



## Active Viewing: A Strategy to Boost Listening and Speaking Skill in English Learners

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### Abstrak

Mendengarkan dan berbicara adalah dua dari empat keterampilan dasar yang harus dikuasai siswa di kelas. Namun masih banyak siswa yang kesulitan dalam meningkatkan kemampuan mendengarkan dan berbicara dalam Bahasa Inggris. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi efektivitas menonton aktif. Penelitian ini merupakan penelitian eksperimental. Penelitian ini menggunakan desain pre-test-post-test kelompok eksperimen dan kontrol. Penentuan sampel menggunakan teknik purposive sampling. Sampel penelitian yaitu 22 siswa kelas XII BDP 2 sebagai kelompok eksperimen dan 19 siswa kelas XII BDP 1 sebagai kontrol. Metode yang digunakan dalam mengumpulkan data yaitu observasi dan tes. Instrumen yang digunakan dalam mengumpulkan data yaitu soal tes dan daftar observasi. Teknik yang digunakan untuk menganalisis data yaitu statistik inferensial. Hasil penelitian yaitu nilai rata-rata dari Post-test di kelas eksperimen adalah 66,36 dan nilai rata-rata dari Post-test di kelas kontrol adalah 47,89 dalam keterampilan mendengarkan. Selain itu, nilai rata-rata dari Post-test di kelas eksperimen adalah 74,55 dan nilai rata-rata dari kelas kontrol adalah 57,89 dalam keterampilan berbicara. Hasil penelitian menunjukkan bahwa nilai rata-rata Post-test pada kelas eksperimen lebih tinggi dibandingkan nilai rata-rata Post-test pada kelas kontrol. Berdasarkan hasil ini, disimpulkan penerapan teknik menonton aktif lebih efektif dibandingkan dengan teknik konvensional, terutama untuk meningkatkan keterampilan mendengarkan dan berbicara siswa.

**Kata Kunci:** Teknik Melihat Aktif, Keterampilan Mendengar dan Berbicara

### Abstract

Listening and speaking are two essential skills students must master in the classroom. However, many students still need help improving their listening and speaking skills in English. Therefore, this study aims to explore the effectiveness of active viewing. This research is experimental. This research used a pre-test-post-test design for experimental and control groups. Determination of the sample using a purposive sampling technique. The research sample was 22 class XII BDP 2 students as the experimental group and 19 class XII BDP 1 students as the control. The methods used to collect data are observation and tests. The instruments used to collect data were test questions and observation lists. The technique used to analyze data is inferential statistics. The research results show that the average score from the post-test in the experimental class is 66.36, and the average score from the post-test in the control class is 47.89 in terms of listening skills. In addition, the average score from the post-test in the experimental class was 74.55, and the average score in the control class was 57.89 in terms of speaking skills. The results showed that the average post-test score in the experimental class was higher than the average post-test score in the control class. Based on these results, it is concluded that active viewing techniques are more effective than conventional techniques, especially for improving students' listening and speaking skill.

**Keywords:** Active Viewing Techniques, Listening and Speaking Skills

## 1. INTRODUCTION

In the current era of globalization, English language skills are becoming increasingly important. Most language learners in the world study English to achieve speaking proficiency (Escobar Fandiño et al., 2019; Loo et al., 2019). This emphasis on speaking skills is especially relevant for students learning English as a foreign language (EFL), where effective

#### History:

Received : April 29, 2024

Accepted : August 10, 2024

Published : August 25, 2024

**Publisher:** Undiksha Press

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communication is a fundamental goal (Kassem, 2018; Sandilos et al., 2020). Speaking is also one of the four basic skills students must be able to do in the classroom. The success of English language learners can be seen from their ability to communicate in English effectively in the classroom (Apriliani & Listyani, 2021; Tong et al., 2021). In Indonesia, the 2013 Curriculum for Teaching English at the high school level aims to develop students' listening, speaking, and other skills. This curriculum encourages students to use English in various interactive contexts, allowing them to ask and answer questions and engage in meaningful dialogue (Ariani et al., 2019; Nasution et al., 2021). In improving students' listening and speaking skills, it is also important to consider students' interests and learning motivation. Teachers must create something interesting, entertaining, and interesting media to communicate content in class (Martriwati et al., 2018; Yusri et al., 2018).

