

EFFECT OF USING INTERACTIVE VIDEO TO UPGRADE LISTENING SKILLS FOR EIGHTH GRADE STUDENTS AT AL FALAH HIGH SCHOOL PERKAMPUNGAN MINANGKABAU PADANG INSTITUTE

Singgar Mantahari Dalimunthe*, Meliza Budiarti
Universitas Islam Negeri Imam Bonjol Padang, Indonesia

*ssinggdar@gmail.com

ABSTRACT

This study aims to determine the effect of using interactive video to improve listening skills for VIII class students at Al-Falah first high school in Minangkabau plantation Padang. The method used is a quantitative approach with experimental methods, and data collection tools in the form of observation, tests, documentation, and research analysis with t-test using spss 29. The result of this study is that it was found that the ability of listening skills of class VIII students at Al-Falah Junior High School, Institut Perkampungan Minangkabau Padang before using interactive videos in the experimental class with an average value of 56.9, an acceptable estimate, and in the control class with an average value of 58, an acceptable estimate. 4, an acceptable estimate, and the use of interactive videos in class VIII students at SMP Al-Falah Institut Perkampungan Minangkabau Padang consists of three activities, namely introductory activities, core activities, and closing activities with very good grades, The results of listening skills in class VIII at SMP Al-Falah Institut Perkampungan Minangkabau Padang after using interactive videos in the experimental class with a median value of 84.9, with a very good score, and in the control class with a median value of 74.2, with a very good score, and the use of interactive videos has an effect on improving listening skills due to the difference between the results of teaching listening skills using Kinemaster videos after using interactive videos.

Keywords: Interaktif Video, Listening Skills.

INTRODUCTION

In teaching Arabic, there are four skills, one of which is the skill of listening, skill, opening the trick in the thing, and the thing has been skilled by opening the skill of opening as well. Al-Harawi said: The skillful, the dexterous in every work, and it is said: Mahrat in this matter is more skilled by skill: if I become dexterous in it. From him he said: "The one who is skilled in the Qur'an with the honorable and righteous traveler."

Listening has its origin from the past tense, which is the soning of the thing with the ear, it says: I heard the thing listening. Ibn Manzur said that listening is the sense of the ear, and he heard it by hearing, hearing, hearing, hearing and hearing, and hearing and hearing it: listen to it and idiomatically defines listening as "a mental process that requires effort by the listener to follow the speaker, understand the meaning of what he says, store his thoughts and retrieve them if necessary, and make connections between ideas (2022, المانعي).

Listening from the verb listen, listen, and it is good ear, and it also means that it is wrong for him, so he did not work with anyone else; And you hear him: listen. And he

heard it: listen. And he heard the sound, and I hear it, that is, listen to it, listen to it, listen to it, listen: listen.

Listening idiomatically is a mental activity that enables students to listen consciously, pay attention, focus and continuously follow up on what is delivered to them, or understand the thoughts, meanings, most prominent information and events contained in the oral language messages that come to them in different learning situations, whether inside or outside the classroom. Listening skill is a person's ability to comprehend or understand words or sentences spoken by the speaker or prescribed means. This ability can be achieved by practicing listening to the differences in the sounds of word elements (phonetics) with other elements according to the exits of his letters either directly from the speaker (native speaker) or from the recordings (الصرايرة، 2016).

Teaching listening is a process in which the listener pays special attention and deliberate attention to the sounds received by his ear and the listener tries to give meaning to it. A complex skill in which the listening person gives the speaker all his interests, focuses his attention on his speech, and tries to interpret his sounds, gestures and all his movements and dwellings (wali) other than hearing that it is just the ear picking up sound vibrations from its source without paying them any attention, which is an easy and uncomplicated process. It depends on the physiology of the ear, and its organic integrity. and its ability to dot vibrations (Hermawan, 2014).

