

THE USE OF VIDEO TO IMPROVE YOUNG LEARNERS' LISTENING COMPREHENSION ACHIEVEMENT

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Abstract: This research is aimed to improve the young learners' listening comprehension achievement by using video at Eddy's English. According to the preliminary study by observing the young learners' ability of listening at Eddy's English, it was found that the young learners' had difficulties in understanding what the speaker said. It was known from the percentage of the young learners' previous listening comprehension achievement was 61.76%. Thus, the researcher conducted a classroom action research (CAR) to overcome the problem by using video to teach listening comprehension. In this research, the researcher collected the data from the results of the students' listening comprehension post-test and observation in the teaching and learning process of listening comprehension. It was found that the use of video improved the students' participation as well as the students' listening comprehension achievement at Eddy's English. Therefore, the researcher suggested the English teacher to use video to teach listening comprehension.

Keywords: *Classroom Action Research (CAR), Listening Comprehension, Video, Young Learner*

INTRODUCTION

Listening comprehension is a students' ability to understand what they have listened. It is an active process in which the students build the meaning from background information and from current knowledge to do the task. Most students, but not all said that listening is difficult to learn because they need high concentration to listen to the speaker which is often native speaker and they find unfamiliar words. In order to overcome this issue, the English teacher should respond to the students' need to improve their listening comprehension achievement because it can help them learn easier and succeed in the teaching and learning process of listening (Ahmadi, 2016). In Indonesia, English is a foreign language. It means that students learn English at school and the time of the subject is limited. However, listening subject is still rarely taught in the English Course. Thus, the researcher is interested to conduct a research on listening skill comprehension.

The issues of using video as a medium in teaching listening comprehension have been investigated by some researchers. They are Chan, et. al (2014), Wottipong (2014), and Saidu (2017) who used experimental research design and Riffiningsih (2017) who used Classroom Action Research (CAR) design. Chan, et. al (2014) investigated that the use of video in the teaching and learning process of listening comprehension. The students had a better and higher score when the

researcher used video rather than used audio in teaching listening. Wottipong (2014) found that the use of video for teaching listening comprehension was effective. Saidu (2017) did the research and found that the use of video helped senior secondary school students in listening and it was effective for teaching listening comprehension. Meanwhile, Rifтинingsih (2017) reported that the use of video improved senior high school students' listening skill. The score of pre-test and post-test increased from cycle one to cycle two.

Those four previous studies showed that the use of video as a medium in teaching listening comprehension was effective and improved students' listening comprehension achievement. Three of the studies above used experimental research design. However, the research of using video to improve students' listening comprehension achievement in Indonesia with CAR design was rarely conducted. Therefore, to fill the gap, the researcher will conduct Classroom Action Research (CAR) design on improving senior high school students' listening comprehension achievement and participation by using video.

The Concept of Listening

Listening is a process of hearing sound, choosing important information, remembering and connecting it. Listening helps listeners to understand what the speakers' mean and it has an important role in making successful communication. Meanwhile, there is a difference between listening and listening comprehension. According to Ahmadi (2016), listening comprehension is a process of understanding what the speaker's mean including the speech sounds and comprehending the meaning of each word. It is not only understanding the general information, but also the specific information. In other words, listening comprehension is the ability to interpret the meaning of information that the hearer get from the speaker, not just hear the speaker's voice.

In education, especially in the teaching and learning process of listening comprehension, the students as listeners should have proficiency to listen to the speaker, so they can give response to interpret the meaning. The students should understand the spoken language they hear first if they want to speak (Ahmadi, 2016). For example, if the students want to communicate with others in English, they should learn to understand in real language situations to comprehend the meaning of what the speakers' said.

The Concept of Video

Video is an audiovisual medium that has sound and pictures of itself. It is defined as digitally recorded content that has sound and vision that can be stored or may be streamed to any kind of device (Woolfitt, 2015).

The Use of Video as an Instructional Medium in Teaching Listening Comprehension

In this current era, the use of technology is growing fast. It affects many aspects of human life including education. One kind of technology that can be used in education especially in the

teaching and learning process of listening comprehension is video. It is one kind of an instructional medium that can be used in the teaching and learning process of listening comprehension and if it is used well, it can help students to learn materials easily because of the visual clues (Saidu, 2017). The use of video as an instructional medium is suggested for the teacher in teaching listening comprehension rather than using audio.

