Listening Comprehension by using Video in Online Class through WhatsApp

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Article Info	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 menunjukan 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.

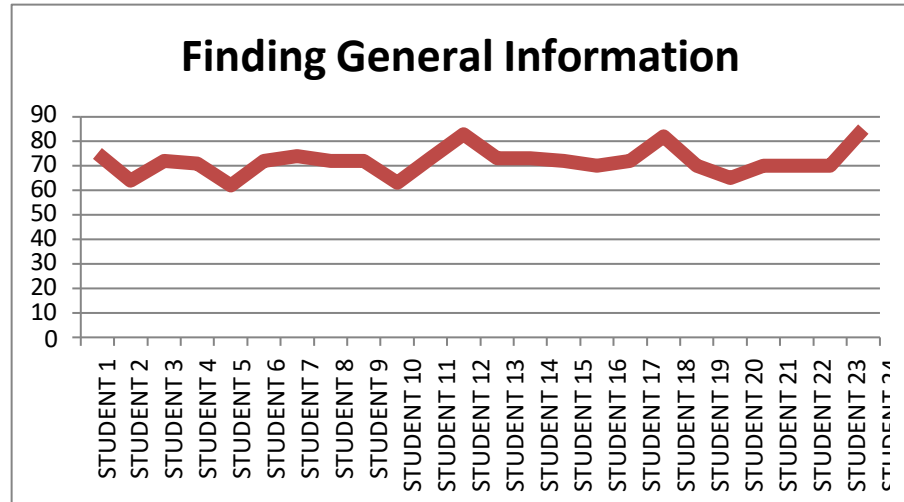***Students' Speaking Skill***

    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.
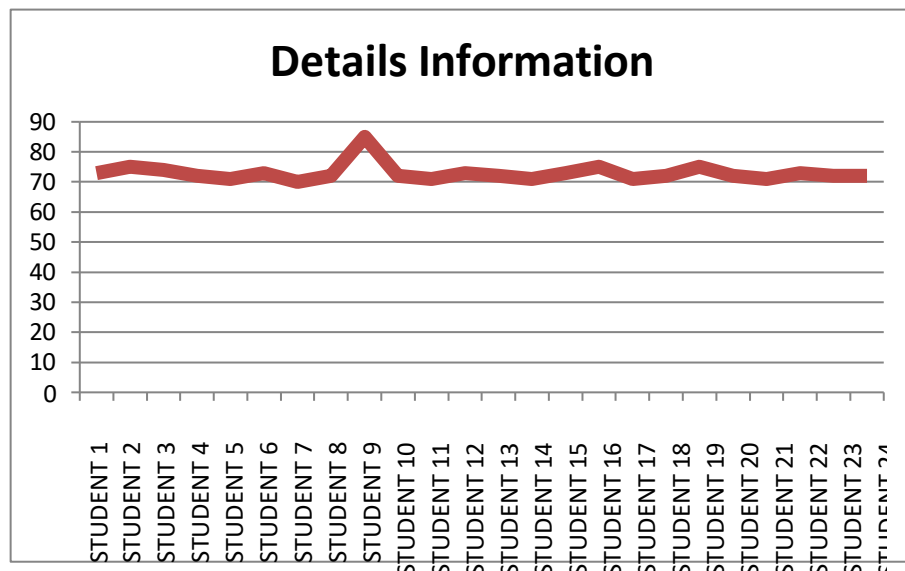

Figure 2. **The Students Pre-Test Score of Details Information**

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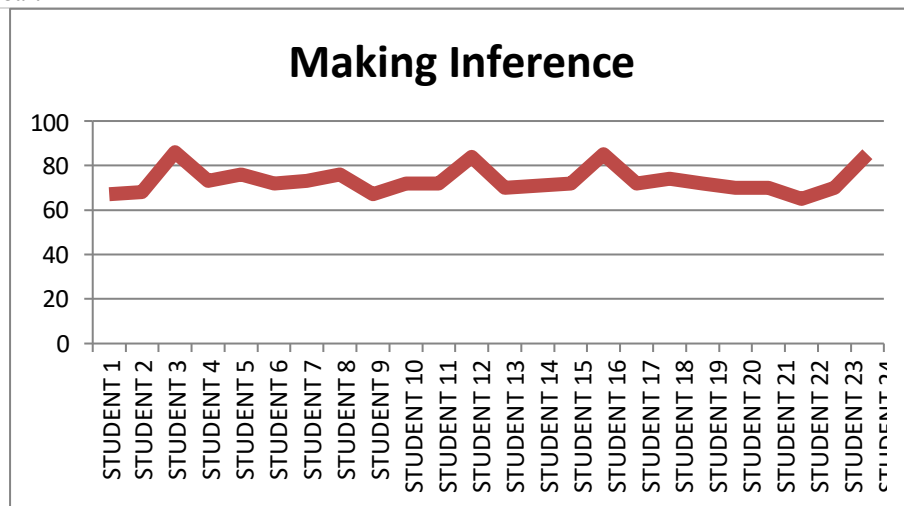
Figure 3. The Students Pre-Test Score of Making inference