However, the current problem is that many students still need help developing effective listening and speaking skills. Other research findings also state that many students still need help learning English (Martriwati et al., 2018; Nirmala, 2020; Saraswati et al., 2020). Other findings confirm that students' low English language skills are caused by a lack of stimulation provided by teachers in teaching or supporting media that facilitate students learning anywhere (Liyana & Kurniawan, 2019; Tegeh et al., 2022). Other research also reveals that students need help learning English because they are not used to using it in their daily activities (Ahdan et al., 2020; Rosmiati, 2019; Usmaedi et al., 2020). This is what causes students' English skills to be low. Based on the results of observations carried out at SMK N 1 Padang Panjang, it was found that viewing and using videos were more common in learning activities. The general technique used by teachers is the active viewing technique. Sometimes, teachers must follow the steps more actively in the viewing technique. This causes students to be less able to learn well, thus affecting their' language skills.

To overcome this challenge, innovative teaching techniques are needed. One such technique is "active viewing," which involves using video material more interactively and engagingly. This method captures students' interest and provides a rich context for language use, thereby improving their listening and speaking skills. Previous findings also reveal that video learning can increase student engagement and learning outcomes (Cahyana, 2020; Premana et al., 2021). Peer-to-peer interaction of video content has been supported by several systems (Amin & Sundari, 2020; Megawati & Utami, 2020). Noting the meaning-making process involves constructive behaviors such as note-taking. Using this exercise, students create interpretations that go beyond the content of the video (Çalışır et al., 2022; Imelda et al., 2019). Making connections between concepts is also part of this. Among the many active behaviors are browsing, searching, rewatching videos, pausing, and adjusting playback speed.

There are many techniques that an English teacher can use in the teaching and learning process. Previous findings reveal that active viewing increases students' enjoyment while directing their attention to the main points of the video presentation (Kamelia, 2019; Satyawati, 2018). Other research also reveals that learning video media can make it easier for students to learn it has an impact on improving student learning outcomes (Aryuntini et al., 2018; Bailey et al., 2022; Fakhruddin et al., 2020). Therefore, student participation in teaching video presentations is required—several stages in active viewing. First, the teacher writes several essential questions about the presentation on the board before starting so that students can get a general idea of the content. Second, students may take notes while looking at the questions or respond verbally after seeing them. Third, students are given a cue sheet or viewing guide to help them understand more thoroughly. Fourth, they are instructed to look for and listen for specific linguistic details or nuances. Remember that the technique must be adapted to the student's level after considering their level.

Based on the study above, it can be concluded that researchers have widely researched viewing techniques, but this is still limited in Indonesia. Additionally, most of

them investigate different viewing techniques. In this case, researchers must examine how teachers implement active learning and see its significant influence on listening and speaking skills. Therefore, this research aims to analyze the differences in the listening and speaking skills of students who are taught using and without active viewing techniques.

## 2. METHOD

This research is experimental. Experimental research is "the only type of research that can test hypotheses to establish cause and effect relationships," (Sugiyono, 2019). This research uses a true experimental design in the form of a Pretest-Posttest design using a quantitative approach. In the pre-test and post-test groups, observations were carried out twice; before the treatment was given, it was called the pre-test, and after the treatment was given, it was called the post-test. In this research, researchers used experimental research with a quantitative approach. Researchers want to know the effectiveness of active viewing techniques in teaching listening and speaking to students' listening and speaking comprehension.

This research was conducted at SMK N 1 Padang Panjang. The population in this study were grade 12 students at SMK N 1 Padang Panjang. A purposive sampling technique was used for this research. Researchers have determined their criteria for obtaining a representative sample. In other words, the researcher selects samples based on their familiarity with the group to be studied and their experience. In sampling, class The methods used to collect data are observation and tests. In this research, the objective is to observe English teachers teaching English. An observation checklist can be used to collect data when conducting the research. Tests are designed questions or exercises used to determine individuals' skills, intelligence, and abilities in a group (Sugiyono, 2019). The pre-test is given before conducting experimental research or before teaching using active viewing techniques, and the post-test is given after carrying out treatment or after teaching using active viewing techniques. The instruments used to collect data were test questions and observation lists. The instrument grid is presented in Table 1.

**Table 1.** Research Instrument Grid in the Form of an Observation Sheet

No	Indicator	Yes	No
1	The teacher writes some key questions on the board about the video		
2	Students take notes while viewing the questions or respond verbally after viewing the video		
3	The teacher gives a cue sheet or viewing guide to the students		
4	The teacher allows students to pay attention and listen to specific details and specific language features		

The technique used to analyze data is inferential statistics. Inferential statistical analysis was used to look for significant differences in the understanding of students who were taught using active viewing techniques and those taught without using active viewing techniques. In finding out whether or not there is a significant difference between using and not using the Active Viewing technique on students' listening and speaking skills, the data will be calculated using the SPSS version 29 application. The independent sample t-test is used to determine the significant effect of the Active Viewing Technique on listening skills. Moreover, students speak to describe something at SMK N 1 Padang Panjang.

