

IMPROVING STUDENTS' LISTENING ABILITY THROUGH VIDEO MATERIAL AT SMK ANTARTIKA 1 SIDOARJO

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Abstract

This study analyzed the implementation of teaching listening by using video in the class and the benefit of using video in listening class of English lesson. The researcher used qualitative research in doing this research. The subject of this study was students five semester class XII TPM 1 and TPM 4 in SMK ANTARTIKA 1 Sidoarjo. The instruments used in this research were interviews, questionnaire and test. The first and the second meeting the teacher gave pre- test and posttest (before and after using video), In the first meeting after posttest researcher gave questionnaire to know students' opinion about learning listening by video, and interviewed students were randomly. By implementation video, teaching listening had a positive effect on English listening lesson.

Keywords: *Listening and video*

Abstrak

Study ini menganalisis tentang pelaksanaan pembelajaran mendengarkan dengan menggunakan video dalam kelas dan manfaat penggunaan video dalam pelajaran mendengarkan bahasa Inggris di kelas. Peneliti menggunakan penelitian kualitatif dalam melakukan penelitian ini. Subyek penelitian ini adalah siswa kelas XII semester lima TPM 1 dan TPM 4 di SMK Antartika 1 Sidoarjo. Instrumen yang digunakan dalam penelitian ini adalah wawancara, kuesioner dan tes. Pertemuan pertama dan kedua guru memberikan pretest dan posttest (sebelum dan setelah menggunakan video), di pertemuan pertama setelah test menggunakan video peneliti memberikan kuesioner untuk mengetahui pendapat siswa tentang belajar mendengarkan dengan video, dan mewawancarai siswa secara acak. Dengan implementasi video, pengajaran mendengarkan bahasa Inggris memiliki efek yang positif.

Kata Kunci: *Mendengarkan dan Video*

Introduction

In Education's world, especially in Indonesia, English is considered a compulsory subject at schools to be thought from Elementary school up to universities. Studying English at Technical high school is aimed to develop the communication skill, especially to looking a job. Most of student thought that Listening is difficult to study. Especially when two words with almost has similar pronoun, it will make them confused. Teacher must find another way to learn listening effectively such as listening by video. Video helped better teaching; and a variety of teaching aids brought about stimulus variation that is essential to sustain students' attention and improving memory especially funny and interesting video. There are other skills also that we can get from video besides listening such as vocabulary, speaking, idiom, and street language.

This research studied about the use of video in listening ability. It conducted to describe the students' perceptions towards the use of video in developing their listening ability and to find out kinds of videos which may help students of SMK Antartika I to develop their listening ability. The benefit of this research is to increase students' listening skill by video, so they can learn English skill effectively and this research also can help teacher to apply the English by video in the listening skill class. This project attempts to answer these questions: (1) How is the implementation of teaching listening by using video in the class?. (2) What are the benefits of using video in listening class of English lesson?. The Objectives of Study : (1) To describe the implementation of teaching listening by using video in the class. (2) To find out the benefits of using video in listening class of English lesson.

After this research finished, the writer hoped it can help student to increase their ability in Listening and used by teacher to help them in their learning process. It also can help other researcher to study about listening skill research. The writer will concern in the use of video media in listening skill only and discussed about the problem that will be find. The problem relates to the video and listening skill only, so the writer will not discussed other skills or topics out of the range.

Listening skill can be defined as, “Listening is the act of hearing attentively”. It is also a process similar to reading which should possess knowledge of phonology, syntax, semantics and text understanding. Thomlison (1984) defines listening as, “Active listening, which is very important for effective communication”. Listening can be also defines as, “More than just hearing and to understand and interpret the meaning of a conversation”.

Gallacher (undated) affirm that “A good idea is to choose scenes that are very visual. The more visual a video is the easier it is to understand as long as the pictures illustrate what is being said”. Consequently, teachers must made a very good selection of video materials to expose learners to suitable materials that facilitate their learning. In addition, video material adequately choosen, can promote the integration of language skills and change the class routines as Hinkel (cited by Gonzales Moncada, 2006) claims, Technology has now an important role in teaching because innovative tools and strategies have emerged offering teachers different video sources to be implemented in classrooms to develop students listening.

Target students are the main consideration of video choices. Especially for beginning levels, students may get confused if the usage of language in certain videos is too difficult. Children and adult are different, so they should have their lessons with different types of videos. In order to apply teaching listening with video, this teaching unit refers to three types of activities with video, such as a viewing activity, playing only the beginning and producing a film.