Advantages and Disadvantages of Using Video

There are some advantages of using video in teaching listening comprehension (Cakir, 2006). The first is video provides authentic language which means that it is not made for educational purposes, so the students will learn the real context or situation. It will motivate them in learning listening because it is a challenge for them to hear the native speaker. Secondly, the teacher can start, stop, and rewind to repeat the video several times where it is necessary. Third, students can focus on the language in detail and interpret the meaning of the language in the video, repeat it, and predict it. They can also concentrate on detail because video provides visual clues such as facial expressions and gestures. They will learn something new and different for the language learnt that cannot be found from the cassettes or other audio because when students learn listening by using video they will see the thing that described or talked by the speaker. Lastly, video makes students enjoy the materials because it provides both audio and visual materials that make the teaching and learning process fun.

Besides having advantages, video also has disadvantages. The disadvantages of using video in teaching listening comprehension are cost, inconvenience, and fear of using technology (Cakir, 2006). The first disadvantage of using video as an instructional medium in teaching listening is cost. When the teacher used video as an instructional medium in teaching listening comprehension, the teacher needs to prepare other tools such as LCD projector, laptop/computer, and speaker. Those tools are quite expensive. To overcome this problem, the teacher can rent the tools. It can save the money. The second one is inconvenience. For example there are few students that could not focus on the speaker because the video distracts them. The way to solve this problem is the teacher should play the video more than once. Although the students can be distracted by the video on the first play, they can still focus on the content of the video on the second, the third or the fourth play. The last disadvantage is fear of using technology. Some teachers are still unable to operate tools such as LCD projector and do not know how to find video that they can use for teaching listening comprehension. This can be overcome by asking someone else to teach them how to operate the tools and how to find a video as an instructional medium in the teaching and learning process of listening comprehension on the internet.

Teaching Listening Strategies

According to Wottipong (2014), there are two teaching listening strategies that can be applied in teaching listening comprehension. They are top-down strategy and bottom-up strategy.

Top-down Strategy

In top-down strategy, students will find the general information. The top-down strategy is a process of delivering and interpreting the information of the materials according to the video in general understanding. It is a macro skill of listening comprehension which is focused on the macro-features of material such as the topic and the speaker's purpose (Nunan, 1998).

Bottom-up Strategy

In bottom-up strategy, students will find specific information. It is the micro skill of listening comprehension focusing on students' need, including sound, rhyme, and grammatical structures, so the aim of bottom-up strategy is listening and understanding the detail of language components that support the main idea (Wottipong, 2014). In bottom-up strategy, students understand the message by listening to the individual sounds and joining the sounds together to make syllables and words. Then, it combined into phrases, clauses, sentences and finally become a text of conversation.

In this research, the researcher used two teaching listening strategies in teaching listening comprehension, both of top-down strategy and bottom-up strategy. In top-down strategy, students answered the questions about the general information from the spoken text such as the topic and the speaker's purpose. In the bottom-up strategy, the students answered the questions related to specific information from the spoken text that support the main idea.

The Procedures of Teaching Listening Comprehension by Using Video

In order to improve students' listening comprehension achievement by using video, there are four guidelines that should be followed by the teacher (Wei, 2012). The first is the video must be authentic. Secondly, the length of the video used in the teaching and learning process has duration of five minutes at maximum. Thirdly, the video should be played not only once to make sure whether students are getting the meaning or not. Fourthly, the teacher should design the tasks that are sequenced from easy to difficult ones.

According to Wei (2012), there are three activities in teaching listening comprehension by using video. They are pre-listening activities, while-listening activities, and post-listening activities. In pre-listening activities, the teacher should give related information that will facilitate students to learn. These activities can help teacher to attract students' interests and stimulate them to use their current background knowledge. In while-listening activities, the teacher helps students to improve their listening comprehension by understanding and interpreting the meaning from the video. In post-listening activities, teacher checks students understanding.

