

**INTERACTIVE VIDEO AIDED INTERACTIONAL ON STUDENTS'
LISTENING SKILL****Dicky Pamungkas¹, Zohri Hamdandi², Candraning Prihatini³**^{1,2,3}English Education Department, Universitas Muhammadiyah Lampung, Kedaton
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Email: dickyavakin@gmail.com***Abstract***

This research aimed to investigate the effect of interactive video on students' listening skills of the seventh grade at SMPN 1 Gedung Surian and to know where the better media used interactive or Powerpoint media in teaching listening skills. The research employed a quasi-experimental design with a pre-test post-test control group. The sample of this research consisted of 60 seventh-grade students who were cluster random sampling selected and divided into two groups: experimental group and control group. The experimental group was taught using interactive video, while the control group was taught using conventional methods. Data were collected through a listening test before and after the treatment. The data were analyzed using independent samples t-test. The results showed that the experimental group's mean score (73.67) was significantly higher than the control group's mean score (47.23) with a p-value of 0.000. The findings indicated that the use of interactive video had a positive effect on students' listening skills, and as the result of the mean score of both classes the interactive video was more significant than PowerPoint media. Therefore, it is recommended that English teachers use interactive videos as a teaching method to improve students' listening skills.

Keywords: *Interactive Video, Listening Skills, Experimental research***INTRODUCTION**

In the global world English is one of the languages that is most popular as the foreign language and most widely used language. The dominant language used in medium international communication is English throughout the European Union. English has become the most widely spoken language everywhere (Mappiasse & Sihes, 2014), (Mappiasse & Sihes, 2014). Based on this argument English had been used for the non-native speaker and it was dominant than native speakers from Asian countries are currently experiencing a rapid pace of globalization in various aspects such as education and the economy.

English has four skills that must be mastered by the learners such as; listening, speaking, reading and writing (Putri & Sya, 2022; Sudrajat, 2019; Syahputra, 2014a). The skill in English that is included in the most important category is listening skills, because listening is the first process of students in accepting the languages by using the audio (Muttaqien, 2017), (Rita, 2022). It means that through listening, learners can build the awareness of the internetworking of language systems at various levels and thus establish

a base for more fluent productive skills. Good listening comprehension ability is something that one should have in order to get any information from oral materials. It is one of the four skills to be developed in the English language learning (Syahputra, 2014b), (Setyandari, 2015).

However, teachers assume that listening is a skill that can be acquired automatically without being much learned and practiced. Therefore, the students listening skills are still low. Many students have difficulty in learning listening and they always assume that listening is not important for them (Hakim, 2005). The use of media with technology or instructional media in teaching listening is rarely implemented in the listening classes (Juannita & Mahyuddin, 2022a). Many teachers prefer using conventional methods in the teaching listening to make interesting teaching media to build the students interest, enthusiasm, and motivation on what is being presented in the particular lesson (Juannita & Mahyuddin, 2022b).

Based on the preliminary research that had been conducted at SMPN 1 Gunung Surian , by interviewing the English teacher and some students. The researcher want to know the problems that faced by the students and teacher in the process of teaching and learning listening skill in the classroom, based on the interviewing the English teacher argued that there are some students who definitely talk to their friends or classmates, so that a lot of time is spent and they cannot meet the standard criteria for understanding related to listening skill. In addition, there are other indications in the classroom, namely when students cannot answer some of the questions raised by the teacher, this will cause students' understanding to be very low, so media is needed that can support students' listening skill with more learning activities. Support for student interest and understanding can also be better.

Based on the statement stated that the reason why students considered listening is very difficult is that they have lack vocabularies therefore then the teacher should present their listening in English through interesting way, teaching through an interesting way can be conducted through teaching method and media used in teaching listening . By doing so, it is expected that students' learning and students' learning outcomes will be enhanced.