In the process of teaching the skill of listening, the teacher must use the educational means to facilitate the delivery of education and to facilitate the students in understanding educational materials. Teaching aids are the means used by the teacher in the field of educational communication in a special way and system to clarify an idea or interpret a vague concept or explain a topic for the purpose of achieving the student specific behavioral goals. The teaching aids in the skill of listening are the devices that help to education, and the teacher is used in all educational communication processes that depend on sound, such as tapes, CDs, audio radio, language laboratory, listening centers and means of communication between the long distance, such as educational television (Farid, 2018).

One of the teaching aids that you are developing at this time is the video interactive method, because many people use video interactive watching the researcher will use this video as an educational method. Interactive educational videos are educational aids that combine elements of sound, movement, images, text or interactive graphics to connect educational aids to their users. Another definition of interactive learning video is the audiovisual storytelling method that will invite viewers as users, active participants in cinematically assembled media.

Otherwise, Interactive videos can also be interpreted as action-oriented videos in a targeted way, presenting them via audio and video presentations with clear and easy-to-understand instructional voices in Indonesian so that students can learn independently at any time. Many schools in Indonesia teach Arabic especially the skill of

listening, one of the schools that teach the skill of listening is the school of farmer Institute of Perkampungan Minangkabau Padang (جلوب، 2017).

Al Falah School Perkampungan Institute Minangkabau Padang is located on Paivas Street in the district of Kotao Taga city of Padang Samtra West, in this school has taught the teacher the skill of listening, taught the teacher the skill of listening in front of the students and read the materials related to the skill of listening and ordered the students to listen and repeat his reading and did not use the prescribed educational method, and for this the capabilities of the students' listening skill were low. The data on the low value of students in teaching the skill of listening as can be seen in table 1 (دریزی، 2020).

Table 1. The average value in teaching the skill of listening in the eighth grade

Number	Row	Median value	Minimum measurement
1	8.1	75,00	80
2	8.2	76,16	80
3	8.3	70.09	80
4	8.4	72,00	80
5	8.5	73,13	80

Therefore, the researcher will use the educational medium with the interactive video clip to upgrade the listening skill of eighth grade students at Al-Falah High School, Perkampungan Minangkabau Padang Institute, the researcher will try whether the educational medium with an interactive video clip can upgrade the listening skill, and if this interactive video affects the upgrading of the listening skill of eighth grade students at Al-Falah High School, Perkampungan Institute Minangkabau Padang, The teacher will use this medium as a teaching method other than the one that existed before, and the students' listening skill will be better in the future. What is meant by this research is the effect of using video interactive to upgrade the listening skills of eighth grade students at Al Falah High School, Perkampungan Institute Minangkabau Padang.

METHODOLOGY

The approach in this research is the quantitative approach to the experimental research methodology. The quantitative approach is research that aims to comprehensively detect symptoms by collecting data from natural backgrounds using the same researcher with a tool. Quantitative research is descriptive and is used with an inductive analysis method. The process and meaning (subject perspective) have been highlighted in qualitative research. Quantitative research is most prominent in its ranks in the form of novels that are creative and in-depth and show natural characteristics full of real values. Quantitative research is research that focuses on measuring and analyzing causal relationships between different variables, not process, and the investigation is considered in a value-free framework. Faisal's empirical approach is a methodological

and logical approach to answering the question: "If something works in carefully controlled situations, what will happen?". Sujiaunau said empirical research is a research method used to look for the effect of a course on others in the current censorship (Andriani, 2020).

RESULT AND DISCUSSION

Before using the interactive video in the experimental classroom, the researcher presented the pre-test in the experimental classroom and in the control class, and the material in it was the profession and the patient clinic, and there was a minimum completion measurement of 80, and if the students' results are less than 80, it is not successful, and if the students' results are 80-100, then it is successful, and the researcher also used the students' estimation criteria with excellent, very good, good, acceptable and weak. The table 2 are the results of the pre-test in the control chapter and in the experimental chapter.

