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Implementation of the Direct Instruction Model Assisted by Valentinus Resa's Videos to Improve News Text Listening Skills

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ABSTRACT
The video-assisted Direct Instruction model is a teacher-centered pedagogical approach that integrates structured, direct teaching with audio-visual media (video) to minimize misconceptions and enhance students' conceptual understanding and skills in alignment with learning objectives. Listening comprehension skills regarding news texts are believed to improve through the use of the Direct Instruction model supported by videos. This study aims todetermine the improvement in news listening skills among 7th-grade students at SMP Negeri 4 Pekanbaru following the implementation of a video-assisted direct instruction learning model. The study employed a quantitative approach with an experimental design.The analysis focused on pretest and posttest data from the experimental class, which consisted of 39 students in Class VII.7 Jupiter at SMP Negeri 4 Pekanbaru. The data were analyzed descriptively and inferentially using the Wilcoxon test because the data did not meet the assumption of normality. The results showed a significant difference in news listening skills before and after the intervention. Theoretically, this improvement can be explained through structured learning, direct instruction, practice, feedback, and the use of videos as a source of audiovisual information. Thus, Valentinus Resa's video-assisted Direct Instruction model has the potential to support the improvement of students' news listening skills.

Keywords: direct instruction, learning videos, news text, listening skills

Penerapan Model Direct Instruction Berbantuan Video Valentinus Resa untuk Meningkatkan Keterampilan Menyimak Teks Berita

ABSTRAK
Model Direct Instruction berbantuan video adalah pendekatan pembelajaran berpusat pada guru yang memadukan struktur pengajaran langsung dengan media audio-visual (video) untuk meminimalisasi miskonsepsi dan meningkatkan pemahaman konsep maupun keterampilan sesuai dengan tujuan pembelajaran bagi para siswa. Ketrampilan menyimak teks berita diyakini meningkat jika menggunakan Model Direct Instruction berbantuan video. Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan menyimak berita siswa kelas VII SMP Negeri 4 Pekanbaru setelah penerapan model pembelajaran *Direct instruction* berbantuan video. Penelitian menggunakan pendekatan kuantitatif dengan desain eksperimen. Analisis artikel difokuskan pada data pretest dan posttest kelas eksperimen yang terdiri atas 39 siswa kelas VII.7 Jupiter SMP Negeri 4 Pekanbaru. Data dianalisis secara deskriptif dan menggunakan uji Wilcoxon karena data tidak memenuhi asumsi normalitas. Hasil penelitian menunjukkan adanya pengaruh yang signifikan antara keterampilan menyimak berita sebelum dan sesudah perlakuan. Peningkatan ini secara teoritis dapat dijelaskan melalui pembelajaran yang terstruktur, pemberian arahan secara langsung, latihan, umpan balik, serta pemanfaatan video sebagai sumber informasi audiovisual. Dengan demikian, model *Direct Instruction* berbantuan video Valentinus Resa berpotensi mendukung peningkatan keterampilan menyimak berita siswa.

Kata kunci: direct instruction, video pembelajaran, keterampilan menyimak, teks berita

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INTRODUCTION

Listening skills are one of the language skills that play an important role in the learning process. Defines listening as a dynamic and active cognitive process, where individuals are not only involved in acoustic reception but also require selective attention and intensive information processing. Through listening activities, students not only receive information orally but also carry out processes of understanding, interpreting, processing, and remembering the information received. Good listening skills help students understand material, follow instructions correctly, and participate in class discussions Paulo et al. (2023), Rahmawati et al., 2024), Rasdana & Akhmad, 2025) . If these skills are not yet optimal. Conceptual understanding and information absorption are impaired, so learning outcomes are also affected. Optimal listening skills can be developed through the use of appropriate learning methods and media (Ubaidillah et al., 2025; Zuraidah & Sihombing, 2024).

One of the learning models used in listening learning is the *Direct Instruction model*. According to the Gultom & Sitepu (2025) Direct Instruction *learning model*, it is an approach that places the teacher at the center of learning activities through clear, structured, and systematic delivery of material. In the learning process, the teacher first provides clear explanations, followed by exercises and feedback questions so that students can understand the material and develop the necessary skills. In practice, teachers can utilize video media as a stimulus so that students can identify important information more focusedly (Fadli et al. , 2022).