Therefore, the researcher tries to do the research on the effect of using video interactive as media on students' listening skill. Because media and technologies can offer a wide variety of entertainment, information and information for the students Marpisata (2019). Using technology is one of several ways to create a meaningful learning process. It helps us to provide the chance for students to learn from native in the form of videos, as well as bring various actual objects in virtual form, so that context-based learning is easier to present. Students research one of the fields of science with the help of computers. As argued by Harmer in Simanullang (2018) videos improve learning experience by providing reviews, and allowing learners to watch themselves and assess their performance, as well as because it brings a more realistic view of materials for the learners.

The reason is to use video interactive as instructional media to help the teacher change the atmosphere of the classroom, become happier, enjoy the process of learning and the understanding of students will also improve. As a result, there was a little interaction between the teacher and the students and/or among the students.

There are many relevant studies that conducted the relevant research such as According to Obagah & Brisibe, (Obagah & Brisibe, 2017) using instructional videos in enhancing learning experience of architecture students in design and drawing courses how the use of instructional video can influence students motivation and experience in the classroom. Beside that, a research conducted by (McMurray & Thompson, 2016), revealed that students gain low ability in reading due to the regular learning process conducted. It requires a conventional or up to date setting in order to match with the students' needs. Therefore, the researchers were motivated to develop animated videos for learning Reading Text in English subjects.

Based on the explanation above, this research is focused on knowing the influence of using interactive media on students' listening skills.

RESEARCH METHOD

This research uses *Quasi experimental* design to examine the influence of using video interactive as instructional media towards students' listening skill In line with (Creswell & Creswell, 2017). Experimental design is one of the concepts of research design which is to do the experiment or treatment in *two groups pre post test*. To collect the data this design will use two groups, the first group as the experimental class and the second class as the control class. to know the students ability the researcher will use the pre-post test score by the students listening skill

The sample group was chosen at random, hence the researcher used a quasi experimental method in two group pre post tests. In addition, Purposive sampling will be used to choose the sample groups. In this research, two variables from two samples will be examined. These two variables are video interactive as independent variable and listening skill as dependent variable. This research includes two sample groups and the researcher will give pre and post tests for the students. The researcher will use video interactive as media to apply as the treatment to the experimental group, besides powerpoint will be used as media in the control class.

The population is all of the total members that have the homogeneity criteria, and the target of the population of this research is the whole seventh grade at SMPN 1 Gunung Surian. The population of this research consists of five classes with the totals 150 students. In this research, the researcher uses purposive sampling. Purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area, but it is taken based on the specific purpose. Knowing that the population is huge in number, therefore for this research, the researcher took two classes that are VII C and VII D. It means there are 60 students in round for the sample of the research, the students of VII C will be experimental groups, and students from VII D will be the control group. There are some reasons this research used those classes, because both classes still get a

very low average reading score compared to the other classes. Then the English teacher also suggested giving treatment in both classes.

In this research, using a listening skill test to know the students reading comprehension before and after the treatment, the researcher will use a multiple choice test consisting of 30 questions with choices a, b, c, and d. The purpose of this exam is to find out how many words the students can remember both before and after receiving treatment for both groups.

After collecting pre-test and post-test data, the researcher compared the results of pre-test and post-test scores. The data will be examined and scored with statistical calculations using the t-test method with a significance level of 5%. Independent Sample T-test is the data analysis method in order to know the significant influence of using video interactive as media towards students reading comprehension Independent sample t-test with two-tailed significance test will be used in this investigation using. If the result shows Sig. (two-tailed) > sig $\alpha = 0.05$ (5%), then the null hypothesis is accepted. But, if Sig. (two-tailed) < sig $\alpha = 0.05$ (5%), then the alternative hypothesis is accepted.

The scoring rubric of listening comprehension students

Table 1. Scoring Rubric of Listening comprehension

Aspects	Score				
	Poor (20)	Fair (21-40)	Average (41-60)	Good (61-80)	Excellent (81-100)
Comprehension					
General understanding					
Listening for details					
Accuracy of answer					

Sources: *Brown 2006*

RESULT AND DISCUSSION

This research had been conducted by doing the treatment for the experimental class by using interactive media in teaching listening skill students' the researcher also collected the data by using pre and post tests to measure their listening skill before and after using the interactive media.