### 3. RESULT AND DISCUSSION

#### Result

The pre-test and post-test results are analyzed the score of the listening and speaking test by using SPSS application 29 version. Based on data analysis, first, the mean of pre-test of experimental class is 45.9091, standard deviation was 13.33063, minimum score was 30, and maximum score was 70. Second, the mean of post-test of experimental class is 66.3636, standard deviation was 9.02138, minimum score was 50, and maximum score was 80. Third, the mean of pre-test of control class is 46.3158, standard deviation was 12.56562, minimum score was 30, and maximum score was 70. Fourth, the mean of post-test of control class is 47.8947, standard deviation was 13.97575, minimum score was 30, and maximum score was 80. The result of SPSS analysis revealed that value of normality test. The significance score in each test (pre and post-test) of normality test indicated the most of result from Shapiro-Wilk (0.009, 0.014, 0.066, 0.121) were higher than probability degree value 0.05. It means the distribution of research data was normal. From this result, the research data could be implemented into in Parametric Statistics Analysis. The results of the normality test are presented in [Table 2](#).

**Table 2. The Result of Normality Test**

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Listening BDP 2 (Experimental Class)	0.198	22	0.025	0.873	22	0.009
Post-Test Listening BDP 2 (Experimental Class)	0.214	22	0.010	0.884	22	0.014
Pre-Test Listening BDP 1 (Control Class)	0.174	19	0.132	0.907	19	0.066
Post-Test Listening BDP 1 (Control Class)	0.177	19	0.120	0.922	19	0.121

The result of the SPSS calculation revealed that the significance score of mean was 0.367. It indicated that mean score from the pre-test between experimental and control class was higher than probability degree value 0.05. It indicated that the participants from the same population. The result of homogeneity test showed in [Table 3](#).

**Table 3. The Result of Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.069	3	78	0.367
Based on Median	0.766	3	78	0.517
Based on Median and with adjusted df	0.766	3	72.978	0.517
Based on trimmed mean	1.146	3	78	0.336

Based on data analysis that the score the significance (2-tailed) value was  $< 0.001$  in experimental class. The Sig. (2-tailed) score was smaller than probability degree value 0.05. There was a difference between the score of pre-test and post-test after the teacher implement active viewing technique in using video. In control class, Sig. (2-tailed) value was 0.482. It meant that Sig. (2-tailed) score was bigger than probability degree value 0.05. There was no difference between pre-test and post-test after no treatment. It means that the teacher implemented active viewing technique in using video could improve student's listening skill.

It was proved that student's test score used video higher than using conventional materials. The result of paired sample t-test showed in [Table 4](#).

**Table 4. The Result of Paired Sample T-Test**

		Mean	Std. Deviation	Paired Differences		t	df	Significance		
				95% Confidence Interval of the Difference	Lower			Upper	One-Sided p	Two-Sided p
Pair 1	Pre-Test of Experimental Class – Post-Test of Experimental Class	-20.455	9.989	Std. Error Mean 2.129	-24.884	-16.026	-9.604	21	<0.01	<0.01
Pair 2	Pre-Test of Control Class – Post-Test of Control Class	-1.579	9.582	Std. Error Mean 2.198	-6.197	3.039	-7.18	18	0.241	0.482

The results of data analysis regarding students' speaking abilities show the following. First, the mean of pre-test of experimental class is 58.8636, standard deviation was 8.15502, minimum score was 45, and maximum score was 75. Second, the mean of post-test of experimental class is 74.5455, standard deviation was 7.22250, minimum score was 60, and maximum score was 85. Third, the mean of pre-test of control class is 57.3684, standard deviation was 11.71044, minimum score was 35, and maximum score was 85. Fourth, the mean of post-test of control class is 57.8947, standard deviation was 12.16961, minimum score was 35, and maximum score was 85.

The result of SPSS analysis revealed that, in this activity, the teacher's motivation was needed to make them more active value of normality test. The significance score in each test (pre and post-test) of normality test indicated the most of result from Shapiro-Wilk (0.294, 0.143, 0.224, 0.554) were higher than probability degree value 0.05. it means the distribution of research data was normal. From this result, the research data could be implemented into in parametric statistics analysis. The result of normality test showed in [Table 5](#).