Video is one of the uses of learning media that can be accessed through various digital *platforms*. The use of video as a learning medium needs to be adjusted to the educational level, learning objectives, as well as existing conditions and limitations, without neglecting the distinctive characteristics of the media (Hasminur et al., 2024) . Video media can make it easier for students who are slow to grasp messages to receive and understand the innovations delivered because videos combine visual and audio elements simultaneously (Nurwahidah et al., 2021). One video that can be taken from digital platforms for learning to listen to student news is a video presented by Valentinus Resa, a news presenter known for his relaxed, communicative, structured, and dynamic style of delivery in intonation and expression (Iskandar, 2025). Through his distinctive delivery characteristics, Valentinus Resa successfully created a fresh image and distinguished himself from typical news presenters (Rahman, 2025).

Interviews with Indonesian language teachers at SMP Negeri 4 Pekanbaru showed that listening learning still often uses lectures, where the teacher reads texts or plays audio without visualization, causing students to easily get bored and lose concentration. The initial news listening assessment in the teacher assessment document recorded an average student score of 52, far below the Minimum Mastery Criteria (KKM) of 75. Students also stated that they are more interested in listening to news when presented with audiovisual media. Previous research shows that audiovisual media can improve listening skills (Tarigan et al., 2025; Kadu et al., 2025; Hartanti et al., 2022). However, these studies generally utilize video in general without considering the characteristics of the narrator's delivery style and have not integrated it with the Direct Instruction model. This study fills this gap by testing the application of Direct Instruction assisted by Valentinus Resa videos on the news listening skills of seventh-grade students at SMP Negeri 4 Pekanbaru, focusing on changes in scores before and after treatment in the experimental class.

METHOD

This study uses a quantitative approach with an experimental design. Fraenkel et al. (2012), Abubakar (2021), Razak (2017), a quantitative approach with an experimental design is well-suited for research on learning outcomes.. This type of research focuses on testing the extent to which a treatment affects the resulting impact. The

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research was conducted at SMP Negeri 4 Pekanbaru in the 2025/2026 academic year. The subjects analyzed in this article were 39 students of class VII.7 (Arib et al., 2024)

Data collection was conducted through news listening skills tests. A pretest was given before the treatment to assess students' initial abilities. Next, students participated in learning with the Direct Instruction stage, which involved explaining the material and learning objectives, providing guidance on news information that needed attention, video listening activities, individual exercises, and giving feedback. After the treatment, students completed a posttest to assess news listening skills after the lesson.

Data were analyzed using descriptive statistics to present the students' pretest and posttest results. Normality was tested using the Shapiro-Wilk test because the research sample size was less than 50. The test then compared the average of the pretest and posttest results using the paired sample t-test if the data were normally distributed. If the data were not normal, the Wilcoxon signed rank test was conducted.

RESULTS

This study analyzed the pretest and posttest scores of 39 students from the experimental class. The pretest was used to assess the news listening skills before Direct Instruction learning assisted by the Valentinus Resa video, while the posttest was used to determine the results after the treatment.

Table 1
Descriptive Analysis Results of Pretest Posttest

Statistics	*Pretest*	*Posttest*
N	39	39
Average	53,33	80,51
Standard Deviation	13,05	12,76
Minimum Value	30	60
Maximum Value	80	100
Median	50	80

Based on Table 1, the average score of news listening skills increased from 53.33 in the pretest to 80.51 in the posttest. Thus, there was an average increase of 27.18 points after students participated in Direct Instruction learning assisted by the Valentinus Resa video. The minimum score also increased from 30 to 60, while the maximum score increased from 80 to 100. The median increased from 50 to 80. These changes indicate that the descriptive posttest results were higher compared to the pretest results.

The distribution of pretest scores showed that most students did not yet have optimal news listening skills. The most frequently appearing score was 50, obtained by 11 students (28.2%). 3 students (7.7%) scored 30, 8 students (20.5%) scored 40, 8 students (20.5%) scored 60, 8 students (20.5%) scored 70, and 1 student (2.6%) scored 80. The average pretest score of 53.33 falls into the low category based on the assessment criteria in the thesis.

