

Arjulayana

English Study Program

Teachers Training and Education Faculty

Muhammadiyah University of Tangerang

annadharmawan@gmail.com

ABSTRACT

The objective of this research is to give understanding and clear explanation about teaching students' listening skill by English video. Commonly, teaching listening through tape recorder, but in this research teacher shows different way, video is collaboration between pictures and sound components, and it contains a recording of a movie or television program. Students can be able to know the activity or a topic being discussion through visual aid and knowing the pictures expression clearly, this way can help students to get clear information both pronunciations and expression. Grade VIII of SMPN 15 Tangerang with total number is 20 students and 10 English teachers as the subject of the research. Qualitative descriptive method is applied in this research to explain teaching process through video clearly, however, literature and questionnaere with close answer form is given to get the data. The result of this research are: firstly, teaching listening skill through video can be used by the teacher to make a listening class is more enjoyable and understandable, because audio visual aid can cover students various learning style, finally at the end of teaching and listening process the objectives of study can be gained. Secondly; teaching listening through video is very useful way to encourage and foster students' listening skill and their interest.

Keywords: Using Video, Listening skill, teaching listening

INTRODUCTION

Teaching is a process in giving understanding and explanation with a specific purpose, to enhance students' knowledge, change their character and guiding to be a good people in a good attitude. English as a global language is used in various profession and purpose, such as; education, business, professional or many kinds of works. In Indonesia English as a foreign language, because people are not using English as their daily language or their formal language, although English still become foreign language, but most of higher school states English as a part of mind lesson in their curriculum. Listening as apart of language skill is important for language learner, because in studying language it is relate with persive and productive. Studying listening is close relation with studying speaking because doing interaction correctly speaker and listener is needed, (Brown, 2006). People could not produce a words correctly especially for

non-native speaker without listening someone's first, or in the other hand before being a good listener they cannot be a good speaker.

THEORITICAL REVIEW

Listening process is consisting of five elements: hearing, attending, and understanding, responding, and remembering. Hearing is the physiological dimension of listening that occurs when sound waves strikes that ear at a certain frequency and loudness and is influenced by background noise. Listening has different meaning from hearing, Listening is always an active process, while hearing can be considered as passive condition Underwood (1989). Learning language is always refers to 4 skills and all of those are support each other's, listening as one of modality in learning language regarding to 4 language skills, because the activity of listening is involves a sender, a message and a receiver. Listening is not passive skill, it requires full of participation and undivided of the listener . Therefore, when the nature of the skill is understood, the process is become interesting. Listening involves an active participation the part of the listener. Effective listening does not just happen; it takes thought—and thinking can be hard work. But there is no other way to become an effective listener. Think about the complexities of listening, and work to understand them. Kline (1996).

Listening comprehension is a very complex process, and if we want to measure it, we must understand how that the process works. There are three characteristics of speech that are very particularly important in the listening comprehension construct: firstly, speech is encoded in the form of sounds; Secondly, it is take place in real time, with no chance of review, and thirdly it is linguistically different from written language. Buck(1984). Listening is assuming greater importance in many foreign language contexts, which have until relatively, recently focused their efforts on the development of writing skills. This is growing importance is reflected in the proliferation of commercial listening courses.

The Problems of Teaching Listening Skill

Teaching listening skill for the teacher is includes as one of the most difficult subject. This is because successful listening are acquired overtime and also lots of practice. It's frustrating for students because there are no rules in grammar teaching. One of the most inhibitors for the students is often mental block, a student suddenly decides that he or she doesn't understand what is being said from the conversation or the information that they hear, student always try to translate a specific words or sentences. This activity wastes their time end with disappointment.

According to Underwood (1989), potential problems which might be students in learning listen for English are:

1. Lack of control for balancing the duration to finish the process of learning.

2. The learners limited vocabulary.
3. Failure to recognize the signals.
4. Inability to concentrate while listening

From the explanation above, The Researcher concludes that listening problems need some of treatments of to avoid many kinds of boringness and make classroom fun and enjoyable. Based on Ur (1999 P.42) There are several formulations to decrease students' problem in learning listening:

Stage 1: Defining some problems

Read through the list given about some of difficulties that learners' have with listening to a foreign language. Add more if you wish.

Stage 2: Interview

Interview some learners to find out which of these they consider particularly problematic, whether there are any others they can suggest, and what sort of practice they find helpful.

Stage 3: Summary

On your own or with other participants, try to summarize the main problems and make some suggestions as to what the teacher can do to help solve their problem.

In conclusion, students need some preparations to make listening being easy and all of the solution above will be help students to understand the material in listening.