Based on the data finding the researcher found the data on the below:

Table 2. The Result of Description of Statistic

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation

PRE TEST					
EKSPERIMENT	30	44	60	50.50	4.493
POST TEST					
EKSPERIMENT	30	54	88	73.67	7.145
PRE TEST					
CONTROL	30	40	62	47.23.	6.202
POST TEST					
CONTROL	30	45	74	63.80	6.703
Valid N (listwise)	30				

Sources : Data Analysis

The table displays descriptive statistics for a research that includes both an experimental group and a control group. Some variables being measured are pre-test and post-test scores for both groups. For the experimental group, the pre-test scores range from 44 to 60 with a mean of 50.50 and a standard deviation of 4.493. The post-test scores for this group range from 54 to 88 with a mean of 73.67 and a standard deviation of 7.145. For the control group, the pre-test scores range from 40 to 62 with a mean of 47.23 and a standard deviation of 6.202. The post-test scores for this group range from 45 to 74 with a mean of 63.80 and a standard deviation of 6.703. It is important to note that the valid N (listwise) for both groups is 30, meaning that there were no missing values in the data for any of the variables.

Overall, the descriptive statistics suggest that the experimental group showed a significant increase in their post-test scores compared to their pre-test scores, while the control group showed a smaller increase in their post-test scores. However, to make any conclusions about the significance of these differences, further statistical analysis such as t-tests or ANOVA would be needed

a. Eksperiment class

$$N \text{ Gain} = (73,67 - 50,50) / (88 - 50,50)$$

$$N \text{ Gain} = (23,17) / 37,5$$

$$N \text{ Gain} = 0,61$$

b. Control class

$$N \text{ Gain} = (52,00 - 30,00) / (60 - 30,00)$$

$$N \text{ Gain} = (10) / 30$$

$$N \text{ Gain} = 0,3$$

Based on the gain score the researcher described on the table below

Table 3
The result of n-gain score

Classes	N gain score	Criteria
Experiment	0,61	Medium
Control	0,3	Lower

Based on the result of the N-gain score the researcher found that the gain score of the experiment class was 0,61 in (medium criteria), even though the control class was 0,3 in (lower criteria) it can be seen that the experiment class was higher than the control class. It means that the interactive video was better than PowerPoint in teaching listening skills.

After the researcher knew that the data were normal and homogenous, the data were analyzed by using an independent sample t-test in order to know the significance of the treatment effect by using SPSS (*Statistical Package for Social Science*) for a hypothetical test. While the criteria for acceptance or rejection of the hypotheses for hypothetical test was as follows:

H_a : is accepted if Sig (ρ_{value}) $\leq \alpha = 0.05$

H_o : is accepted if Sig (ρ_{value}) $\geq \alpha = 0.05$

Table 4. 8
Result of Hypothetical Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
The Result of Students' Score	Equal variances assumed	1.292	.260	-8.309	60	.000	-17.226	2.073	-21.373	-13.079
	Equal variances not assumed			-8.309	56.687	.000	-17.226	2.073	-21.378	-13.074

Based on the result obtained in the independent sample t-test in table 4.3, the value of significant generated Sig. (ρ_{value}) = 0.000 < $\alpha = 0.05$. So, H_a was accepted, and H_o was rejected. Based on the computation, it can be concluded there is any

significant influence of using interactive video as instructional media towards students listening skills of the seventh grade at SMPN 1 Gedung Surian.

After analyzing the data that the researcher analyzed, the researcher tried to answer the researcher's problem. Based on the data finding, the researcher described each of the research questions as below: The researcher conducted this research in five meetings at SMPN 1 Gedung Surian. The researcher described on the below:

The first meeting to share the pre-test of listening skills. At this meeting the researcher introduced the students. What was done was like carrying out an individual approach between the researcher and students in the control class and the experimental class. meeting and At this stage the researcher uses an approach to know the students characteristics. This needs to be done, so that the treatment process carried out at the next meeting can run smoothly. After the introduction is carried out the researcher gives priority related to listening skills to students so the researcher uses several media, namely audio to listen to several listening skill texts for students to work on in order to determine listening skill abilities before conducting treatment in the experimental class and control class.