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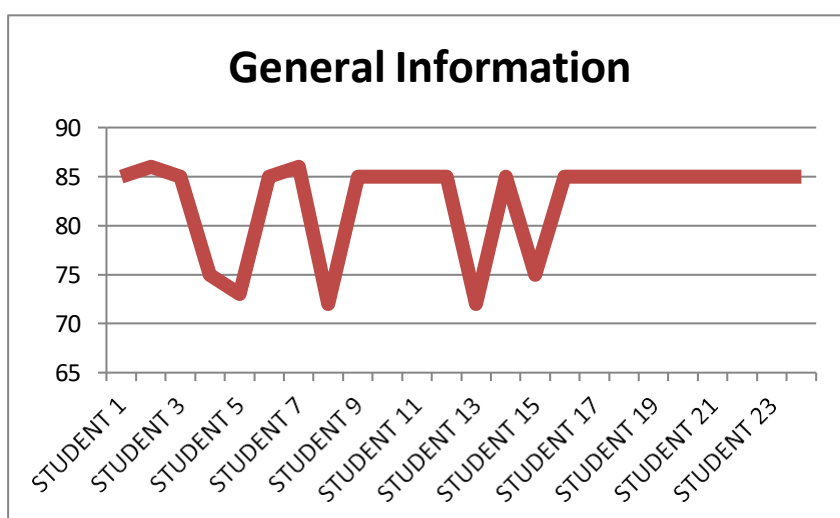
Figure 4. The Students Post-Test Score of general information

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.
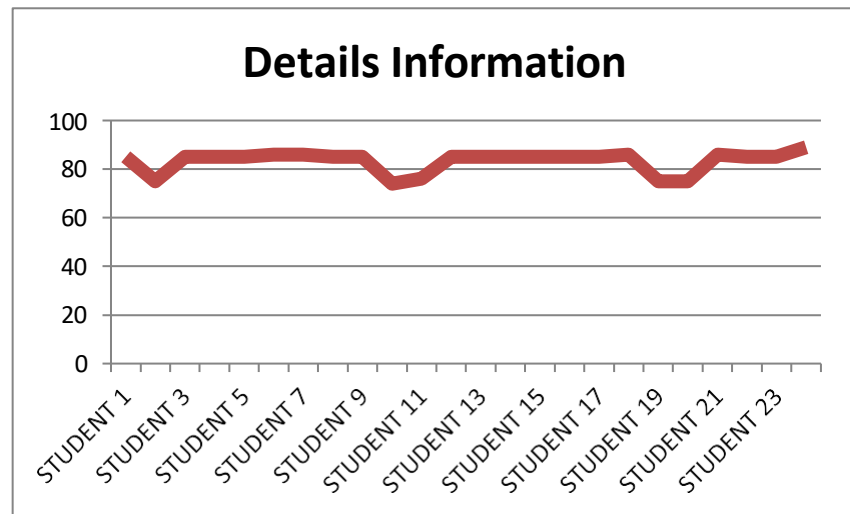

Figure 5. The Students Post-Test Score of Details Information

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.
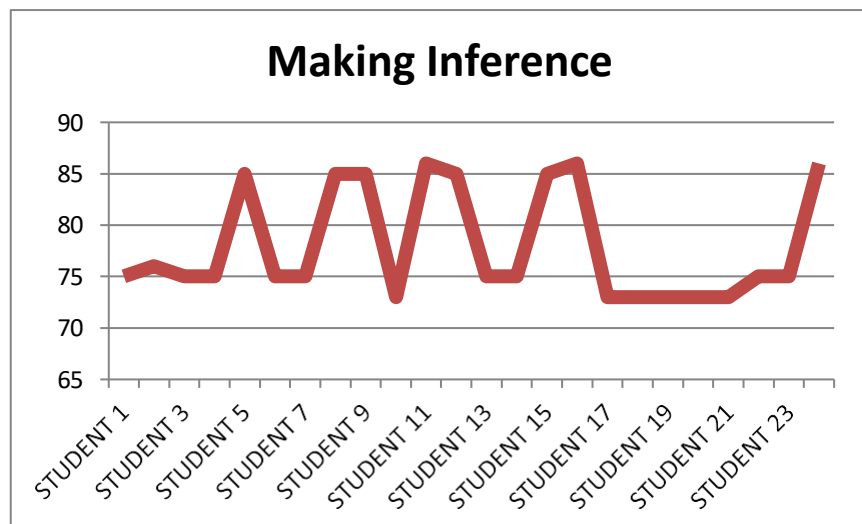