The practice of teaching listening

The activity to support students in learning listening material is doing listening carefully to advance their ideas based on many kinds of conversation or some instruction that students heard. So, it is important to make teaching variety in listening practice. There are some activities that students' practice in listening subject. There are:

1. No overt response

The learners do not have to do anything in response to the listening; however, facial expression and body language often show if they are following or not. They might listen in this way to stories, songs or entertainment (films, theatre, video).

2. Short responses

Obeying instructions: Learners perform actions, or draw shapes or pictures, in response to instructions.

Ticking off items: Listeners mark or tick off words/components as they hear them.

The use of video in teaching listening skill

Arjulayana

True/false: Learners indicate whether statements are right or wrong; or make brief responses ('True!' or 'False!' for example).

Detecting mistakes: Listeners raise their hands or call out when they hear mistakes.

Cloze: The listening text has occasional brief gaps, represented by silence or some kind of buzz. The learners write down what they think might be the missing word.

Guessing definitions: The teacher provides brief oral definitions; learners write down what they think it is.

Skimming and scanning: Learners are asked to identify some general topic or information (skimming), or certain limited information (scanning). Penny Ur (1999, P.42).

The Researcher had been use guessing definition to stimulate students' mind about the information that students' get.

Kinds of Listening

Assessment is a popular and sometimes misunderstood term in current educational practice. It is an on-going process to encompass as much as wider domain (Brown, 2004, P. 4). In this explanation, The Researcher tries to compare the types of listening and decide an appropriate method to elaborate in the assessment. Listening divide into several types and function (Brown, 2004, P.120), there are:

1. Intensive.

Listening for perception of the components (phonemes, words, intonation, discourse markers, etc.) of a larger stretch of language.

2. Responsive

Listening to a relatively stretches of language (a greeting, question, command, comprehension, check, etc.) in order to make an equally short response.

3. Selective

Processing stretches of discourse such as short monologues or short stories for several minutes in order to "scan" for certain information.

4. Extensive

Developing a top down and global understanding of spoken language. Extensive performance ranges from listening lengthto a conversation and deriving a comprehension message or purpose.

Based on the type and function of listening above, reseracher will use selective listening as the focus research, because in this section students will listen some short monolog and some stories to certain the specific information in gaining their listening skill.

Definition of Video

Nowadays almost of teen students know about video and they like to watch and listen the video, that is why the research conduc the video as a media to tech student listening skill. Video is collaboration between pictures and sound components; it contains a recording of a movie or television program. According to Harmer(2007, P.214) “Video is a technology of modern electronically capturing, recording, processing, storing, transmitting, and reconstructing to make a visual context for what is being said through of body movement”. So, the students have to know the activity through of visual and their facial expression clearly. it will be help the students to get the importance of the purposes that they watch from the video. Preparation of Using Instructional Resources

1. Selected and Using Instructional Resources.

The teachers have to prepare for teaching practice and his career in teaching. They have emphasized the importance for facilitating student learning and development at all times. Teacher can be assisted in presenting information in an effective and interesting way through the thoughtful selection and use resources. Some of the many resources available to teachers are: study prints, information sheets, chalk/whiteboard, radio, broadcast, charts, pictures, posters, audio recordings, diagrams, worksheets, video, filmstrips, slides, television, broadcast, maps, models, computer software, interactive videos, books, overhead projector, sound filmstrips, overhead transparencies, newsprint, magazines, film, newspaper, learning laboratories, etc.

2. Importance of Instructional Resources

Selecting and using appropriate resources to communicate information is a very important part of the teacher’s task. This is not only because instructional resources such as television, videos, audio, audio, cassettes and computers are widely used in classroom but also because they can enhance learning if used appropriately (Clark & Salomon 1986; Kemp &Smellie, 1989, p. 153-154).

To help student learn more effective can be supported by

- a) Helping to gain and maintaining interest in a lesson.
- b) Making learning more meaningful by linking in with previous knowledge and or providing organizing structures which give abstract ideas a concrete form or representation.
- c) Reinforcing, integrating, and extending classroom instruction.
- d) Helping in the recall of information.
- e) Making explanations of difficult concepts and skill clearer.
- f) Providing immediate feedback and knowledge of results.

The use of video in teaching listening skill

Arjulayana

In my opinion, all of the aspects must be applied because of it will be useful to increasing students' result.

