THE IMPACTS OF VIDEO MATERIAL ON STUDENTS' LISTENING COMPREHENSION

(Dampak Media Video Pada Pemahaman Siswa dalam Pemahaman Mendengarkan)

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ABSTRAK

Dalam beberapa tahun terakhir, sebuah tendensy gread terhadap penggunaan tecnology dan integrasi ke dalam kurikulum telah memperoleh penting. Khususnya, penggunaan video sebagai kelas pengajaran bahasa asing audio visual telah berkembang pesat karena meningkatnya penekanan pada teknik komunikatif. dan jelas bahwa penggunaan video merupakan bantuan besar bagi para guru bahasa asing di simulasi dan fasilitating bahasa target. Tujuan dari penelitian ini adalah untuk mengembangkan pemahaman mendengarkan mahasiswa belajar bahasa Inggris dengan penggunaan bahan video dalam mengajar mendengarkan comprehension.The sampel dari populasi siswa untuk studi ini 38 tahun kedua siswa Inggris di semester ketiga tahun akademik 2014/2015 di Universitas Islam Riau., Pekanbaru. Mereka dipilih secara simple random sampling. Penelitian ini dilakukan selama 12 periode mengajar. Satu-kelompok desain pretest-posttest dilaksanakan dalam penelitian ini. Instrumen yang digunakan dalam penelitian ini adalah rencana pelajaran dan mendengarkan tes pemahaman (pretest dan posttest). Mengenai analisis data, rata-rata, persentase dan nilai t-test untuk sampel tergantung dipekerjakan. Hasil penelitian menunjukkan bahwa kemampuan mendengarkan pemahaman siswa meningkat secara signifikan setelah belajar dengan video.

Kata Kunci: *Video materials, listening comprehension, University students.*

BACKGROUND

This paper stresses on the need to make English language lessons easy and enjoyable through innovative English Language Teaching methods. Learning English as a foreign language has become an essential part of our lives. In teaching practice there are some difficulties such classes contain more students that it would be ideal for teaching languages such as and this leads into another problem that in these large classes there are students with a lot of different learning styles and diverse needs. Since listening comprehension belongs among the most difficult skills it is crucial for teachers to help their students to learn good listening strategies, because without proper understanding can not contribute to various discussions and more over listening provide exposure to the target language. To solve those problems the researcher used one of the social media that presented through internet. It provides numerous opportunity for English teacher of all backgrounds to teach ESL or EFL. One of trend E' learning is the use of video.

Listening comprehension occurs when listeners can successfully combine their pre-existing knowledge and experiences with the listening text. Zeng (2007) points out that teaching listening in an interactive process in which an information and storage processing are involved during which listeners need to apply the available knowledge of language, background knowledge and the listening material itself. In fact, listening comprehension occurs as a result of the two combinations of processes, known as top-down and bottom-up processes. Gough (1972) suggests a bottom-up model for the reading process in which a serial fashion is followed, that is, from letter to sound, then to words, followed by meaning. This process is accompanied by listeners'

bottom-up skills to decode words and phrases depending on their linguistic knowledge. Through top-down processing (also known as concept-driven model), listeners make inferences about what the speaker intended. A top-down model is an approach that highlights what the listener reflects to the spoken text itself, it claims that listening is made by meaning and proceeds from whole to part.

In recent years, the use of video in English classes has grown rapidly as a resullt of the increasing emphasis on communicative tecniques. Being a rich and valuable resource, video is well-linked by both students and teacher (Hemei cited by Cakir 2006). Students like it because vedio presantation are interesting, challenging and simulating to watch. Video shows them how the people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyble is that it helps to promote comprehension. It is known that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationship in a way that is not possible with words, which proves a well-known saying that a picturea is worth thousand words. Two minutes video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minutes program can be useful for more advanced students. Less advanced students may wish something much shorter because their limited commond of the language also limits theair attention span.