In this research, the researcher followed the three activities in the teaching and learning process of listening comprehension by Wei (2012). The procedures were stated as follows:

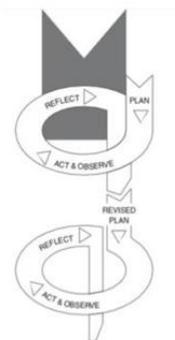
1. Pre-listening activities
 - a. The researcher greets the students, prayed, and checked their attendance.

- b. The researcher asked the students to guess the topic by giving leading questions related to the video.
- c. The researcher stated the learning objectives.
- 2. While-listening activities
 - a. The students paid attention to the video when the researcher playing it for the first time and the students were not permitted to take notes.
 - b. The researcher played the video for the second time and allowed the students to take notes to make sure they understand the video.
 - c. The researcher asked the students to find unfamiliar words that they found from the video.
 - d. The researcher asked the students to give the meaning of unfamiliar words.
- 3. Post-listening activities
 - a. The researcher discussed the answers of the task together,
 - b. The researcher did reflection by asking the students whether the materials are interesting or not.
 - c. The researcher asked the students to make a conclusion of what they have learnt and discussed before.

METHOD

Research Design

This research was aimed to improve the young learners’ listening comprehension achievement by using video. Based on the preliminary study, young learners’ listening comprehension score of Eddy’s English needed to be improved. It could be seen that there was only 13 students (61.76%) who got ≥ 75 and reached the minimum requirement score. Therefore, the researcher conducted this research by using Classroom Action Research (CAR) design to improve their listening comprehension achievement. It was a research design used to find out the best of the researcher’s work in the classroom to improve students’ learning (McMillan, 1992). It focused on improving the real situation of the teaching and learning process to achieve the improvement of students’ listening comprehension.



Picture 1. Kemmis and Mc Teggart’s Model (2000)

The researcher used Kemmis and Mc Teggart's Model (2000) in which the activities of the research design were explained in detail below.

1. The researcher did the preliminary study by observing the young learners' ability in listening comprehension.
2. The planning of the action started from choosing the topic for listening in which the researcher chose descriptive text, constructing the lesson plans for the first cycle (lesson plan 1 and lesson plan 2), preparing the listening materials and students' tasks, preparing the listening test, preparing the answer of the listening test, preparing the observation checklist that contain the indicators to be observed, and preparing the teaching tools.
3. Implementing the actions that was teaching listening comprehension by using video as a medium. Each cycle was done in two meetings (2x45 minutes/meeting). Cycle 1 covered two meetings and followed by a listening test in meeting 3.
4. Doing observation in each meeting of the cycle by using observation guide in the form of an observation checklist. The observation checklist was used to observe the students' participation with the following indicators: (1) watching the video, (2) taking notes while watching video, (3) doing the exercise individually, and (3) answering the researcher's oral questions. The students were categorized as active if they fulfilled at least three of four indicators stated in an observation checklist. Meanwhile, the students were categorized as passive if they only fulfilled one or two of four indicators. The criteria for the research success were as follows.
 - a. The use of video in teaching listening could enhance the students' participation if at least 75% of the students were active in the teaching and learning process.
 - b. The use of video in teaching listening could improve the students' listening comprehension achievement, if at least 75% of the students got score ≥ 75 in the listening test.
5. Doing the reflection of the results of the listening comprehension test and observation in the first cycle to find the strengths and the weaknesses of using video in teaching listening comprehension and to solve the problem by revising the weak aspects to produce the lesson plans for the second cycle.

Data Analysis Method

There were several data collection methods used in this research. They were a listening comprehension test, observation and documentation. The details of the data collection methods are explained below.

Listening Comprehension Test

A test is the way to measure or to know how successful the students achieve the objectives of the teaching and learning process (Hughes, 2003). In this research, the test is used to measure or to know how successful the students achieve the objectives of the teaching and learning process of listening comprehension. According to (Hughes, 2003) there are two criteria for a good test. They

are validity and reliability. Validity means a test can produce the data, such as test scores, that become accurate representation of language knowledge or skills (Weir, 2005). In this research, the listening comprehension test is constructed according to the indicators to be measured for the tenth grade, to find general information, specific information, stating the generic structures of descriptive text, and stating the language features of descriptive text. Meanwhile, reliability refers to the consistency of the test result which means that the scores are relatively the same although it is used repeatedly.