Procedures of Watching Video in the Class

- a) To ensure that the instructional resources are appropriate the age, abilities, knowledge, and interest of the students. If the selecting prints materials then the reading level should be matched to the ability of the students.
- b) To check amount if time for the lesson and determine whether the resource will be appropriate, they may wish to show 20 minutes video in a 30 minute lesson.
- c) To check the size of the resources used in a whole class setting it may well differ to the kind of resources used in a small group setting.
- d) To check the available of resources materials, this might include checking the library and the resource canter at a college or university. It certainly includes a careful inspection of school library and resource centre, museum, local libraries, and other appropriate organizations. Students may also bring resource of units work Kevin Barry, and Len King (P. 155-156).

To use film, television, and video effectively it is essential to bear in mind the following points: A checking the teacher's guide or previewing the film or video to ascertain that the program is appropriate to the age, ability, interest and needs of the students and learning objectives.

Steps of using video in the classroom

We have to prepare the material to teach the students and include it into the lesson plan. We have to beginning and ending learning neatly based on the appropriate technique. Based on the English central schools and teachers, there are some of General video activities are divided into 3 main types:

1. Pre-viewing.

Activities will be done before watching the video. They help prompt student schema and background knowledge. It is used to assess student knowledge and interest.

2. Viewing: Students have a task while watching the video.

They perform tasks and activities during the video, either with or without the teacher pauses the video.

3. Post Viewing: After watching the video, the students practice the language forms and vocabulary encountered in the video. Students might discuss, retell, role play or complete.

It will be completed by adding some of students' activities to make it being clearly. We have to giving the students some of opportunities which it helped them more understanding about something they learn from the video. There are some of students' activities:

- a) View the flash presentation

Keep the Video Short (2-4 minutes) attention spans are limited when watching visual content. Chunk up and divide up videos with focused activities.

b) Watch the whole video first.

Students need to “have a try” first and watch to get the “big picture”. This provides students with the chance to deal with the “ambiguity” of language. Give students one simple task while watching the whole video to keep them focused.

c) Always preview the video.

Be sure to watch the whole video yourself before using it in class. The teacher will never know what content might be inappropriate or hurtful to your students. So, it will be useful to make it appropriate to show as a learning material in the classroom.

d) Make it available outside the classroom.

Provide students with a webpage or link so they can watch the video and practice outside of classroom time. Many students learn better independently and this is a great opportunity to foster student independence.

Video is a media which have given educational experiences for learners and used as a fun learning in school. Films, television, and videos are especially useful for developing and enriching knowledge as material that student learn. Video have an advantage over audiotapes which the learner can look for visual clues to adds their understanding of what they hear. According to Harmer (2007, P. 308). “They can see how intonation matches facial expression and watch gestures accompany certain phrases”. Video media is very easy to get, it have to play in laptop, CD player, etc. students have to learn not just in the school, but also have to learn in their house by themselves.

Specification skill also can help teacher to see the process of teaching through video to cover students’ variety learning style. Jack (2008, p.6), the criteriaa for the indicator can be obtained in the process are:

- Identify the referents of pronouns in an utterance
- Recognize the time reference of an utterance
- Distinguish between positive and negative statements
- Recognize the order in which words occurred in an utterance
- Identify key words that occurred in a spoken text
- Identify which modal verbs occurred in a spoken text

Supported by Brown (2003, p. 132). There are:

- Use facial, body language, and other nonverbal clues to decipher meaning

The use of video in teaching listening skill

Arjulayana

- Recognize the communicative functions of utterances, according to situations, participants, and goals.

METHODOLOGY

The research is using qualitative descriptive approach to give a clear explanation about research process without any interpretative data depth, as As Sandelowski (2000) in qualitative descriptive studeis , researchers do not need penetrating the data in their deeply interpratation, and purposive sampling is taken as the subject of the research, because for qualitative research purposive is the most suitable term to gain the data. This research took 20 students and 10 English teachers to became subject of the research in doing the observe process depth, such as a teaching trthrough video process, and explore the people's perspective in understanding video for teaching listening skill.

RESEARCH FINDINGS

1. The result of close answer questionnaire which given to the students.

Almost of students said difficult to learn listening and sometimes its boringness, but through watching a video while learning listening they become enjoy, easy to absorb and get high stimulate to learn in the classroom. Most students also said they got many experinced to gain listening knowledge and new way to understand English conversation through video because they are not only listen the words that the speakers said but also know the speakers' expression. How they can say agree with their expression, how they can not agree through the expression and many others. Students become more relax in learning , they also suggest to the English teacher to use video as often as in teaching listening in the classroom. Students also really appreciated to lear listening when teacher explain the material after watching the video because they though video is a new way in teaching listening, while so far teacher only use tape recorder.