Futher, a recent large –scale survay by Canning –Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. It is obvious that non-native speakes of a langauge realy more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping students to interpret the visual clues effectively. According to a research, language teachers like video because it motivates students, brings the real word into the classrom, contextualizes language naturally and enables students to experience authentic language in a conttroled environment. Morever, in this issues, Athur cited by Chakir 2006) claims that video can give students realistics models to imitate for role-play; can increase awareness of other cultures by teaching appropriatness and suitability.

In second language education, video materials have proved especially useful for a number of reasons. Primarily, these materials provide students with the opportunity to experience the target language in a more naural context. Language is presented in an apparently less structured say through the use of video materials, English as a second language (ESL) students are efforded the opportunity to observe and participate in a more active learning experience, while maximizing the use of several cognitive skills (William and Lutes).

Integrating video into lessons creates enticing visual and a special interactive environment in the EFL/ESL classroom. Teaching English through videos also allows teachers to be creative when designing language lessons. As Cundell (2008, 17) in Sahla Yassaei notes, "One of the most powerful ways that video can be integrated into courses is for the visual representation by provided for students on otherwise abstract concept."

Video materials have been identified as valuable resources for language study since they can provide a total communicative situation. Studies have suggested that visual support can facilitate listening comprehension (Wagner, 2007). Rubin (1990) found that the listening comprehension of high-beginning Spanish students who watched dramas on video improved significantly in comparison to those who received no

video support for their listening training. She argues that "video is a useful tool to enhance listening comprehension if it is selected so that it provides sufficient clues for information processing. It is the selection that is critical, not just the use of video alone".

Additional support for enhancing listening comprehension is provided by the great availability of video and computer programs with multilingual soundtracks and captions. Video-based instruction can help college-level ESL/EFL students improve their communicative competence and their listening comprehension.

METHOD

The population of this study was 210 second-year English mayor students in the fourth semester of academic year 2014/2015 at Islamic University of Riau Pekanbaru. The sample in the study was 38 of these students, selected by simple random sampling from seven classes.The study was conducted during the semester of academic year 2014/2015. It involved 10 periods of an hour each. Two periods were used for the pre-test and post-test and other 10 periods were used for the experiment (treatments). This reseach consists of two variables, those are independent variable: The use of video materials in teaching listening comprehension, and the dependent variable: the students' listening comprehension.

Data were collected from the students' scores of the pre-test and post-test of listening comprehension. The data obtained from this method of teaching in the study was analyzed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test and the post-test. The t-test was to

compare the students' listening comprehension. The procedure followed in the teaching plan used in the study encompassed the following three stages:

Pre-listening

At the begining of the class, the researcher devided students into some groups and outlined the objectives of the lesson and the topic of the presentation material, then asked the students about their background knowledge and related vacabulary. A series of leading questions was put to the students to help them before studying with the material.

While-listening

First, the students were presented with the entire learning material and instructed to take a notes or write down key words and discuss it with their own group. Second, the material was present again accampanied by an exercise to be completed by the students.

Post-listening

The students completed a questionaire and checked the answers carefully for a minute before exchanging it with their friends in their own group in order to check if the answers are correct, then handed in the exercise to the researcher. They were then given the opportunity to discuss the material presented and express their ideas or questions about it.

FINDINGS AND INTERPRETATION

After calculating pre-test and post test. It is shown that the students' listening comprehension increased after teaching listening by using video material. The increasing of the students' scores can be seen in the following table:

Table 1 students' scores for each indicator of listening comprehension

No.	Indicators	Test	
		Pre-Test	Post-Test
1	Vocabulary	52.38	82.86
2	Grammar	46.67	72.38
3	Sound	60	65.71

4	Comprehension	42.86	64.76
	MEAN	**46.19**	**71.43**

Table 1 shows the students' listening comprehension for each indicator. Students' listening comprehension on vocabulary indicated that pre-test was 52.38 (poor) and post-test was 82.86 (very good). Students' listening comprehension on grammar indicated that pre-test was 46.67 (poor) and post-test was 72.38 (good). Students' listening comprehension on sound indicated that pre-test was 60 (fair) and post-test was 65.71 (fair). The last indictor of students' listening comprehension was comprehension test indicated that the pre-test was 42.86 (poor) post-test was 64.76 (fair). The mean of all indicators on pre-test was 46.19 (poor) and on post-test was 71.43 (good).

