



Using Video to Teach Listening at English Department of FKIP Universitas Lancang Kuning-Pekanbaru

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Abstract:

This study aims to provide a more interesting video-shaped learning media to teach listening courses at FKIP University of Lancang Kuning to improve students' ability in understanding the information. This research was conducted in FKIP Unilak in the odd semester of the 2016/2017 academic year. The research method used classroom action research to find out how far the learning media can improve students' ability and the factors that influence student listening ability. Based on the research result that there was improvement in students' listening skill after applying video as learning media. It showed from the test result that first stage was obtained the lowest score, that was 58, the highest 76, the average 76. While students' score in the second stage is the lowest 76 and the highest 80, while the average value of 86. This indicated that English students' ability increases after applying video as learning media. Furthermore, the interview and observation result deal with the second research question that factors affecting listening ability are influenced by the media. The second factor is the strategy and learning materials used by the lecturers in delivering teaching materials in listening learning also greatly affected the students' ability.

Keywords: *Listening Skill, Multimedia: Video*

Pembelajaran *Listening skill* melalui Video bagi Mahasiswa Program Studi Pendidikan Bahasa Inggris, FKIP Universitas Lancang Kuning-Pekanbaru
Abstrak:

Dalam penelitian ini bertujuan untuk memberikan media pembelajaran berbentuk video yang lebih menarik untuk mengajarkan mata kuliah *listening* di Fakultas Keguruan dan Ilmu Pendidikan Universitas Lancang Kuning untuk meningkatkan kemampuan mahasiswa dalam memahami informasi yang didengar. Penelitian ini dilaksanakan di Fakultas Keguruan dan Ilmu Pendidikan pada semester ganjil tahun pembelajaran 2016/2017. Metode penelitian menggunakan penelitian tindakan kelas untuk mengetahui sejauh mana media pembelajaran yang digunakan dapat meningkatkan kemampuan mahasiswa dan faktor-faktor yang mempengaruhi kemampuan *listening* mahasiswa. Metode penelitian yang digunakan adalah penelitian tindakan kelas, kemudian *Instrument* yang digunakan wawancara, observasi, dan *test*. Jenis test untuk pengumpulan data dengan memberikan *pretest* dan *post test*. Hasil tes *listening* kemudian dianalisis untuk mendapatkan nilai *post test*. *Test* ini dilakukan setelah mengaplikasikan video di dalam proses belajar mengajar sebagai sumber media

pembelajaran. Hasil penelitian ini terdiri dari beberapa tahap diantaranya: Siklus I yang mencakup Perencanaan (*Planning*), Tindakan (*Acting*), Pengamatan (*Observing*), dan Refleksi (*Reflecting*). Nilai hasil belajar mahasiswa yang diperoleh pada kondisi awal diperoleh nilai terendah 58, tertinggi 76, rerata 76. Sedangkan hasil pembelajaran *listening* mahasiswa pada tahap kedua yaitu nilai terendah 76 dan tertinggi 80, sedangkan nilai rerata 86. Hal ini menunjukkan bahwa kemampuan *listening* mahasiswa meningkat setelah proses pembelajaran *listening* dengan menggunakan video.

Kata kunci: *Listening Skill, Multimedia: Video*

1. INTRODUCTION

The use of instructional media is closely related to the development of science and technology. This condition encourages the world of education, especially universities to follow the development and advancement of such technology. Teaching and learning process, researcher use various media technology to support the teaching in the classroom. It caused the conventional media began to be abandoned in line with the current technological developments.

The development of instructional media is one way to improve effectiveness in teaching. One of the teaching media ever introduced is by using multimedia. Multimedia is one media that consists of audio (sound) elements accompanied by visual activity (movies, pictures, body movement some other activities related to visualization). This multimedia principle will greatly emphasize the learner to see and listen to the language they are learning. Likewise, the video includes part of the multimedia that provides the elements of sound and moving images. According Arsyad (2011), states that video is the images in the frame where frame by frame is projected through the lens

projector mechanically so that on the screen looks live image.