There are some characteristics of video that used in the teaching and learning process of listening comprehension. The first is the video must be authentic. Secondly, the duration of the video was three up to five minutes. Thirdly, the video is about historical building that consists of indicators to be measured. Lastly, the video must be without any subtitles.

The researcher used post-test which aimed to collect the data after the action was implemented to know how successful the students mastered their listening comprehension. The listening comprehension test was given to the students in the third meeting. In this research, the researcher used Multiple Choice questions and True or False questions to measure students' listening comprehension achievement because Multiple Choice questions made the students more thorough to answer the questions and knew how far they understand the materials. Meanwhile, True or False questions used for the listening comprehension test because it can be answered quickly by the students because it only had two choices (True and False) and it took no longer time to answer. The researcher conducted the listening comprehension test in the form of Multiple Choice questions with four-options and True or False questions. Each correct answer for Multiple Choice questions got 4 points and each correct answer for True or False questions got 2 points because Multiple Choice questions is more difficult than True or False questions. Therefore, the total score of the listening comprehension test was 100.

Observation

Observation was also used to collect the data. It helped the researcher to explain the process of teaching and learning process of listening comprehension (McMillan, 1992). In observation, the researcher used an observation checklist to collect the data. The most effective way of observation is by using an observation checklist (Arikunto, 2010). The researcher collaborated with the English teacher to observe the students' participation. In the teaching and learning process of listening comprehension by using video with the following indicators: 1) watching video, 2) taking notes while watching video, 3) doing the listening tasks individually, and 4) answering the researcher's oral questions.

FINDINGS AND DISCUSSION

The Findings of Cycle 1

This part reported about the implementation of the actions in Meeting 1 and Meeting 2, the result of observation in Meeting 1 and Meeting 2, the result of listening comprehension post-test and the result of reflection in Cycle 1.

The Implementation of the Actions in Cycle 1

The implementation of the actions in Cycle 1 was conducted in two meetings by using video as the medium in the teaching and learning process of listening comprehension. The time of each meeting was 2x45 minutes. The teaching and learning process of listening comprehension were based on the lesson plans that had been constructed before. In the actions, the researcher taught listening comprehension about descriptive text with the theme Historical Building by using video.

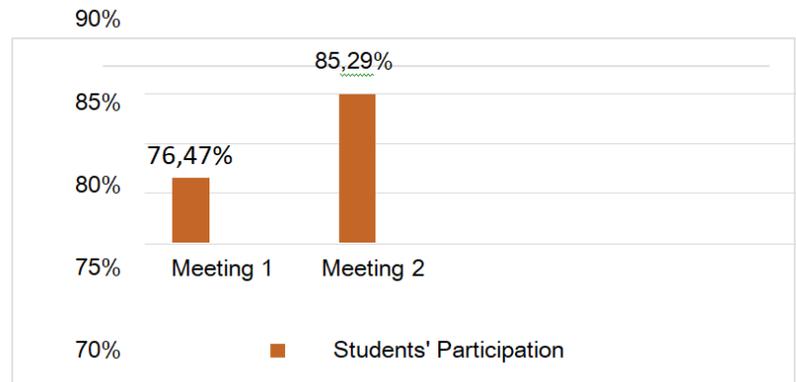
Meeting 1 consisted of three parts of teaching and learning activities of listening comprehension. They were pre-listening activities, while- listening activities, and post-listening activities. In pre-listening activities, the researcher started by greeting the students, praying, checking their attendance, asking them to guess the topic by giving some leading questions about Eiffel Tower and stating the learning objectives. When the researcher asked the leading questions, almost all of the students guessed it correctly.