Table 2. The results of the pre-test in the control chapter and in the experimental chapter

number	Results category	Dismissal of the officer	Demo Class
1	81-100	2	1
2	71-80	3	5
3	61-70	5	3
4	51-60	11	12
5	10-50	8	10
Sentence		29	31
Minimum standards		80	80
Top value		84	84
Minimum value		40	40
Complete		3	2
Percentage		10,3%	6,4%
Value Average		58,4	56,9

From the previous table, the results of the pre-test in the eighth semester at Al Falah High School Perkampungan Minangkabau Padang High School appeared different. The results of the pre-test in the control class are the highest 84 and the lowest 40 with three successful students and 26 unsuccessful students with a percentage of 10.3% and the value of the median 58.4, and the results of the pre-test in the experimental semester are the highest 84 and the lowest 40 with two successful students and 29 unsuccessful students with a percentage of 6.4% and the value of the median 56.9.

From the previous statement, that the results of the pre-test in the control chapter and in the experimental classroom is low, so the researcher will use video interactive as an educational means to upgrade the skill of listening in the experimental

classroom, the researcher will see the results of the post-test in the experimental classroom by means and in the control chapter without a means, are the results of the post-test in the experimental chapter better and higher than the results of the post-test in the control chapter.

Before the post-test, the researcher presented the teaching related to the skill of listening in two places, namely the profession and the patient clinic using an interactive video for eighth grade students at the secondary school of Al-Falah Institute of Perkampungan Minangkabau Padang, which consists of introductory activities, main activities and final activities. After using the interactive video to upgrade the listening skill in the eighth grade at Al-Falah High School, Berkambogan Institute Mnangkabau Padang, the researcher will present the post-test in the control classroom and in the experimental classroom, to learn about upgrading the listening skill in the eighth grade at Al-Falah High School, Berkambogan Institute Minangkabau Padang after using the interactive video, and this test will be presented on June 6, 2023. The table 3 are the results of the post-test in the control chapter and in the experimental chapter.

Table 3. The results of the post-test in the control chapter and in the experimental chapter

Number	Result Category	Dismissal of the officer	Demo Class
1	81-100	5	21
2	71-80	15	10
3	61-70	6	-
4	51-60	3	-
5	10-50	-	-
Sentence		29	31
Minimum standards		80	80
Top value		88	96
Minimum value		60	72
Complete		10	27
Percentage		34,4%	87,9%
Value Average		74,2	84,9

From the previous table, the results of the post-test in the eighth semester at Al Falah High School Perkampungan Minangkabau Padang High School appeared different. The results of the post-test in the control class are the highest 88 and the lowest 60 with ten successful students and 19 unsuccessful students by 34.4% and the value of the median 74.2, and the results of the post-test in the experimental semester are the highest 96 and the lowest 72 with twenty-seven successful students and 4 students who are not successful by 87.09 % The median value is 84,9.

Sujuyana also said that empirical research is a research method used to look for the effect of a course on others in the current censorship. As for the researcher that

experimental research is the thing that there is the difference between the results of the pre-test and the post-test, but in the post-test its results are better and higher than the pre-test, from the table and the previous statement, has shown that the use of video interactive influential in teaching the skill of listening in the eighth grade at the secondary school farmer Institute Perkampungan Minangkabau Padang, because the researcher has found the results of the test in the experimental classroom better and higher than by him.

Analysis Test

Nature test or normality

The aim of the normal test or normality was to see if the sample was normal or not. If the results of *Kolmogorov-Smirnov* are higher than 0.05 they are normal, and if below 0.05 they are not normal. Table 4 are the results of the normal test or normality.

Table 4. The results of the normal test or normality.

Tests of Normality							
	Kelas	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	Pretest eksperimen	.142	31	.113	.942	31	.092
	pretest control	.107	29	.200 ^a	.953	29	.215
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

As in the table *Test of Normality*, the researcher used the *Kolmogorov-Smirnov* test with SPSS 29 and found the results of the normal test or normality in the experimental chapter 0.113 and in the control chapter 0.200 is higher than 0.05 until these data were normal, and therefore a normal condition is acceptable.