As seen in Table 1, generally, the matter of comprehension as one of the students' fundamental listening problems. According to potosi that students encounter a lot of problems during listening. The problems that were found during this research are caused by pronunciation, students have lack of control of a speaker's speech speed, students didin't have ability to get things repeated, the students' limited word stock, the failure to concentrate, the interpretation, the inability to identify the signs, the langage and the lack of visual support.

One of the most common problems encountered by student is the way English words are pronounced but unfortunately this aspect of English cannot be overlook as pronunciation of English can cause students problems in recognation, and therefore in comprehension (Rixon 1986:38). Firstly, students can find it difficult to comprehend with fact that there are different ways how to pronounce the same sound. Secondly, students can encounter a difference between sound and spelling. As there is a difference between spoken and written form of words in English students can fail to identify the pronounced form of words they know in written form. Thirdly, students must be aware of the fact that words are not pronounced in isolation. The way they are used is called connected speech and this aspect of English can cause students problems to recognize individual words. One of the factor connected speech is called elision. This means a loss sounds appearing in natural speech. Feature of adjacent sound may combine so that one of the sounds may not be pronounced. The nasal feature of the *mn* combination in *hymn* results in the loss of /n/ in this word (progressive assimilation

Another problem caused by the lack of control of a speaker's speech speed. In this case, many students feel that one of the greaterst difficulties they have to deal with during listening exercises in comparison with reading exercises is the lack of possibility how to control the speed of speakers' speech. Students believe that during the listening they can miss important information and in contrast to reading they cannot re-listen to it. Most of the students are busy to find out the certain meaning of words from the first part that they miss information or sometimes they stop listening. Because they are not able to select the correct information quickly. Ur suggests that students should be exposed to as much as natural informal speech as they are able to understand. The third problem caused by the inability to get things repeated. Another problem connected with listening is the fact that listeners cannot always make the speaker repeat what they have just said. (Ur: 1984) argues that students should be exposed to the recording more than once in order to understand the discourse.

Futhermore, the limitation of word stock that students have also causes problem. For listeners who do not know all vocabulary used by the speaker, listener

can be very stressful as they usually start thingking about the meaning and as a result of this they miss the following information. Students ought not to dwell on what exactly has been said but focus on the next information and the context as they do it in their mother tongue since this strategy will help them to be more successful Underwood (1989).

Morever,it is common problem that it is hard for the students to concentrate while listening. So, the failure to concentrate in listening contributes a problem for students. There are many factors influencing students' concentration e.g. selection of a good topic and others become very important to consider as it is easier for students to concentrate if the topic is appealing for them. Ur (1984) claims that if the exercise is too long it would be more suitable to break it up into shorter parts by pausing or a change of the speakers.

On the other hand, misinterpretation will cause a porblem on listening. A student shoud be able to interpret what the speaker said. A student who is not familiar with the context backround knowledge of the speaker's experience can have difficulties in communication. But on the other hand, this can even happen to people who use the same language and are from the same background Underwood (1989). Futher, problem is caused by the inability to identify the signals. For a student learning to the foreign language is not usually easy to recognise the indicators of giving examples, repeating a point and so on so

their task is to learn how to listen for these signals which will anable to understand better Underwood (1989).