After pre-listening activities, the actions were continued to while-listening activities which consisted of observing, questioning, collecting information, and associating. When the students were watching and listening to the video about Eiffel Tower for the first time, they were not permitted to take notes. Then, the researcher played the video for the second time and the students were allowed to take notes. They were writing any information from the video they had watched and heard. The students were interested because the English teacher had not used video as the medium in the teaching and learning process of listening comprehension before. Although some of the students could not get what the speaker said well, they could predict it by watching the video. After that, the researcher asked the students to find unfamiliar words orally based on their notes that they have submitted and guided them to find the meaning of the unfamiliar words. The unfamiliar words found by the students were "World Heritage Site", "rivets", "originally", "required", "expands", "rusting", "bronze", and "imitations". The researcher guided them by asking some questions such as "Do you find unfamiliar words from the video? What are they?" and the researcher wrote it down on the white board. If the students still did not know the meaning, the researcher gave them some clues, so that the students could guess it correctly.

The last part of listening comprehension activities was post-listening activity consisted of discussing about the answer of the task together and followed by closing by doing reflection. In the reflection, the teacher asked the students about their impression in joining Meeting 1 such as "How were the lesson today? Is it interesting? Why is it interesting?" then, asking the students to draw conclusion and ended the class by parting the students.

Meeting 2 has a difference on the material used in Meeting 2 that was video about The Great Wall of China. The students still found unfamiliar words from the video. The unfamiliar words were “garrisons”, “damaged”, “packed dirt”, “invasion”, “gravel”, “empire”, “fortifications”, “disappeared”, “spears” and “watchtowers”.

The teaching and learning process of listening comprehension in this meeting was done well because the students had background knowledge from the previous meeting and they looked enjoy the listening class. Multiple choice and True or False questions were also used in Meeting 2.

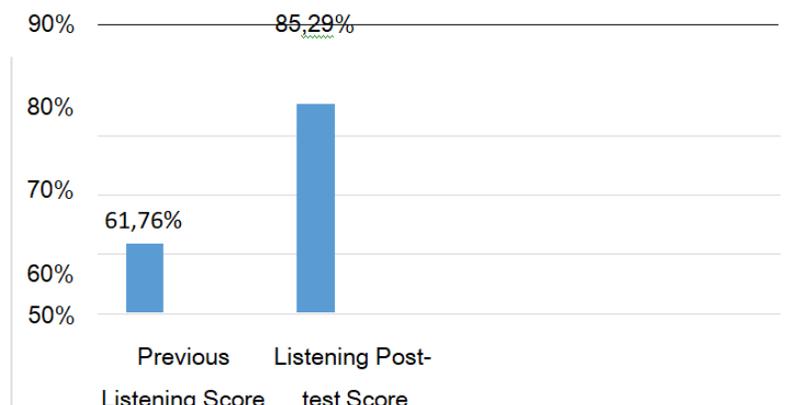


Graphic 1. The Percentage of Students' Participation in Meeting 1 and Meeting 2

The Results of Reflection in Cycle 1

Based on the actions in Cycle 1, the results showed 76.47% who were categorized as active students in the teaching and learning process of listening comprehension by using video in Meeting 1. Meanwhile, in Meeting 2 85,29% who were categorized as active students in the teaching and learning process of listening comprehension by using video. The listening comprehension test results in Cycle 1 showed that the students fulfilled the target ($\geq 75\%$).

The percentage of students' listening comprehension improvement in previous listening score and listening post-test score can be seen in this graphic below.



Graphic 2. The Percentage of Students' Who Got Score ≥ 75

CONCLUSION AND SUGGESTION

Conclusion

The use of video in teaching listening comprehension could enhance the young learners' participation at Eddy's English Course. The result of the observation showed that the percentage of students' participation improved from 76.47% in Meeting 1 to 85.29% in Meeting 2.

The use of video in teaching listening could improve the young learners' listening comprehension achievement. It was proved by the result of the students who got score ≥ 75 from the students' listening comprehension test. The percentage of students' listening comprehension score improved from 61.76% in students' previous listening score to 85.29% in students' listening post-test score. Meanwhile, the percentage of students' listening comprehension test fulfilled the target. It was proved by the result of post-test percentage that 85.29% students got score ≥ 75 .

Suggestion

Future researchers who will conduct a research in similar topic by using video with different research design are suggested to use this research finding as the references to be considered.

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