Homeopathy test or homogeneity

The goal is the homogeneity test to take the correct conclusion. Therefore, the researcher used the test homogeneity with the levene test type using SPSS 29. If the levene value is greater than 0.05 it is homogeneous, and if the levene value is less than 0.05 it is not homogeneous, and the table 5 are the results of the homogeneity test.

Table 5. The results of the homogeneity test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.011	1	58	.916
	Based on Median	.017	1	58	.896

	Based on Median and with adjusted df	.017	1	57.012	.896
	But on trimmed mean	.020	1	58	.889

As in the previous table, the results of the homogeneous test using the Levine test, with a Sig value of 0.916, which is greater than 0.05. This test indicated that it was Homogentas.

Hypothesis testing

Paired Samples Test										
		Paired Differences					T	Df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Pre TestEksperimen - Post Test Eksperimen	-28.258	10.273	1.845	-32.026	-24.490	-15.316	30	<,001	<,001

From the previous table, sig (Tailed -2) is 0.001 and less than 0.05 and a researcher concluded that the zero (H0) is returned and the alternative hypothesis (Ha) is acceptable, and the value of the calculation T is -15.316 and the table is -24.490, and I knew that the value of the calculation T is higher than the value of the table T and the difference was found between the pre-test and the post-test, and these data showed the difference between before and after using Video Interactive, and the use of interactive video to upgrade the listening skill of eighth grade students B High School Farmer Institute Perkampungan Minangkabau Padang influential.

CONCLUSION

The conclusions of this research is: 1) The researcher found the ability of listening skill for students in the eighth grade at Al-Falah High School, Perkampungan Institute Minangkabau Padang before using video interactive in the experimental classroom with a median value of 56.9, an acceptable estimate, and in the control class with a median value of 58.4, an acceptable estimate. 2) The use of video interactive for eighth grade students at Al Falah High School Perkampungan Minangkabau Padang Institute consisted of three activities: introductory activities with excellent value, main activities with very good value, and final activities with excellent value. 3) As for the results of the listening skill for eighth grade students at Al-Falah High School, Perkampungan Institute Minangkabau Padang after using video interactive in the

experimental semester with a median value of 84.9, with an excellent grade, and in the control class with a median value of 74.2, a very good estimate, and the use of an influential Kenmaster video to upgrade the listening skill because there is a difference between the results of teaching listening skill by using interactive video after using interactive video, The analysis of the test results in the control chapter and in the experimental in the post-test are sig. (-tailed2) is 0.001 and less than 0.05 and the value of T is -15.316 and the table is -24.490, and I knew that the value of the calculation T is higher than the value of the table T.

REFERENCE

- الصرايرة, عمر ابراهيم عبد المهدي, 2016, مهارة الاستماع النقد المتضمنة في كتب لغتنا العربية للمرحلة الاساسية الدنيا في الاردن.
- المانعي, عبد الله بن خميس بن عبد الله. 2022. تنمية مهارة الاستماع عند الطالب الجامعي. مجلة المهرة للعلوم الإنسانية, 2(3).
- جلوب, سمير. 2017. الوسائل التعليمية. دار خالد للحيانمي للنشر والتوزيع.
- (دريزي مسعودة. مهارة الاستماع وطرق تنميته لدى متعلمي المرحلة الابتدائية. فتحة بوتر (2020)
- Acep Hermawan, 2014, Metodologi Pembelajaran Bahasa Arab, Bandung, PT Remaja Rosdakrya.
- Andriani. 2020. Metode Penelitian Kualitatif Dan Kuantitatif. CV. Pustaka Ilmu. (2020)
- Farid, E. K. (2018). تطوير المواد التعليمية لمهارة الاستماع لدارس اللغة العربية لغير الناطقين بها. Alsuna: Journal of Arabic and English Language, 1(2).