Video for Teaching Listening: Teaching listening with videos can make lessons more fun and interesting. Since videos are capable of language teaching, teachers should make good use of videos. Consequently choosing appropriate videos for a variety of lessons is significant. Viewing a video, playing only the beginning and producing a film are three types of lessons with the use of videos. Besides viewing the whole video, teachers can use videos to show students different parts of videos, and students can benefit in all kinds of language skill acquisitions, such as reading, writing, speaking and listening. Producing a

film is most challenging, but it can enhance the students' learning abilities. Through filming, students can fully engage in their own language learning.

Advantages of video material are: (1) Video material can focus on information that cannot be readily such as size, location, costs, etc. (2) Using television or videos in the classroom allows the learners to access more information when listening. That is, the learners can listen and see what is happening at the same time. (3) Watching movies or videos is an opportunity for students to increase their knowledge of the English language outside the classroom, but facilitators should advise students to be aware of the listening practise instead of reading subtitles.

The method use in this research based on the students perceptions about implementing video in class. And the observer observed the implementation of the researcher had provided through interpreting everything they see in the classroom observation. This project was carried out at SMK Antartika 1 Sidoarjo. SMK Antartika 1 sidoarjo is located in Sidoarjo city. It is in Siwalan Panji Street, Buduran – Sidoarjo – East Java. The specific setting for this research study was XII grade TPM 1 and TPM 4. The total of students is about 90 and they have Listening in their subject. The writer will take the material that suitable with the level. A research instrument is a survey, questionnaire, test, or information of interest, often a behavioral or psychological characteristic. Research instruments can be helpful tools to your research study (libguides). The free dictionary also said that research instrument, a testing device for measuring a given phenomenon, such as a paper and pencil test, a questionnaire, an interview, a research tool, or a set of guidelines for observation. In language research, an instrument can be a test, a checklist, a set of categories, etc. (Research Methods, 2012). The writer will use test as instrumentation of this research, because test is an appropriated instrument for experiment research.

Collecting data which was used in this research are by the observation, tests and interviews. By interview and observation the students' researcher was known directly the result of implementation of video in listening class. There two steps have done researcher observation: Preparing and implementation. In preparing stage, the researcher had found

information about the research site. And in the implementation stage, the researcher was helped observer have tests to the students in the research site.

Field note in this research was got by writing the situation or other thing that happened as long as the teaching listening by using video starter was done. The field note was written in two kinds, those were descriptive and reflective. The purpose of this research was to describe students achievement after using video material in listening and the benefit of using video in listening class of English lesson, so the researcher used tests to measure improvement of students listening ability after using video.

Technique of data analysis was used in this research are data reduction, data display, decision and verification. Data reduction was data which was gotten from the research site had to write orderly, detail and systematic every finish collecting data. The report had to reduction, which was by choosing the main point which was related with the focus or the research. Data's which had been redacted gave description about the result of observation sharply.

Data display was presenting data in matrix, table, network, chart or graphic. So, the researcher can hat pat the data and use data easily. From data that the researcher had gotten, the researcher tried to take conclusion. Firstly, the conclusion was blurred, but in process of time the conclusion cleared because data which was founded increase and more support. Verification can be done in short notice by collecting new data.

Findings and Discussion

The findings were based on the student's' perceptions about implementing videos in class; the writer observed in class. The implementation student's in listening English through video material, first observation was done on Saturday, September 6th 2014 at class XII TPM 1 and TPM 4. The second observation was held on Saturday, September 13th 2014 at class XII TPM 1 and TPM 4. Students' achievement :The data based on tests at XII TPM 1 and XII TPM 4 in SMK ANTARTIKA 1 Sidoarjo showed in table students' scores.