In addition, Arsyad (2011) argues that learning by using multiple senses (audio visual), namely the sense of hearing and sight will provide benefits for students because students will learn more than the subject matter is presented with just view stimulus or hear it. This is what requires the world of education to develop various media to support the learning process.

Chastain (1971), listening comprehension is the ability to understand native speech at normal speed in unstructured situations.

There are some obstacles when students learn listening especially related to the facilities or media used to support teaching and learning process in listening skills. In addition, students also have problems related to the ability to understand foreign speech that they rarely hear in everyday life. Listening class, researcher only use tape recorder that students only listen to the sound without see the way someone in saying the words. Therefore listening by using a tape recorder is less effective and difficult to understand. Based on the above problems, the researcher tried to apply the media by using multimedia this element of media

used is video which not only can be heard but also can be seen. Researchers hope that this research will have a good contribution to improve students' ability to understand speech by a native speaker. For that researcher interested in conducted the research entitle "Using Video to Teach Listening at English Department in Fkip Unilak Pekanbaru

2. METHOD

The method was used in this research is Classroom Action Research (CAR) method by following Kemmis and Taggart (1988) research procedure including planning, action, observation, reflection or evaluation. These four activities took place repeatedly in cycle form, as follows:

a. Planning

The first stage, researcher plan to prepare all media as source for teaching. There were some media such as syllabus, lesson plan, video, infocus, laptop, speaker, screen.

b. Action

There are some activities in teaching and learning process, particularly in using video as teaching media. Firstly researcher conducted observation to know the condition and situation teaching and learning process before using video. Secondly researcher found problems in teaching and learning process and giving a solution, thirdly develop a video to teach listening. The last applying video in listening class.

c. Observation

Researcher conducted observation to get information as source of research

d. Reflection

After applying video in teaching and learning process, researcher conducted a reflection to know the effectiveness of video as teaching and learning media

The data analysis technique is to collect all data from cycle 1. Including all instruments (test, interview, observation and field note. Data was analyzed to know students' score .

Students score gained by:

$$NS = \frac{\text{Gain score}}{\text{maximum score}} \times 100$$

From these four instruments to support the collection of data to be studied. Test to assess listening ability in value form. While the observation, interview and fieldnote to support using video in listening learning process.

3. FINDING AND DISCUSSION

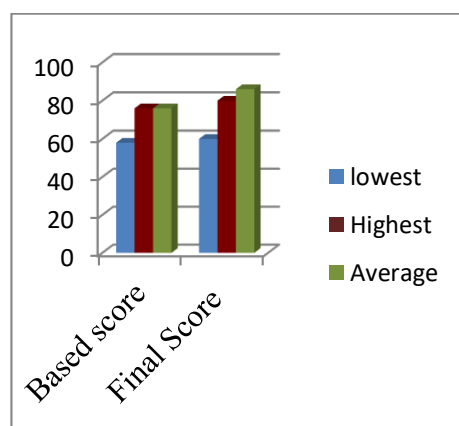
The study was conducted in March to June, in the initial study the researchers looked at or made initial observations to see the initial conditions before taking action or provide a learning medium to support listening learning process. Results from preliminary research that students have a tendency to learn or follow listening lessons with low spirits. Various factors influence why this can happen. But the most important factor is the difficulty of understanding native speakers, thus causing lack of motivation to follow listening learning. Explanation of Action Implementation Results: The action in this study was conducted in 1 cycle, and consist of 4 stages. Actions are performed by different

methods. It is intended to find out how far the use of video as a medium of learning Listening can improve student learning outcomes semester 2 English education in listening courses II. Based on the results of the grades on the listening courses, many students get low grades.

Results of Cycle Action I

In the implementation of Cycle I which includes Planning (Acting), Observation (Observing), and Reflection (Reflecting) obtained the value of student learning outcomes that can be obtained the lowest value was 60, highest 80, average 86. If compared with listening results students at the earliest conditions obtained the lowest score was 58, the highest 76, the average 76 can be stated that the lowest value increased from 58 to 60, the highest value increased from 76 to 80, and the average value increased from 76 to 86.