In the posttest, the score distribution shifted to higher scores. 4 students (10.3%) scored 60, 11 students (28.2%) scored 70, 10 students (25.6%) scored 80, 7 students (17.9%) scored 90, and 7 students (17.9%) scored 100. The average posttest score of 80.51 falls into the high category. This change in distribution shows that after the treatment, more students scored in the high and very high ranges.

Table 2
Wilcoxon Test Results

Testing	Statistics	Value
Wilcoxon Signed-Rank Test	Z	-5,520
Wilcoxon Signed-Rank Test	Asymp.Sig. (2-tailed)	<0.001
Significance Level	a	0,05

The Wilcoxon Signed-Rank Test results produced a value of Z = "5.520 and Asymp. Sig.

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(2-tailed) < 0.001. Because the significance value is less than 0.05, the null hypothesis is rejected. This means there is a significant difference in students' news listening skills before and after the implementation of Direct Instruction assisted by Valentinus Resa videos. The thesis also reported that all 39 students experienced an increase in posttest scores compared to the pretest, and the number of students who reached the Minimum Competency Criteria (KKM) increased from 1 student to 24 students.

DISCUSSION

The results showed an improvement in news listening skills after the implementation of Direct Instruction assisted by Valentinus Resa's video. An average increase of 27.18 points indicates that students' achievement after treatment was higher than their initial ability. The Wilcoxon test results, which had a significance value less than 0.05, reinforced these descriptive findings because they showed a significant difference between pretest and posttest scores.

One relevant explanation relates to the structure of the Direct Instruction model. In this model, students are not directly asked to understand news without direction, but first receive explanations about the learning objectives and information that must be considered. A directed stage can help students focus their attention on the news content, including the what, who, when, where, why, and how. After watching the video, students complete exercises individually so that each student's understanding can be assessed directly. Feedback from the teacher then helps students identify parts of information they have understood and which still need improvement.

The use of video as input also has the potential to support this process. Videos present information through sound and images so that students can obtain visual context in addition to listening to the news narration. Valentinus Resa's relaxed and communicative delivery style can help maintain students' attention, while the teacher's guidance keeps listening activities focused on academic goals. Thus, videos not only function as entertainment but also as stimuli to train students to recognize and understand news information.

These findings align with the discussion about audiovisual media in listening learning. Nurwahidah et al. (2021) explain the potential of learning videos in supporting motivation and learning achievement, while Tarigan et al. (2025) and Kadu et al. (2025) discuss the use of audiovisual media in listening skills. This study provides additional context by combining Valentinus Resa's news video and the stages of Direct Instruction for seventh-grade junior high school students. Meanwhile, Iskandar's (2025) study on Valentinus Resa's communication style serves as a reference to understand the characteristics of video delivery, although the study did not test students' learning outcomes.

Although the results are positive, these findings need to be interpreted proportionally. This article focuses on comparing pretest and posttest in the experimental class, so the results show changes after treatment in that class. The increase in scores does not automatically prove that videos separately are the only cause of change, because the treatment combines the Direct Instruction model and Valentinus Resa's video. To assess differences in effectiveness compared to conventional learning, inter-class analysis is required, as reported separately in the thesis through the Mann–Whitney test. Further research can separate the contribution of models and media so that the effects of each component can be more clearly understood.

CONCLUSION

Based on the pretest and posttest analysis results of the experimental class, the news listening skills of class VII.7 Jupiter students at SMP Negeri 4 Pekanbaru improved after participating in Direct Instruction learning assisted by the Valentinus Resa video. The average score increased from 53.33 to 80.51, with a difference of 27.18 points. The minimum score increased from 30 to 60 and the maximum score increased from 80 to 100. The

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Wilcoxon Signed-Rank Test results obtained Z = "5.520 and Asymp. Sig. (2-tailed) < 0.001, indicating a significant difference between scores before and after the treatment. Thus, the Direct Instruction model assisted by the Valentinus Resa video can be considered as an alternative in learning to listen to the news. Its implementation needs to be accompanied by clear listening directions, individual exercises, and feedback so that video usage remains aligned with the learning objectives.

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