2. The result of answering questionnaire from the English teacher.

From 10 English teachers, almost of them suggest to use video to learn listening in gaining students interest and enjoyable classroom activity for studying English as a foreign language. Through teaching listening by video students are not only enhanced their listening skill but also enhance their English expression. Being a teacher they should be able to find a new way to foster their students skill and one of the best innovation is teaching listening through video. Teachers assume that students are getting difficulties in learning listening, because they don not have any sufficient knowledge about listening and listening

strategy, due in English lesson. Teaching listening through video is easier to be absorbed by the students than tape recorder, because video can cover students' variety learning style, so the material can deliver to all students without any high diversification.

A. Discussion of the research finding

This research is really comprehend for the teacher and students to learn listening. Students who have difficulties in learning listening can practice and enhance their listening skill through video, where the video is consist of picture and sound components. Students can learn individually and concentrate without any boringness, they are more enjoy and relax in their classroom. Teacher who teaches listening by video also easier to be understood by the students because they have stimulate to follow the classroom activity eagerly. Students also not only can foster their listening skill through watching video but also can learn many kind of English expression in producing English words.

Supported by other researcher, this research also can be given clear explanation about teaching listening through video. Where the video is not only for improving students vocabulary mastery but also listening skill. Sulistiyowati's research with the title "the impact of teaching listening comprehension by audio video and audio picture aids on the third semester students' listening proficiencies of English education department students of Muria Kudus university in the academic year 2009/2010" also expressed the result of teaching listening through video is quite significant because the students can accept and see the pronunciation combine with gesture immediately.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the analysis of the data, it is concluded that learning by using video in teaching listening gives the important effect to make the students easier to understand the content or the purpose about the material that students' learn. It is known from the result of posttest from the experiment group which using video as a treatment is higher than the control class which just using audio.

Suggestions

Based on the conclusion above, suggestions from The Researcher for this research are:

The use of video in teaching listening skill

Arjulayana

1. The teacher should change their standard way especially in teaching listening to be more enjoyable for their students.
2. The teacher as a facilitator also must explain the material to their students and give stimulation for the students to develop their mind.
3. The teacher should use video as an important media to improve and gain the goal of learning listening because it will give the positive effect for the students.
4. Teaching listening is one of aspect in teaching language, especially in foreign language. So the teacher should be able to find specific and new way for their students.
5. Teachers as a facilitator are not only facilitate their material to teach in the classroom only, but also should be able to think about their students condition in absorbing the material.

References

- Anna M.S (2011). *Journal of Learning and Teaching English with the New Media*
- Baruch, B.M., (2014) Friday, April, 11th 03.30
- Brown, S (2008). *Teaching Listening and Speaking*. (Cambridge University Press: Cambridge, 2006)
- Brown, H.D, (2003), *Language Assessment : Principles and Classroom Activities*, (San Fransisco University: Longman)
- Billet, R.O., (1963). *Teaching in Junior and Senior High School” Littlefield adams and co.* Boston University.
- Buck, G. (1984) *Assessing listening*. Cambridge University.
- Fansuri, H. (2013). *Journal of Penerapan Video Pembelajaran Untuk Meningkatkan Prestasi Belajar*.
- Devi, I. *Animation Video To Improve Students’ Vocabulary*.
- Harmer, J. (1988). *How to Teach English: An introduction to Practice or English Language*. UK: Pearson Eduaction.
- Harmer, J. (2007). *The Practice of English Language Teaching*. England : Pearson Education.
- Harry A. Greene, Loomis, K.A., Beiderharn N.W., Davis, P.C., (1982) “*Basic Language I*”. New York : Harper & Row, Publishers.
- <http://www.hopkins-bussiness-communicating-training.com/types-of-nonverbal-communication-listening-skill.html>, (2007)
- Kline, J.A., (1996), *listening effectively*, (West Sumacher Avenue: Air University Press)

- Nulty, A.M., *Journal of Teaching English With Technology*, 49-61
- Richards, J.C., (1992), *new ways classroom Techniques*. New York : Cambridge University Press.
- Riyadi, Edi. (2014) *Metode Statistika Parametrik dan Nonparametrik*. (Tangerang: Pustaka Mandiri)
- Rose, J. (2008). *the essential speaking and listening at introduction speaking and listening for thinking*. Abingdon: Routledge
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in nursing and health*, 23
- Suharsimi, A. (2010). *Prosedur Penelitian*. Jakarta : Rineka Cipta
- Sugiyono, (2012). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta
- Underwood, M. (1989) *Teaching Listening*. England: Longman.
- Ur, P. (1999) *A course in language teaching*. Melbourne: Cambridge University Press.
- Wilga R.M., (1982), *Psychology, Linguistic, and Teaching*. (English Teaching Forum xx)
- (1981) *Teaching Foreign Language Skills*. (Chicago: the University Chicago Press)