Diagram 1. Based score and final Score



The result of based score and final score showed that the students' score have increased. It can be seen from the diagram above that the first bar chart is the students' based score consists of three bars. The blue bar indicates that the lowest score is

obtained by the students, while for the red color is the highest score of the students, then the green color indicates the average of the overall value obtained by the students is assessed early. As for the second bar chart is the value of cycle 1 that has been given treatment to students in teaching the listening courses. Among them blue bars also show that the lowest score of students when given treatment shows that there is an increase. As for the second bar chart shows the highest value of cycle 1 and the last average score obtained by the students in understanding listening learning.

a. Action planning (Planning)

Before doing the research, the first step is designing instructional media such as teaching lecture units (SAP), lecture contracts, materials that related to research, attendance, documentation, learning strategies and learning media. It is very important to be prepared before doing research. Next preparation was the test device for the initial test and further tests. The test used is a listening test in the form of multiple choice or multiple choice, which amounted to 30 questions.

b. Action (Action)

This implementation stage uses 6 meetings with the duration of each meeting for two hours lesson or 2 x 45 minutes. The first meeting begins with the introduction of learning materials. The learning material that was introduced was Narrative text. With the introduction of learning materials that is introduction (self introduction), daily activity, general conversation and narrative text, then students can understand the material before applied learning model by using video. During this listening learning

is still a lot of using tape recorder, this learning model is still using conventional media that is less interesting if applied to students.

The second meeting is to practice the problem by using video to answer listening practice questions. In this exercise includes the materials to be taught.

The third meeting is listening exercises related to the material using video. Students are usually on listening learning just listening to the native speaker's voice but this is not only listening but also picture.

For the next meeting activity was done the different action that is doing listening exercises with different material for 4 times meeting. For the first and last meeting is the initial and final score to know how far the improvement of students' ability in listening to native speaker speech through video that has been provided by the researcher. Then this research is done in language centre with equipped facilities that supported like projector, computers, internet networks, earphones, and screen or screen.

Figure 1. Listening Lesson using video



c. Observation (Observing)

The third stage is observation. At this stage the learning activities as previously planned are observed

to be seen the success rate. Observation objectives are to collect data that become an indicator of the impact of the implementation of instructional media that have been planned, to determine how far the learning media implemented has been able to solve problems in students in learning listening. The data collected at this stage is not related to the conformity indicator between the learning scenario and the implementation of the lesson, since this conformity should be guaranteed to be no different. Again, if there is still a difference, then the implementation of learning can not be observed, because the observation only to see the impact of learning media that has been in accordance with the scenario. At this stage after the observation on the level of success of students in implementing listening learning, researchers then conduct interviews to support data to be obtained.

d. Reflection (Reflecting)

After conducting the research by fulfilling several stages such as, planning, action, implementation and the last reflection, then reflection step, the researcher see the deficiency in conducting research especially on listening course by using video applied to the students. Then in the reflection stage, researcher assess the weakness of each learning process and listening learning. While the weakness became improvement to be improved in the next stage. Based on the results of the reflection that the ability of students in comprehending listening increased from the initial data obtained by students is 76 whereas after the action or the implementation of the

video there is an increase that is with an average of 86 this happened an increase of 10.

Based on the results of questionnaires and observations that have been delivered to students to obtain data, then the following results from interviews and observations:

Factors affecting listening ability are influenced by the media used as before using the cassette, which is then played to be heard by the students but now uses videos that can be heard and seen speakers or speakers so that based on the results of this research can improve students' skills in learning Listening. The second factor is the strategy and learning materials used by the lecturers in delivering teaching materials in listening learning also greatly affects the ability of students.

4. CONCLUSION

Based on the results of research can be concluded that: At this stage of the research consists of several steps including: Cycle I which included Planning (Planning), Actions (Acting), Observation (Observing), and Reflection (Reflecting). Students' learning outcomes obtained in the based score obtained the lowest score of 58, the highest 76, the average 76. While the listening students learning outcomes in the second stage is the lowest 76 and the highest 80, while the average value of 86. This indicates that the students listening ability increases after listening process by using video.

The second research finding were found that teaching learning process

was effective if the strategy and learning method used by the lecturers suitable. Therefore strategy and learning method also greatly affected the students' ability.

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