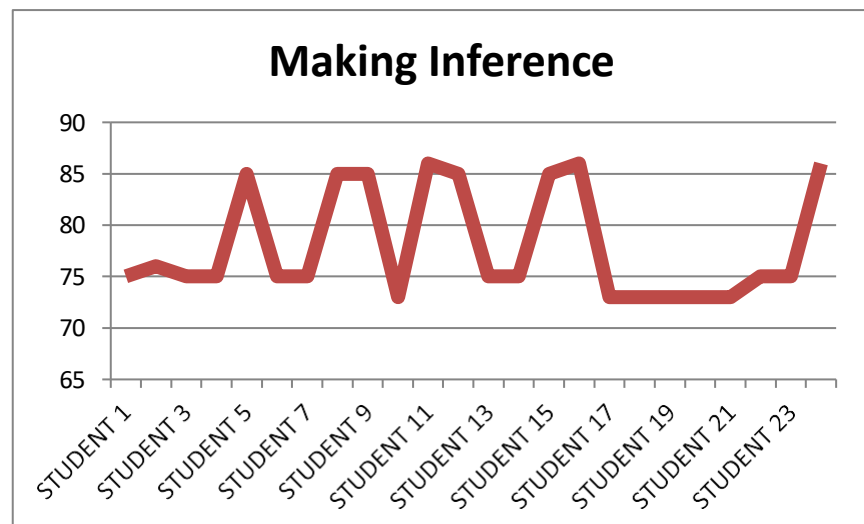


Figure 6. The Students Post-Test Score of Comprehension

Based on the figure above, eight students got a high score in the class. The score is >85. The students got a very good score. Meanwhile, 16 students got >75. There were got a good score. It could be concluded that the students' listening comprehension by using video in online class gave the students the ability to make inferences of the spoken text.

Table. 2. Recapitulation of Post Test

Listening Comprehension Indicators	Pre-Test Indicator Score
General Topic	91
Details information	92
Making inference	80

The higher indicator identifies general information, finds detailed information, and makes inferences based on the table above. Which are the students got total score each indicator is 91, 92 and 80. It could be concluded that the students' ability to identify general information is very good by using video in an online class. So that, the student ability in finding details information in very good level. It is also of making an inference. The student is not stuttering anymore. The students' performance in making an inference is a good level.

The Data Analysis

a. The Categorization Pre-Test scores

After categorization of the listening comprehension scores of the experimental group from the formula, the frequency and percentage were received, for "poor" category, it can be seen that there was 3 or 12.5 %, for a "fair" was 18 or 75% and for "good" category was 3 or 12.5% and for a "very good" and "excellent" category was 0 or 0%. It can be seen for the students listening comprehension in the pre-test scores on the fair level. It is described in the following table:

Table 3. Pre-Test Categorization Result

	Frequency	Percent
Poor	3	12.5
Fair	18	75
good	3	12.5
Total	24	100.0

b. The Categorization of Post-Test scores

The result of the post-test scores control group showed that the frequency and percentage of "fair" category was 19 or 79% and for the "good" category was 5 or 21% and for a "poor", "very good" and "excellent" category was 0 or 0%. It is showed in the following figure:

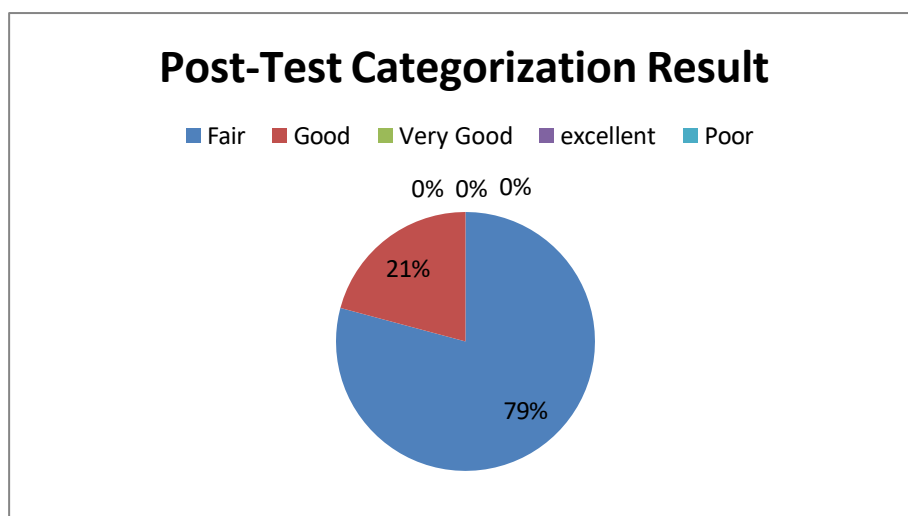


Figure 7. The Categorization of Control Group's Post-Test scores

Based on the table above, it shows that there was a better score after doing the research. It can be seen from the average of 9. It can be concluded that there was a positive effect in using video as media in Online Listening Class at the second semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai than pre-test. The post-test score is higher than the pre-test.

Validity and Reliability of the Test

a. Validity

The item analysis calculation on the pre and post-test did manually by using the Product Moment Formula. Based on an interpretation of the validity item, the summary of the results, the calculation of validity of the pre-test and post-test that has been tested can be seen on the following table:

Table 4. Trial Result of Validity Pre-Test

Assessment Aspects	Score	Criteria
General Information= x1	0.87	Valid
Details Information= x2	0.41	Valid
Inference= x5	0.53	Valid

Table 5. Trial Result of Validity Post-Test

Assessment Aspects	Score	Criteria
General Information= x1	0.42	Valid
Details Information= x2	0.62	Valid
Inference = x5	0.58	Valid

b. Reliability

To calculate the reliability of the pre-test and post-test, the researcher used Alpha Cronbach Formula. The summary of the calculation level of the result instrument reliability can be seen based on the table below:

Table 6. The Result of Reliability

No	Question	r_{11}	Interpretation
1.	Pre-Test	1.18	Very High
2.	Post-Test	0.44	Enough

Based on table 6 above, for pre-test r_{11} is 1.18, it includes very high interpretation. For post-test r_{11} is 0.44, it includes enough interpretation. It means the result is reliable.