At the first meeting the researcher found several problems that might be used as references for the researchers themselves including the lack of school facilities which could not support the learning process that will be carried out by researchers so that researchers need to bring tools such as desktop and speaker to support the process of treatment in next meetings. Then during the process of working on Pre-test many of the students found several problems including many of them who did not understand the meaning of the audio provided. Besides that, many of the students felt confused in answering questions. This was because many of them still could not interpret the meaning of the audio given by the researcher in the pretest work. So in this case the researcher began to do some reflections, including by giving repeated explanations to be able to maximize the pretest work process for students in the first meeting.

The second meeting was carried out by the researcher by taking action using interactive video as instructional media in listening learning, especially in descriptive text material. Show the researcher initially provides a stimulus then opens the class to increase motivation and provide directions to students related to the material to be taught namely descriptive text after that the researcher divides the groups into students into four groups consisting of 6 students which of the groups must have the chairperson who will lead the course of each discussion carried out in the group.

The researcher starts showing an interactive video about descriptive animals in the interactive video the researcher asks students to listen and hear the contents of the interactive video after the interactive video is turned off the researcher asks several questions related to the content of those videos which is the topic of the video talked about, Then the researcher started asking the students to discuss and answer some of the questions submitted by the researcher and at this stage the researcher started explaining material about descriptive text namely regarding the definition of function objectives and the generic structure in the text. The researcher found some difficulties that were deemed

sufficient to be evaluated at the meeting. The next is that among them there are several students who do not participate in the discussion process.

This can be seen from the lack of activity and many of the students who have not been able to answer the questions submitted by the researcher so that in the next day's research or the next meeting it is hoped that the researcher can evaluate so that students can optimize all learning processes so that you can maximize the use of the interactive videos that are displayed. Before closing the class, the researcher together with the students concluded the learning outcomes in the first meeting then at the end of the meeting the researcher also conveyed the lesson plans at the next meeting as a form of evaluation to be able to optimize the English learning process in the next meeting after that the researcher together with the participants Students close the class by reading a prayer together.

At the third meeting the researcher began to carry out further learning, namely using interactive videos to teach descriptive material regarding places to hone students' listening skills in this case the researcher started class by praying together then providing motivation to students to be able to follow the learning process at the meeting by well after that the researcher began to reflect on the previous meeting, namely by optimizing all students to be active in the discussion process so that students can understand the meaning or text contained in interactive video or audio so that it can have a positive impact on students' listening abilities. The second treatment the researcher teaches descriptive text through interactive video then asks students to jointly discuss the meaning and content of the existing video and asks students to answer some of the questions submitted by the researcher, at this meeting the researcher begins to find progress which students are able to interpret some of the topics in the interactive video. This can be seen from the many activeness of the students who answered the questions posed so that it can be said that in this third meeting or the treatment of the two students, they have started to be active and their understanding of listening skills has begun to be better than before.

At the fourth meeting or third treatment the researcher began to provide a learning process using interactive videos for descriptive text learning about percent or people where the researcher at the beginning of the meeting opened the class and provided stimulus and motivation to students to maximize the process of understanding and learning in class after that the researcher asked students to listen to the interactive videos that are displayed in front of the class and ask students to interpret the contents of the interactive videos that are delivered, after that the researchers began to carry out discussions that were also carried out previously and at the last meeting or action the researchers began to see some progress including many from students who can answer questions posed by participants by researchers then, many of them are also able to interpret the meaning and manage the vocabulary in the video besides that some of them can also provide conclusions. According to the description in the interactive video , it can be said that the students' listening skills have begun to increase compared to the previous meeting. This is indicated by the active process and also the students' understanding which is very good.

At the last meeting the researcher gave a posttest to find out the improvement of the students' listening skills. As for the process of working on listening skills for the posttest, students began to be able to maximize the process very well and many of them were also not confused. So in this case it can be concluded that students started familiar with the learning process that has been carried out before.