Table of students' scores XII TPM 1

Subject	SCORE STUDENTS	TEST 1		TEST 2	
		Before	After	Before	After
23	TOTAL SCORE	1170	1910	1325	1950
	THE HIGHEST SCORE	70	95	70	100
	THE LOWEST SCORE	50	75	50	70
	THE AVERAGE SCORE	50,87	83,04	57,60	84,78

Table of students' scores XII TPM 4

Subject	SCORE STUDENTS	TEST 1		TEST 2	
		Before	After	Before	After
	TOTAL SCORE	2180	3075	2060	2940
37	THE HIGHEST SCORE	70	95	70	95
	THE LOWEST SCORE	50	70	50	70
	THE AVERAGE SCORE	58,91	83,10	55,67	79,45

GRADE	CRITERIA OF MASTERY
1. Excellent	91 - 100
2. Very Good	81 – 90
3. Good	71 – 80
4. Fair	61 – 70
5. Poor	51 – 60
6. Very Poor	Less than 50

The table showed the answers of the 2 tests in 2 meetings. The table scores was divided into 2 parts (tests). In each part, we can see the scores of all the answers by students. Students could give some answers based on what they watched rather than on what they listened to.

At class XII TPM 1 showed student's scores test 1, before watching video highest score is 70 (Poor) , the lowest score is 50 (Very Poor) and the average score is 50,87 (Very Poor). After watching video highest score is 95 (Excellent), the lowest score is 75 (Good) and the average is 83, 04 (Very Good).

Student's scores test 2, before watching video highest score is 70 (Poor), the lowest score is 50 (Very Poor) and the average score is 57, 60 (Poor). After watching video highest score is 100 (Excellent), the lowest score is 70 (Fair) and the average is 84, 78 (Very Good).

At class XII TPM 4 showed student's scores test 1, before watching video highest score is 70 (Poor) , the lowest score is 50 (Very Poor) and the average score is 58,91 (Poor). After watching video highest score is 95 (Excellent), the lowest score is 70 (Fair) and the average is 83, 10 (Very Good).

Student's scores test 2, before watching video highest score is 70 (Poor), the lowest score is 50 (Very Poor) and the average score is 55, 67 (Poor). After watching video highest score is 95 (Excellent), the lowest score is 70 (Fair) and the average is 79, 45 (Good).

As it is noticed in the table students' scores, the final test improve after using video and it has guidance of the criteria success. And based on the writer observed at class XII TPM 1 and TPM 4, The first meeting the researcher used video human character and the second meeting used video cartoons, The students more interesting and motivated to learn in video human character because It's much more natural to react emotionally or personalize the acting, the pronunciation more clearly than cartoon and man are human liked visual, So the better choice video listening for teenagers / SMK are videos using human character.

The benefit listening through video material :

Interviews Responses : The data from interviewed students randomly they like listening by video than cassette because videos not only permit students to hear language, but also to see it, which facilitates oral comprehension since images convey a lot of information related to the content.

Questionnaires

1)The data from teacher responses by questionnaires, she said in her teaching learnings at SMK ANTARTIKA 1 Sidoarjo especially in listening, students likes learning by video and it helped them to take more attention and made students interesting. Then their ability increase and the students' scores better than used cassette/cd.

2)The data from students' responses at XII TPM 1 and XII TPM 4 in SMK ANTARTIKA 1 Sidoarjo by questionnaires showed listening by using video are interesting than cassette/cd and videos not only permit students to hear language, but also visual helped them to understanding content the video.

Based on the interviews, Questionnaires and Observation, the writer elicited many benefits in the implementation using video, there are:

1. Students were interested and paid attention in more learning process because they did not only hear but also see it.
2. A motivating way to learn
3. Students can express the images and pronunciation the models in the video.
4. The student's scores improve when using video in teaching listening.

Based on the findings of the study, from student's achievement before and after using video, interviews, questionnaire and observation the researcher saw that listening through video material can be implemented well in teaching listening at SMK ANTARTIKA XII TPM 1 and XII TPM 4. Teaching listening through video material was helpful for students to learned English learning. And the result appeared to confirm the result of previous studies. The strengths of video materials in improving English according to Brumfit (1983)

are: The first, video can give picture to the students. It means that video can help to understand the materials which are learned by learners.

Conclusion

The most important conclusion that the writer can analyze from this study, carried out with fifth semester students in class XII TPM 1 and TPM 4 in SMK Antartika 1, is that video activities as teaching listening had positive effect on English listening lesson. It can be evidenced how the students obtained better scores in the final test after implementing the video sessions. Consequently, those scores allow us to conclude that by means of video strategies the students were positively impacted in their listening skill.

Finally, based on the writer experience of using videos to practice the listening skill lesson, we can affirm that it is a good teaching and learning tools to be implemented in English classes due to the advantages in cultural aspects, vocabulary and pronunciation that they offer to students that are in the process of learning a foreign language.

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