Inferential Analysis

The technique of data analysis that was conducted in this research is a t-test. This test is performed to determine a significant difference before and after giving the treatment from the researcher. The value of pre-test and post-test was analyzed statistically by using normality test, homogeneity test, and t-test.

a. **Test Result Normality of Pre-test and Post-test**

The data analyzed in this normality test was Pre-test and Post-test value data in the pre-test and post-test. The Normality test aimed to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi quadrat, where H_0 = not normal distribution and H_a =Normal distribution. One of the assumptions that must be met before testing the homogeneity of the pre-test variance should be normally distributed. The result of the normality test was summarized in the following table:

Table 7. Test Result Normality of Pre-test and Post-test

Class	χ^2_{count}	χ^2_{table}	Summarized
Pre-test Experiment	-9.92	11.07	Normal Distribution
Post-test Experiment	10.23		Normal Distribution

Based on the table above, it can be seen that χ^2_{count} lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$). So that, H_0 is accepted and H_a is rejected. It means that the data of the post-test and pre-test is normally distributed.

b. **Homogeneity Test of Variance of Pre-Test and Post-Test**

The homogeneity Test of Variance has done to know whether the pre-and post-tests have the same variance. In determining whether the pre-test data and post-test had homogeneous by

comparing F_{count} and F_{table} , where the value of F_{count} homogeneous by comparing F_{count} and F_{table} , where the value of F_{count} obtained by comparing the largest variance value with the smallest variance have. The result can be summarized in the following table:

Table 8. Homogeneity Test of Variance of Pre-Test and Post-Test

Class	Variance	N	F_{count}	F_{table}	Explanation	Summarized
Post-test	19.94	24	1.23	2.05	$F_{count} < F_{table}$	Homogeneous
Pre-test	16.17					

Based on the table above and processed data of researchers, it can be seen that F_{count} of both classes is lower than F_{table} ($F_{count} < F_{table}$). So H_0 is accepted and H_a is rejected, it means that the pre-test and post-test data were homogeneous.

c. The Average Score

Based on data calculations in pre-test and post-test, the results were distributed normally and had a homogeneous variance. Then the average test used the t-test. The results of the average test calculation (t-test) are summarized in the following table:

Table 9. The Average of Post-Test Value in the pre-test and post-test

Test	N	Average	t_{count}	t_{table}	Summarized
Post test	24	72	7.03	1.68	$t_{hitung} > t_{tabel}$
Pre-test	24	63			

Based on the table above from the data researcher, it is obtained $t_{count} = 7.03$. Degrees of freedom in the t distribution list was $n_1 + n_2 - 2 = 46$ with the degree of freedom 46, so that, obtained $t_{table} = 1.68$. Then, $t_{count} > t_{table}$ ($7.03 > 1.68$). So, it can be concluded that H_a is accepted and H_0 is rejected. There are significant differences between pre-test and post-test outcomes after giving the treatment. It can be concluded that there are significant differences between pre-test and post-test. Therefore, it was found that there was a significant effect of using video as media on students' listening comprehension in Online classes.

Based on the data of post-test obtained, after getting the treatment conducted, there is a difference between the learning outcomes in listening comprehension by video as media in an online class with the students result in the pre-test. The average outcome of the experimental class is 72, and the control class is 63. It can be seen from the graphic below:

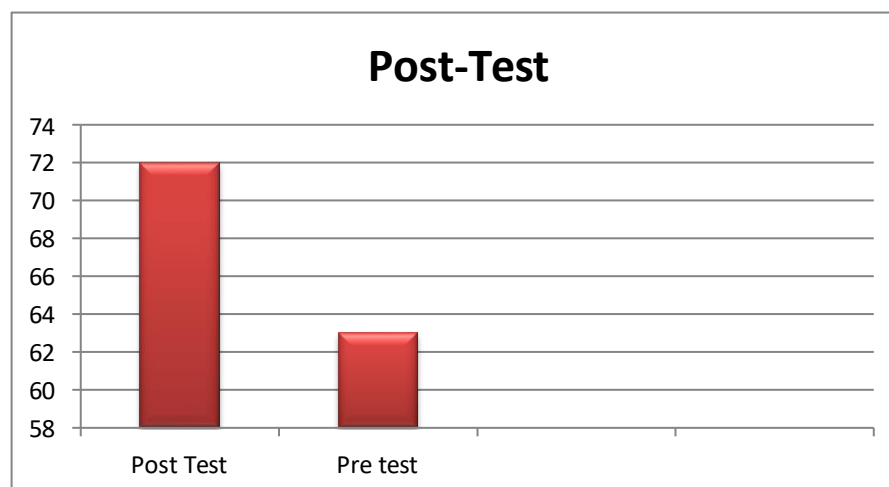


Figure 8. The Comparison of Average Value

Inferential analysis got from $t_{count} = 7.03$ and $t_{table} = 1.68$ where $\alpha = 0.05$. Based on test one side, it is clear that $t_{count} > t_{table}$, so that H_a is rejected and H_0 is accepted. It means that there is a

difference between the average learning outcomes of the post-test and the average learning outcomes of a pre-test. It can be concluded that there are significant differences between outcomes of post-test by using video in online class than the pre-test.

In analyzing supporting data, the hypothesis acceptable, states that there is a positive effect by using video as media in the online class, especially in listening comprehension at the second semester of English Language Education of University of Pahlawan Tuanku Tambusai. There was a significant difference between the students' listening comprehension who was taught using video in the online class and the students' listening comprehension taught by other media. It can be concluded that there was a positive effect in teaching listening comprehension by using video as a media in the online class.