Figure 6. The Students Post-Test Score of Comprehension

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:
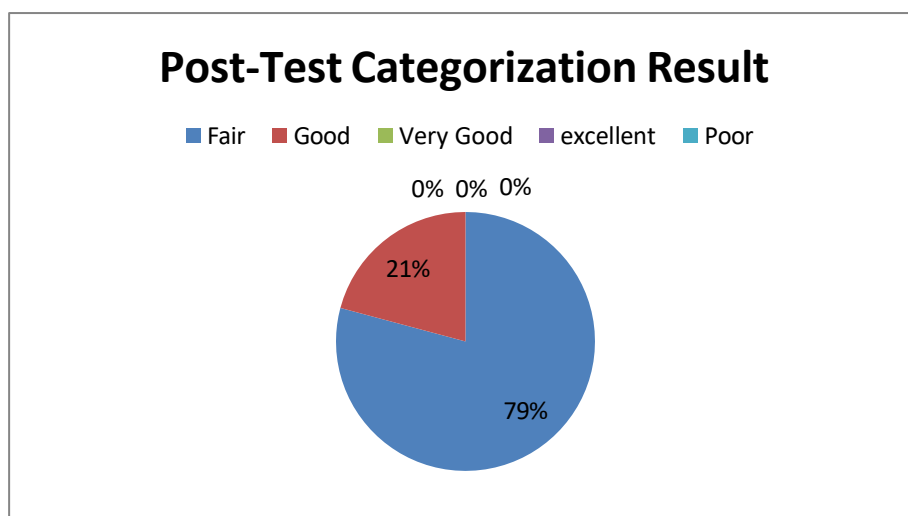

Figure 7. The Categorization of Control Group's Post-Test scores

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

Based on the table above, it can be seen that $x^2 \, count$ lower than $x^2 \, table$ ($x^2 \, count < x^2 \, table$). 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 $F_{tabl}(F_{count} < F_{table})$. 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			
Pre-test	24	63	7.03	1.68	$t_{hitung} > t_{tabel}$

Based on the table above from the data researcher, it is obtained $\boldsymbol{t_{count}}$ = 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 $\boldsymbol{t_{table}}$ = 1.68. Then, $\boldsymbol{t_{count}} > t_{tabl}$(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:
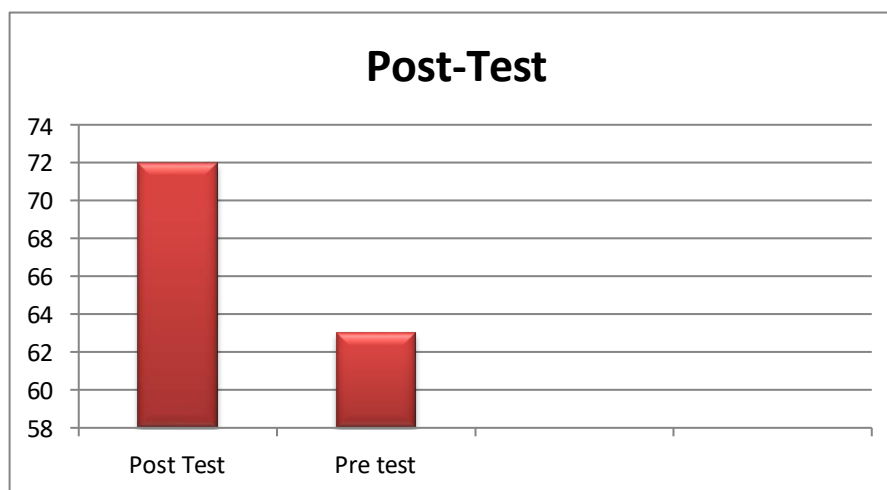

Figure 8. The Comparison of Average Value

Inferential analysis got from t_{count} = 7.03 and t_{table} =1.68 where α= 0.05. Based on test one side, it is clear that $t_{count} > t_{tabl}$, 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, $t_{count} > t_{tabl} (7.03 > 1.68)$. 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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