Another problem is about language that can cause a problem on listening. A mayority of recordings played in the classroms contain language that is slower, formal and speakers speak clearly but the listening out side of the classroom does not possed these qualities and contains informal colloquial phases and teaches preparing their sudents for real-life listening shoud know about these features. According to Helgesen there are a lot of differences between classroom recordings and natural speech. For example the language used in classrooms have these characteristics slow pace of the speech with very limited variation, clear intonation pattern, words are carefully articulated, the language is more formal and background noises are usually missing, whereas natural speech have these features such as a vast variety of the speed of the language, is very often fast; contain natural intonation and the common features of connected speech, is full of colloquial language and background noises.

In addition, the problem caused by the lack of visual support. In real life listening is not only about hearing some information but also about seeing the other people e.g. they guesteres and body language. This means that teachers must spend time on a good presentation about the background so that the context is presented to the students (Helgesen).

Table 2The result of comparison between English listening pre-test and post-test scores

Mean Score	Pre-test	Post-test	Increasing
	46.19	71.45	25.24

Table 2 above showed the comparative result of English listening pre-test and post-test scores of students. The avarage scores of pre-test and the post-test are 46.19 and 71.45 respectively. It can be concluded that the learning achievement of students' post-test is

higher than the pre-test at a significance level of 0,05. The students' listening comprehension ability increased significantly after learning with the videos.

The use of video materials allows listeners to utilise the non-verbal components of communication that can

assist them in processing and comprehending aural input. In the mayority of EFL or L2 listening situations (including situations such as talking on the phone, listening to the radio, or listening to loudspeakers, ect.), the listener is able to see the speaker (Wegner, 2007). In these circumtences, EFL or L2 students are usually afraid of speaking in public due to lack of fluency and accuracy; something which will not be achieved without mastery in listening comprehension.

Morever, the fact that audio-visual material provide students with comprehensible input by practicing pronunciation through repetition or words they identyty in the video, is reaffirmed by Potosi theory, which states that through videos students become more fluent in their oral skills, since they try to pronunciate the listed words. Thus, videos help students to improve their pronunciation because they serve as models of the different language components.

Chart 1 studens' scores on listening comprehension
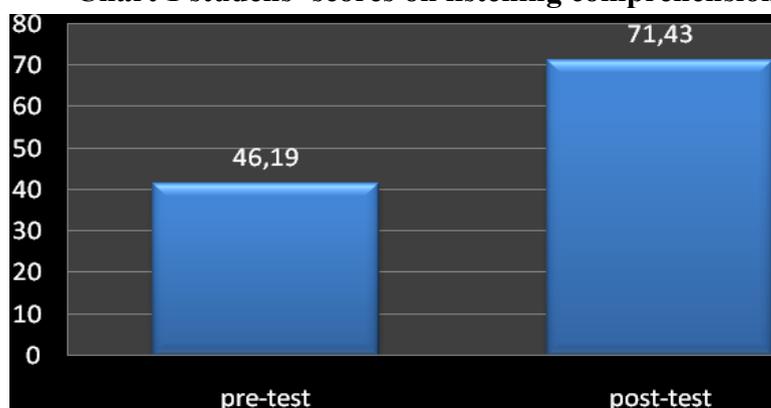
CONCLUSION AND SUGGESTION

The findings of this study revealed that the use of video material to develop listening comprehension of second-year English major students seemed to be effective, as indicated by the post-test scores which was significantly higher than the pretest scores. Fathermore, the keyword preview before waching videos motivated them to learn English. It was easier for them to remember and understand vacabulary in the video which they have previously taught by researcher during the pre-listening stage. Overall, videos were beneficial in learning English, and that Englsih suitables in video movies were an excellent aid to learng English.

Exploiting technology in teaching listening skill promotes participants‟ achievement. It functions as a facilitator to acquire newly taught materials. Bringing video-projector to the classroom increases not only students' interest but also it provides a better chance of presentation for the instructors. Of course, since they will have the text displayed on the screen, careful attention has to be paid not to create a situation that leads the class to a passive state and causes the students do nothing; only watching the scene and ignoring the main task. The written text has to be displayed once or at most twice for the parts the students have had problems with.

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