It is in line with (Sarani et al., 2014) which found that teaching listening by using video showed the students' listening comprehension effectiveness. It improved the students' skill in identifying the topic of the spoken text, making inferences, and finding the specific information in the video. The students stated that the task helped them to have good listening comprehension with a difference atmosphere. Using video as media in the class improved the students' listening comprehension.

The researcher collected the data to answer the research question successfully. The explanation for the research question can be clarified according to data gained from the pre-test and post-test. It was supported by the fact that the students' listening comprehension before and after implementing video in an online class was different. The average of the students listening comprehension before implementing video as media was 63 and after implementing it was 72, the total of student number was 24 students. By using video gives an effect on students' listening comprehension. Related to (Ali & Shahid, 2017), the students get a better score after getting the treatments by using video on listening class.

The effect was proved by the students' score percentage in the post-test. The result was obtained the average score of the experimental class was 72, which was higher than the control class, 63. The reliability result shows pre-test r_{11} is 1.18 it is included very high interpretation and the reliability of post-test r_{11} is 0.44 it includes enough interpretation. It means the test are reliable. The result of t_{count} is 7.03. Degrees of freedom in the t distribution list was $n_1 + n_2 - 2 = 46$ with the degree of freedom 46, so that, obtained $t_{table} = 1.68$. Then, $t_{count} > t_{table}$ ($7.03 > 1.68$). It can be concluded that H_a is accepted and H_0 is rejected. There are significant differences between pre-test and post-test outcomes after giving the treatment. Listening comprehension by using video as a media in online class makes the students' enjoy and better in English. They showed their excitement to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used WhatsApp as media online that the students always use to chatting and learning during the condition of virus or corona. Setyowati (2019) states that using WhatsApp give energy for the students in listening class.

CONCLUSION

Based on data analysis and discussion, it can be concluded that video positively affected students' listening comprehension in the online class. After implementing the research, the students listening comprehension in the post-test is higher than pre-test. It can be seen in the data analysis are many students get a good score in the class by using video. As a result, T_{count} is 7.03 and T_{table} is 1.68 concluded that video is an effective media for teaching listening comprehension. This research theoretically implicates that using video as media in an online class through WhatsApp affects the students' listening comprehension. Practically, this research can be considered by an English teacher in using video as media in the online class. The limitation of this research is on the bad network during the application of video as media in an online class through WhatsApp. The researcher needed to give more time for the students to access the video and doing the exercises. Therefore, the next researcher needs to ensure the internet connection well before doing the research.

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Listening Comprehension by using Video in Online Class through WhatsApp

Lusi Marleni ¹, Nurhidayah Sari ², Vitri Angraini Hardi ³

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Abstract

This research aims to determine whether there is an effect of using video as media on the students' listening comprehension in an online class in the academic year 2020/2021. This research is pre-experimental. It involved 24 students in class. The class was taught by using video as media as the treatment in the class. The data were analyzed quantitatively by using the T-test formula. The result shows that the students listening comprehension in the post-test are higher than pre-test. The data analysis can be seen in many students who get a good score in the class by using video. It can be concluded that video in teaching listening comprehension in an online class is an influential media. As a result, T_{count} is 7,03 and T_{table} is 1,68. In this case, the average score is 72. The use of video for listening comprehension is one of the alternative media in online class.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada pengaruh penggunaan video terhadap pemahaman menyimak siswa di kelas online tahun ajaran 2020/2021. Penelitian ini merupakan penelitian pra eksperimental yang melibatkan 24 siswa di kelas. Kelas ini diajar dengan menggunakan media Video sebagai perlakuan di kelas. Data dianalisis secara kuantitatif dengan menggunakan rumus T-test menunjukkan hasil penelitian ini menunjukkan bahwa pemahaman menyimak siswa pada post test lebih tinggi dari pada pre test. Hal tersebut terlihat pada analisis data bahwa banyak siswa yang memperoleh nilai baik di kelas dengan menggunakan Video. Dapat disimpulkan bahwa penggunaan Video dalam pembelajaran pemahaman menyimak di kelas online merupakan media yang efektif. Hasilnya, T_{count} adalah 7,03 dan T_{table} adalah 1,68. Dalam hal ini nilai rata-rata siswa adalah 72. Penggunaan video pada pembelajaran pemahaman menyimak dapat menjadi alternatif media dalam pembelajaran di kelas online.

INTRODUCTION

Listening comprehension stands as one of the most essential yet challenging skills in English language communication. According to Gilakjani & Sabouri (2016), it is often regarded as the most complex aspect of language acquisition. A significant number of learners struggle to effectively grasp information conveyed in English due to persistent difficulties in mastering listening comprehension (Marleni, 2015).

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In the current era, the COVID-19 pandemic significantly disrupted traditional educational practices, necessitating the suspension of in-person learning activities in schools. In response, the government mandated that students continue their education from home, while teachers were instructed to provide learning materials and assignments remotely. Consequently, the teaching and learning process transitioned to online platforms, with educators utilizing various digital tools such as WhatsApp, YouTube, Zoom, Instagram, and Moodle as instructional media. Marleni & Asilestari (2018) highlight that social media platforms—including Facebook and Instagram—can serve as effective tools in English language instruction. However, observations conducted in a first-semester listening class within the English Language Education program at Universitas Pahlawan Tuanku Tambusai revealed that many students faced considerable challenges in comprehending spoken English texts. When prompted to respond verbally following a listening task, students often demonstrated limited understanding and were unable to articulate or summarize the information they had heard. This indicates a deficiency in their ability to interpret and synthesize auditory content. Empirical data supports this observation: students' listening comprehension skills remain at a relatively low level. Specifically, three students were classified within the poor performance category, with scores falling below 55, averaging at 52. Meanwhile, eighteen students were categorized at a fair level, scoring between 55 and 64, with an average in this group ranging from 56 to 64. Only three students achieved a good performance level, scoring between 65 and 75, with an average score of 68.