**Table 5. The Result of Normality Test**

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-Test Listening BDP (Experimental Class)	0.192	22	0.034	0.948	22	0.294
Post-Test Listening BDP (Experimental Class)	0.161	22	0.141	0.933	22	0.143
Pre-Test Listening BDP 1 (Control Class)	0.159	19	0.200	0.936	19	0.224
Post-Test Listening BDP 1 (Control Class)	0.174	19	0.131	.903	19	0.054

The result of the SPSS calculation revealed that the significance score of mean was 0.337. It indicated that mean score from the pre-test between experimental and control class was higher than probability degree value 0.05. It indicated that the participants from the same population. The result of homogeneity test showed in [Table 6](#).

**Table 6. The Result of Homogeneity Test**

	Levene Statistic	df1	df2	Sig.
Based on Mean	1.142	3	78	0.337
Based on Median	0.790	3	78	0.503
Based on Median and with adjusted df	0.790	3	59.557	0.504
Based on trimmed mean	1.120	3	78	0.346

Based on data analysis showed that the score the significance (2-tailed) value was < 0.001 in experimental class. The Sig. (2-tailed) score was smaller than probability degree value 0.05. There was a difference between the score of pre-test and post-test after the teacher implemented active viewing technique in using video. In control class, Sig. (2-tailed) value was 0.163. It meant that Sig. (2-tailed) score was bigger than probability degree value 0.05. There was no difference between pre-test and post-test after no treatment. It means that the teacher implemented active viewing technique in using video could improve student's speaking skill. It was proved that student's test score used video higher than using conventional materials. The result of paired sample t-test showed in [Table 7](#).

**Table 7. The Result of Paired Sample T-Test**

		Paired Differences				t	df	Significance		
		Mean	Std. Deviation	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p	
				Std. Error Mean	Lower					Upper
Pair 1	Pre-Test of Experimental Class- Post-Test of Experimental Class	-15.682	8.208	1.750	-19.321	-12.043	-8.961	21	<0.01	<0.01
Pair 2	Pre-Test of Control Class-Post-Test of Control Class	-526	1.577	0.362	-1.286	0.234	-1.455	18	0.081	0.163

## Discussion

Based on the t-test table calculations, it is known that there is a difference in the pre-test and post-test scores after the teacher applies active watching techniques in using videos. Thus, there is a significant difference between the listening and speaking skill scores of students taught using the Active Viewing Technique in videos at SMK N 1 Padang Panjang. This shows that the Active Viewing Technique significantly influences listening and speaking skills compared to those who did not learn with this technique. The post-test showed that the active viewing group showed better results than the usual teaching process

using videos. Of course, the differences between the experimental groups were quite significant. The results show that introducing active viewing in video use affects listening and speaking skills. In the post-test, students in the experimental group performed better than those in the control group. Currently, teachers must be able to use new media, such as videos that help teachers explain material, and teachers only explain material directly in class with media (Amin & Sundari, 2020; Ristika et al., 2020). Based on the 2013 curriculum, which states that students must be more active than teachers, videos can help them implement the curriculum (Megawati & Utami, 2020; Satyawan, 2018).

The results of this research can help improve students' listening and speaking skills by using videos. Videos can increase instructors' and students' knowledge of English language elements (Chien et al., 2020; Syafiq et al., 2021). Additionally, the results can provide insight into the conditions of use of various video viewing methods when utilizing video as a teaching tactic in the EFL classroom. The use of videos encourages students to be more active in learning English because they are very interesting for students (Hadiatmi et al., 2020; Imelda et al., 2019). This is by previous findings, which state that most students show an increased level of interest when they have the opportunity to see the language used and hear it and when this is combined with exciting tasks (Amin & Sundari, 2020; Kamelia, 2019; Ristika et al., 2020; Sari, 2021). Students who had asked pre-questions before the video was shown remembered more information than students who had not watched it. The active viewing technique involves the teacher writing critical questions before playing the video. Therefore, active viewing techniques are effective.

Several studies have examined how authentic content or videos influence student learning outcomes (Fitriyani et al., 2018; Helmi, 2019). Other research also states that videos that combine verbal and visual information are very helpful in improving students' abilities (Fakhrudin et al., 2020; Jao et al., 2022). Participants' listening comprehension improved after watching the film. The limitation of this research is that it only examines learning with Active Viewing using videos to improve the listening and speaking skills of English language learners, especially at SMK N 1 Padang Panjang. This research implies that learning content provided by audio and visual is preferable to learning only through auditory mode. It can be concluded that videos improve listening comprehension. Video content in an EFL environment can be more beneficial than audio in traditional methods.

#### 4. CONCLUSION

The research results show that the Active Viewing Technique significantly affects the listening and speaking of twelfth-grade students at SMK N 1 Padang Panjang. There was a significant difference in listening and speaking scores between students who were taught with Active Viewing Techniques and those who were not. The implementation of active viewing by teachers in this research is exemplary, although several steps still need improvement.

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