The researcher conducted a descriptive analysis to find out the pre and post test values in the experimental class that used interactive video as instructional media in listening skill learning. The average number of pre tests is 50,50 and in the post test the experimental class got a mean score of 73.67 . It can be said that there is an increase in listening skills by using interactive video as a learning media. It was supported by the hypothesis that the value of Significantly generated Sig. (ρ value) = 0.000 < α = 0.05. So, H_a was accepted, and H_o was rejected. Based on the computation, it can be concluded there is any significant influence of using interactive video as instructional media towards students listening skills of the seventh grade at SMPN 1Gedung Surian.

Based on these conclusions, it can be concluded that interactive videos have a positive influence on students' listening skills. Engagement and Motivation: Interactive videos captivate learners' attention and increase their engagement. The interactive elements, such as quizzes, questions, and interactive exercises, create an active learning experience that motivates learners to stay focused and participate actively in the learning process. Real-world Context: Interactive videos often present authentic, real-world scenarios, such as conversations, interviews, or speeches, allowing learners to practice listening in a context similar to real-life situations. This exposure to authentic content enhances learners' ability to understand different accents, tones, and speech patterns encountered in real-world communication.

Active Listening Practice: Interactive videos can incorporate various interactive features that require learners to actively listen and respond. For example, learners might be prompted to answer questions, make choices, or solve problems based on the video content. These activities promote active listening skills, as learners need to comprehend the information accurately to perform the interactive tasks successfully. Immediate Feedback: Interactive videos can provide immediate feedback to learners, reinforcing their listening skills. Learners can receive instant responses to their answers or actions within the video, helping them understand their strengths and areas for improvement. Immediate feedback enables learners to correct misunderstandings, reinforce correct listening strategies, and build confidence in their listening abilities.

Personalization and Adaptability: Interactive videos can be designed to adapt to individual learners' needs. Advanced technologies can track learners' progress, identify areas where they struggle or excel, and customize the learning experience accordingly. By adapting to learners' proficiency levels and providing personalized content, interactive videos optimize the learning process and ensure learners are appropriately challenged. Flexibility and Accessibility: Interactive videos can be accessed anytime and anywhere, making them flexible and convenient for learners. They can be used on various devices, such as computers, tablets, or smartphones, allowing learners to practice listening skills

whenever they have spare time. This flexibility makes interactive videos suitable for self-paced learning or blended learning environments. **Multimedia Experience:** Interactive videos can incorporate multimedia elements, such as visuals, subtitles, and supplementary materials, which enhance comprehension and retention of the content. Visual cues and contextual information provided alongside the video can help learners better understand the spoken language, especially for learners who benefit from visual support in their learning process. **Progress Monitoring and Assessment:** Interactive videos can include built-in tracking and assessment features. Educators or learners themselves can monitor progress, track performance, and identify areas that need further practice or improvement. This data can inform instructional strategies, guide targeted intervention, and enable learners to assess their progress over time. Overall, interactive videos provide an engaging, immersive, and effective way to practice listening skills. By incorporating interactivity, real-world context, and personalized learning experiences, they help learners develop their listening comprehension, active listening abilities, and overall language proficiency. It was supported with the relevant research conducted by Fatimah & Ningsyih, (Fatimah & Ningsyih, 2021) she found that the interactive media is effective to improve students listening skills.

CONCLUSION

Based on the Independent Samples Test, it can be concluded that there was a significant difference between the mean scores of two groups (the experimental group and the control group) on the students' listening skill. The results show that the experimental group, who were exposed to the interactive video, had a significantly higher mean score ($M = 50.50$) compared to the control group ($M = 47.23$) at the pre-test. At the post-test, the experimental group ($M = 73.67$) also had a significantly higher mean score than the control group ($M = 63.80$). The t-test results indicate that the mean difference between the two groups is statistically significant at the 0.05 level of significance ($p < .05$), with a mean difference of -17.226 . It can be concluded that interactive video was effective for the students' listening and better than powerpoint. Based on the result of the N-gain score the researcher found that the gain score of the experiment class was 0,61 in (medium criteria), even though the control class was 0,3 in (lower criteria) it can be seen that the experiment class was higher than control class. It means that the interactive video was better than PowerPoint in teaching listening skills.

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