Integrating video as a medium for teaching English via the WhatsApp application has proven to be an effective instructional strategy (Marleni, 2015)(Arulchelvan & Yunus, 2020). In this context, videos serve as a valuable tool for enhancing listening comprehension by enabling learners to absorb information through both auditory and visual input. Videos not only facilitate self-reflection—a key attribute associated with deep and meaningful learning—but also provide a dynamic platform for capturing various activities, such as oral performance assessments and role-plays. As an instructional resource, video contributes to creating a more engaging and supportive learning environment, thereby allowing students to comprehend English content more efficiently (Cavanagh et al., 2014)(Kamelia, 2019).

The integration of video in language learning offers multiple pedagogical advantages. First, it enables learners to observe their own and their peers' performances, fostering greater awareness of their language use. Second, video empowers teachers to support students in developing their speaking skills. Additionally, the ability to replay videos multiple times allows students to review and internalize language input at their own pace, thereby reinforcing comprehension (Gülten, 2017)(Gilakjani & Sabouri, 2016).

Effective teaching techniques are central to facilitating learner comprehension and engagement, with technology playing a pivotal role in contemporary education. The influence of digital tools, especially in the dissemination and reception of information, is increasingly prominent. The widespread accessibility of social media and communication platforms through smartphones has transformed the way educators and students interact with content (Hussain & Ali, 2017).

Among the various media available for instructional purposes, video stands out as a particularly suitable option for addressing challenges in listening comprehension. Through the combination of visual imagery and audio, video enhances students' ability to process and retain spoken language. Moreover, the capacity to revisit recorded content allows learners to analyze errors, refine understanding, and ultimately improve their listening skills. In this way, video serves not only as a learning tool but also as a means of assessment and reflection, promoting more effective language acquisition (Yawiloeng, 2020).

Instructional media serve as vital tools to enhance the quality of learning activities. Due to the diversity of available media, each comes with its own unique characteristics and pedagogical functions (Megawati & Astutik, 2019). Media, in essence, are instruments employed by educators to facilitate the teaching and learning process. Their utilization supports students in better grasping the instructional content. Media can take the form of images, videos, live demonstrations, or even human

interactions. When integrated with creativity, instructional media can significantly increase the effectiveness of classroom engagement and outcomes. Moreover, well-designed media not only stimulate student interest but also encourage them to express their ideas more freely and confidently.

WhatsApp, a widely used social media platform, enables real-time messaging and the sharing of multimedia content, including audio recordings, images, and video files (Setyowati, 2019). In the context of education, WhatsApp functions as an educational technology tool, facilitating communication and collaboration. It provides users with a convenient way to interact over long distances and supports both one-on-one and group communication. WhatsApp is compatible with a broad range of devices and is generally recognized for its user-friendly interface and security features. The widespread popularity of social networking platforms—such as Facebook, Twitter, and LinkedIn—has also expanded their use into educational contexts, particularly in collaborative and language learning environments (Li, 2017).

WhatsApp utilizes an internet connection to allow users to exchange messages, much like a chat-based platform optimized for mobile devices. As smartphones become increasingly prevalent, WhatsApp's accessibility continues to grow across various operating systems (Jasrial, 2017). The application offers numerous advantages for educational purposes: (1) it facilitates online collaboration among students participating in blended learning environments; (2) it is freely available and easy to operate; (3) it enables group members to seamlessly exchange learning resources through multimedia formats such as video, audio, and text; (4) it empowers students to publish and share their work within learning communities; and (5) it fosters the co-construction and distribution of knowledge. These features underscore the importance of exploring how video, when integrated into WhatsApp-based online learning, affects students' listening comprehension.

The application of video as a teaching medium in listening classes has received considerable scholarly attention. For example, Ali & Shahid (2017) investigated the effect of video podcasts on students' listening comprehension. Their study employed an ANCOVA analysis, revealing a statistically significant improvement in post-test scores among learners exposed to video podcasts, thereby demonstrating the potential of such tools to support EFL learners' listening development. Similarly, Sarani et al., (2014) found that incorporating video-based tasks into listening instruction had a marked impact on learners' comprehension skills. However, both studies were conducted in traditional, face-to-face classroom settings. To date, little research has examined the influence of video-based instruction on listening comprehension in an online learning environment, specifically through the use of WhatsApp. Thus, this study is timely and necessary in assessing the efficacy of video media in an online English listening course delivered via WhatsApp.

METHODS

This study employed a quasi-experimental research design involving both pre-test and post-test measures to assess students' listening comprehension. The research was carried out at Universitas Pahlawan Tuanku Tambusai, specifically targeting first-year students enrolled in the English Language Education Department. A single instructional session was utilized as the basis for testing. The investigation took place during the first semester of the English Language Education Study Program at Universitas Pahlawan Tuanku Tambusai, located at Jl. Tuanku Tambusai No. 23, Bangkinang-Kampar.

The research was conducted over a six-month period, from September 2020 to February 2021. The primary data collection instrument was a set of listening comprehension tests administered in two stages: an initial pre-test conducted prior to the intervention, and a post-test following the implementation of the experimental treatment. During the intervention phase, the researcher delivered instruction via an online classroom facilitated through WhatsApp. Upon completion of the post-test, the collected data were subjected to statistical analysis using the t-test formula as outlined by (Sugiyono, 2010).

FINDINGS AND DISCUSSION

This research was conducted from September 2020 until January 2021, during the first year of the English Language Education Department of the University of Pahlawan Tuanku Tambusai. This research was experimental research by using video as media in listening comprehension class. This research aims to obtain the students' listening comprehension data after learning online by using video as media.

Students' Speaking Skill

a. Pre-Test Score

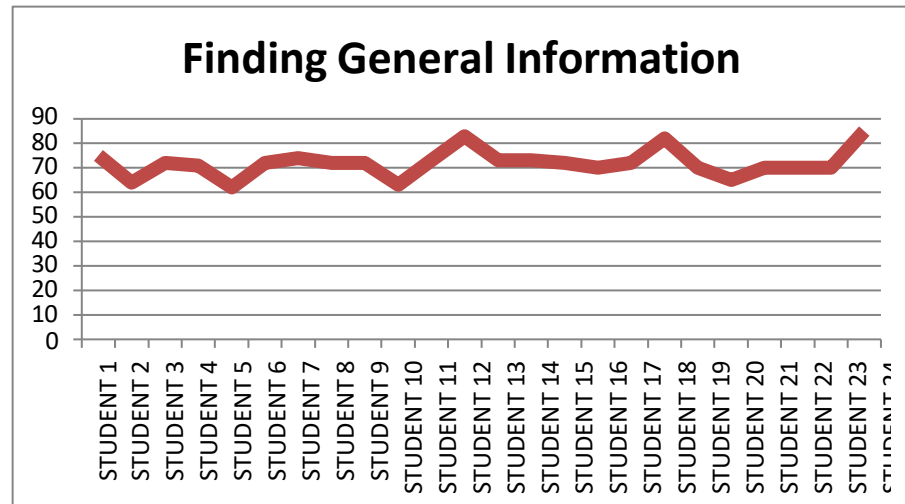


Figure 1. The Students Pre-Test Score of Finding General Information

Based on the figure above, only three students got scores >80, which is the class's higher score. The lowest score is 62. 5 students got <65. It means they got the lower score in this indicator. Meanwhile, 16 students got 70-75. It means the average student score is 72 for this indicator. It could be concluded that almost all of the students in an insufficient level of general information.

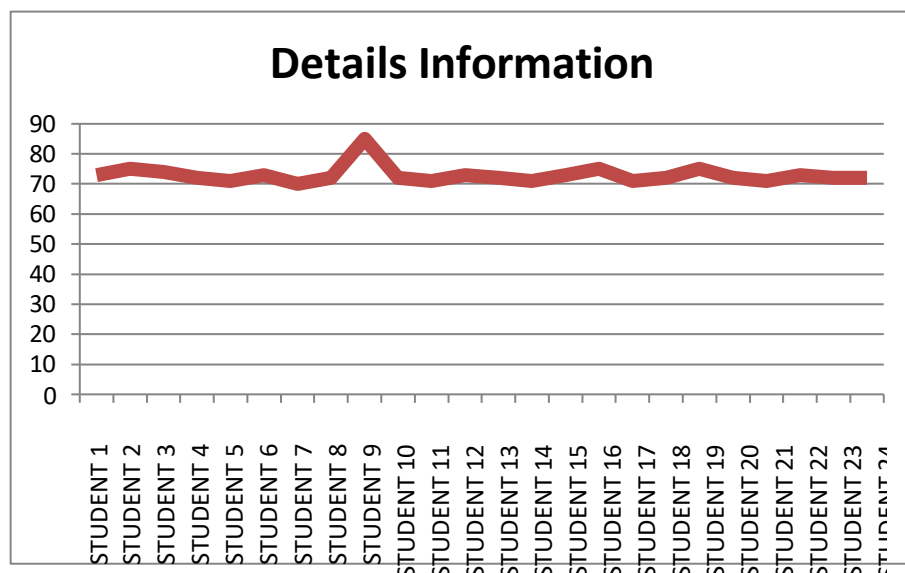


Figure 2. The Students Pre-Test Score of Details Information

Based on figure 2 above, only one student who got 85 was the higher score in the class. Meanwhile, 23 students got 70-75. It means the students got the average score in this indicator. It could be concluded that the students in an insufficient level of details information.

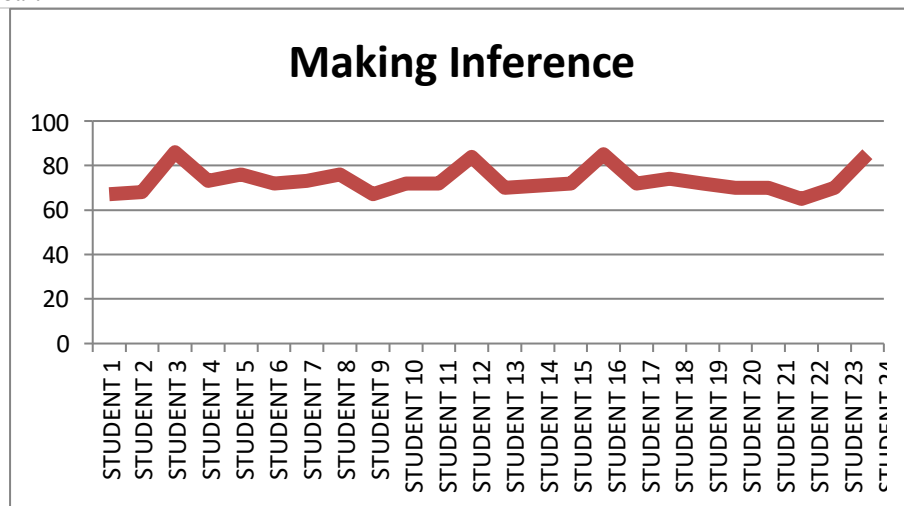


Figure 3. The Students Pre-Test Score of Making inference

Based on figure 3 above, only four students got >85 which was the highest score in the class. Meanwhile, 20 students got 70-76. It means the average of the students got a score in this indicator. It could be concluded that most of the students in a good level of making the inference.

Table 1. The Recapitulation of the Pre-test Result

Listening Comprehension Indicators	Pre-Test Indicator Score
General Topic	70
Details information	73
Making inference	68

Based on the table above, the higher indicator is detailed information, which is the students got a total score of 73 in the indicator. The lowest total score is 68. There was making an inference. It could be concluded that in listening comprehension in the pre-test, the students were good at finding detailed information. But, making an inference is still bad. It is also finding general information, the students still stuttering.

b. Post-Test Score

Based on the post-test data. The analysis is described below:

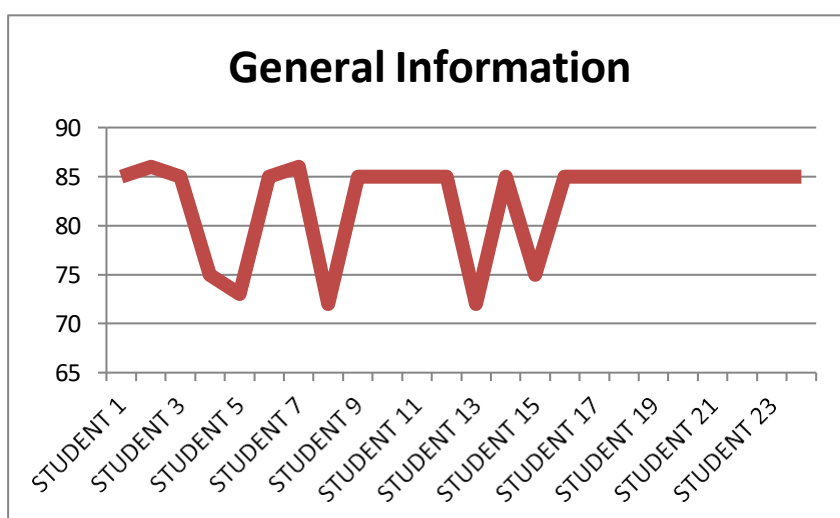


Figure 4. The Students Post-Test Score of general information

Based on the figure above, 19 students got the higher score in the class. The higher score is >85. The students got a very good score. Meanwhile, five students got 70-75 scores. There were got a good score. It could be concluded that using video gave the effect of student ability in identifying the general information of a spoken text. The student is outstanding level in determining the available information.

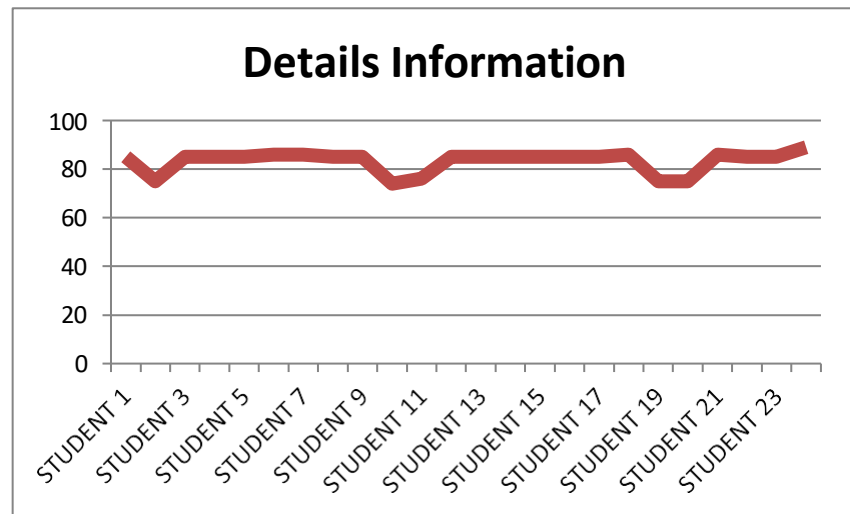


Figure 5. The Students Post-Test Score of Details Information

Based on the figure above, one student got the highest score in the class. The higher score is 89. The students got an excellent score. Meanwhile, 18 students got >80 scores. It is also higher than a very good score. Five students got >70 scores. No student got <70. It could be concluded that using video in listening comprehension through online class gave the effect of student ability in finding detailed information—almost all of the students are very good.

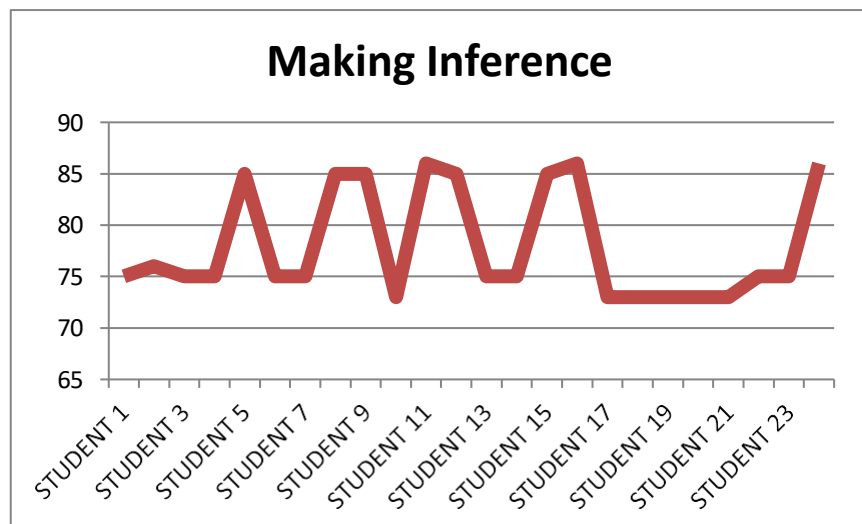


Figure 6. The Students Post-Test Score of Comprehension

Based on the figure above, eight students got a high score in the class. The score is >85. The students got a very good score. Meanwhile, 16 students got >75. There were got a good score. It could be concluded that the students' listening comprehension by using video in online class gave the students the ability to make inferences of the spoken text.

Table. 2. Recapitulation of Post Test

Listening Comprehension Indicators	Pre-Test Indicator Score
General Topic	91
Details information	92
Making inference	80

The higher indicator identifies general information, finds detailed information, and makes inferences based on the table above. Which are the students got total score each indicator is 91, 92 and 80. It could be concluded that the students' ability to identify general information is very good by using video in an online class. So that, the student ability in finding details information in very good level. It is also of making an inference. The student is not stuttering anymore. The students' performance in making an inference is a good level.

The Data Analysis

a. The Categorization Pre-Test scores

After categorization of the listening comprehension scores of the experimental group from the formula, the frequency and percentage were received, for "poor" category, it can be seen that there was 3 or 12.5 %, for a "fair" was 18 or 75% and for "good" category was 3 or 12.5% and for a "very good" and "excellent" category was 0 or 0%. It can be seen for the students listening comprehension in the pre-test scores on the fair level. It is described in the following table:

Table 3. Pre-Test Categorization Result

	Frequency	Percent
Poor	3	12.5
Fair	18	75
good	3	12.5
Total	24	100.0

b. The Categorization of Post-Test scores

The result of the post-test scores control group showed that the frequency and percentage of "fair" category was 19 or 79% and for the "good" category was 5 or 21% and for a "poor", "very good" and "excellent" category was 0 or 0%. It is showed in the following figure:

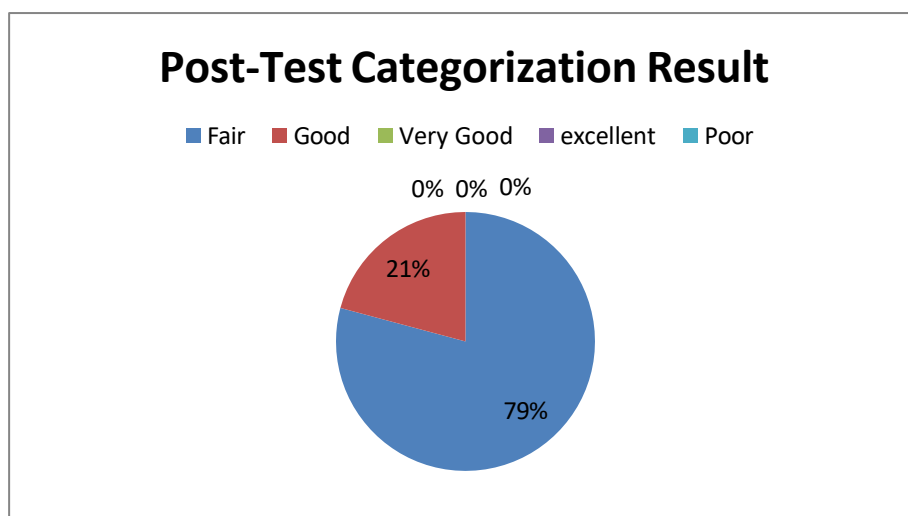


Figure 7. The Categorization of Control Group's Post-Test scores

Based on the table above, it shows that there was a better score after doing the research. It can be seen from the average of 9. It can be concluded that there was a positive effect in using video as media in Online Listening Class at the second semester of English Language Education Study Program of University of Pahlawan Tuanku Tambusai than pre-test. The post-test score is higher than the pre-test.

Validity and Reliability of the Test

a. Validity

The item analysis calculation on the pre and post-test did manually by using the Product Moment Formula. Based on an interpretation of the validity item, the summary of the results, the calculation of validity of the pre-test and post-test that has been tested can be seen on the following table:

Table 4. Trial Result of Validity Pre-Test

Assessment Aspects	Score	Criteria
General Information= x1	0.87	Valid
Details Information= x2	0.41	Valid
Inference= x5	0.53	Valid

Table 5. Trial Result of Validity Post-Test

Assessment Aspects	Score	Criteria
General Information= x1	0.42	Valid
Details Information= x2	0.62	Valid
Inference = x5	0.58	Valid

b. Reliability

To calculate the reliability of the pre-test and post-test, the researcher used Alpha Cronbach Formula. The summary of the calculation level of the result instrument reliability can be seen based on the table below:

Table 6. The Result of Reliability

No	Question	r_{11}	Interpretation
1.	Pre-Test	1.18	Very High
2.	Post-Test	0.44	Enough

Based on table 6 above, for pre-test r_{11} is 1.18, it includes very high interpretation. For post-test r_{11} is 0.44, it includes enough interpretation. It means the result is reliable.

Inferential Analysis

The technique of data analysis that was conducted in this research is a t-test. This test is performed to determine a significant difference before and after giving the treatment from the researcher. The value of pre-test and post-test was analyzed statistically by using normality test, homogeneity test, and t-test.

a. **Test Result Normality of Pre-test and Post-test**

The data analyzed in this normality test was Pre-test and Post-test value data in the pre-test and post-test. The Normality test aimed to determine whether the data of each class is normally distributed or not. In this research, the researcher use Chi quadrat, where H_0 = not normal distribution and H_a =Normal distribution. One of the assumptions that must be met before testing the homogeneity of the pre-test variance should be normally distributed. The result of the normality test was summarized in the following table:

Table 7. Test Result Normality of Pre-test and Post-test

Class	χ^2_{count}	χ^2_{table}	Summarized
Pre-test Experiment	-9.92	11.07	Normal Distribution
Post-test Experiment	10.23		Normal Distribution

Based on the table above, it can be seen that χ^2_{count} lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$). So that, H_0 is accepted and H_a is rejected. It means that the data of the post-test and pre-test is normally distributed.

b. Homogeneity Test of Variance of Pre-Test and Post-Test

The homogeneity Test of Variance has done to know whether the pre-and post-tests have the same variance. In determining whether the pre-test data and post-test had homogeneous by

comparing F_{count} and F_{table} , where the value of F_{count} homogeneous by comparing F_{count} and F_{table} , where the value of F_{count} obtained by comparing the largest variance value with the smallest variance have. The result can be summarized in the following table:

Table 8. Homogeneity Test of Variance of Pre-Test and Post-Test

Class	Variance	N	F_{count}	F_{table}	Explanation	Summarized
Post-test	19.94	24	1.23	2.05	$F_{count} < F_{table}$	Homogeneous
Pre-test	16.17					

Based on the table above and processed data of researchers, it can be seen that F_{count} of both classes is lower than F_{table} ($F_{count} < F_{table}$). So H_0 is accepted and H_a is rejected, it means that the pre-test and post-test data were homogeneous.

c. The Average Score

Based on data calculations in pre-test and post-test, the results were distributed normally and had a homogeneous variance. Then the average test used the t-test. The results of the average test calculation (t-test) are summarized in the following table:

Table 9. The Average of Post-Test Value in the pre-test and post-test

Test	N	Average	t_{count}	t_{table}	Summarized
Post test	24	72	7.03	1.68	$t_{hitung} > t_{tabel}$
Pre-test	24	63			

Based on the table above from the data researcher, it is obtained $t_{count} = 7.03$. Degrees of freedom in the t distribution list was $n_1 + n_2 - 2 = 46$ with the degree of freedom 46, so that, obtained $t_{table} = 1.68$. Then, $t_{count} > t_{table}$ ($7.03 > 1.68$). So, it can be concluded that H_a is accepted and H_0 is rejected. There are significant differences between pre-test and post-test outcomes after giving the treatment. It can be concluded that there are significant differences between pre-test and post-test. Therefore, it was found that there was a significant effect of using video as media on students' listening comprehension in Online classes.

Based on the data of post-test obtained, after getting the treatment conducted, there is a difference between the learning outcomes in listening comprehension by video as media in an online class with the students result in the pre-test. The average outcome of the experimental class is 72, and the control class is 63. It can be seen from the graphic below:

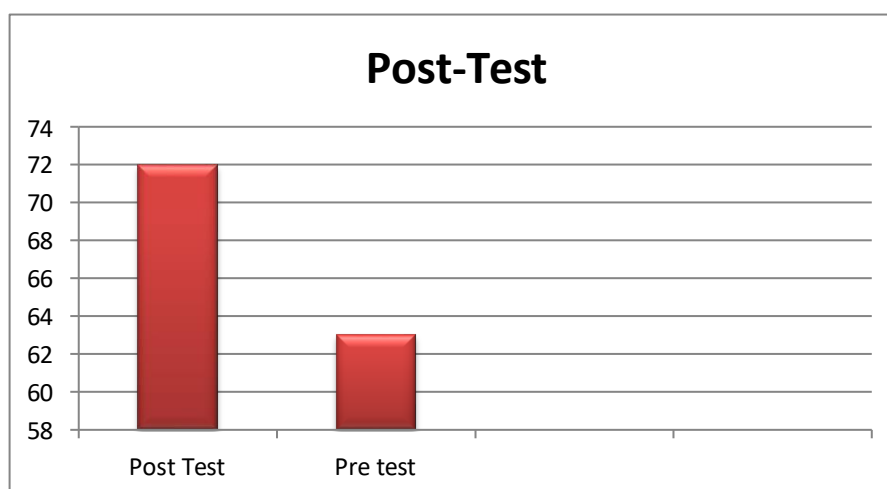


Figure 8. The Comparison of Average Value

Inferential analysis got from $t_{count} = 7.03$ and $t_{table} = 1.68$ where $\alpha = 0.05$. Based on test one side, it is clear that $t_{count} > t_{table}$, so that H_a is rejected and H_0 is accepted. It means that there is a

difference between the average learning outcomes of the post-test and the average learning outcomes of a pre-test. It can be concluded that there are significant differences between outcomes of post-test by using video in online class than the pre-test.

In analyzing supporting data, the hypothesis acceptable, states that there is a positive effect by using video as media in the online class, especially in listening comprehension at the second semester of English Language Education of University of Pahlawan Tuanku Tambusai. There was a significant difference between the students' listening comprehension who was taught using video in the online class and the students' listening comprehension taught by other media. It can be concluded that there was a positive effect in teaching listening comprehension by using video as a media in the online class.

It is in line with (Sarani et al., 2014) which found that teaching listening by using video showed the students' listening comprehension effectiveness. It improved the students' skill in identifying the topic of the spoken text, making inferences, and finding the specific information in the video. The students stated that the task helped them to have good listening comprehension with a difference atmosphere. Using video as media in the class improved the students' listening comprehension.

The researcher collected the data to answer the research question successfully. The explanation for the research question can be clarified according to data gained from the pre-test and post-test. It was supported by the fact that the students' listening comprehension before and after implementing video in an online class was different. The average of the students listening comprehension before implementing video as media was 63 and after implementing it was 72, the total of student number was 24 students. By using video gives an effect on students' listening comprehension. Related to (Ali & Shahid, 2017), the students get a better score after getting the treatments by using video on listening class.

The effect was proved by the students' score percentage in the post-test. The result was obtained the average score of the experimental class was 72, which was higher than the control class, 63. The reliability result shows pre-test r_{11} is 1.18 it is included very high interpretation and the reliability of post-test r_{11} is 0.44 it includes enough interpretation. It means the test are reliable. The result of t_{count} is 7.03. Degrees of freedom in the t distribution list was $n_1 + n_2 - 2 = 46$ with the degree of freedom 46, so that, obtained $t_{table} = 1.68$. Then, $t_{count} > t_{table}$ ($7.03 > 1.68$). It can be concluded that H_a is accepted and H_0 is rejected. There are significant differences between pre-test and post-test outcomes after giving the treatment. Listening comprehension by using video as a media in online class makes the students' enjoy and better in English. They showed their excitement to the lesson because nowadays students can use the technology in learning English. Teaching and learning activity in online class runs effectively because the researcher used WhatsApp as media online that the students always use to chatting and learning during the condition of virus or corona. Setyowati (2019) states that using WhatsApp give energy for the students in listening class.

CONCLUSION

Based on data analysis and discussion, it can be concluded that video positively affected students' listening comprehension in the online class. After implementing the research, the students listening comprehension in the post-test is higher than pre-test. It can be seen in the data analysis are many students get a good score in the class by using video. As a result, T_{count} is 7.03 and T_{table} is 1.68 concluded that video is an effective media for teaching listening comprehension. This research theoretically implicates that using video as media in an online class through WhatsApp affects the students' listening comprehension. Practically, this research can be considered by an English teacher in using video as media in the online class. The limitation of this research is on the bad network during the application of video as media in an online class through WhatsApp. The researcher needed to give more time for the students to access the video and doing the exercises. Therefore, the next researcher needs to ensure the internet connection well before doing the research.

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