

**THE USE OF VIDEO CLIPS TO IMPROVE LISTENING SKILL
FOR GRADE XI STUDENTS AT SMA N 1 WATES
IN THE ACADEMIC YEAR 2016/2017**

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Abstract

The objective of this action research was to improve students' listening skill of grade XI MIA 3 at SMA Negeri 1 Wates in the academic year of 2016/2017 by using videos. This action research was conducted in two cycles. The cycles consisted of four meetings in total. The main subjects of this research were 32 students of class XI MIA 3 at SMA N 1 Wates. The data were obtained from observing the teaching-learning process, taking pictures of the teaching-learning process in the class, interviewing (the students of XI MIA 3, the English teacher), and holding discussion with the English teacher and the collaborator. The data were in the forms of field notes, listening test scores, and interview transcripts. The result of the research showed that the use of videos in the English teaching learning process was successful to improve the students' listening skills and the teacher's performance. The findings were supported by the students' mean scores which increased from 77,2 in Cycle I to 87,1 in Cycle II. There were some good improvements in some aspects such as their familiarity in listening to English words and their vocabulary. This implies that the use of videos was effective to improve the students' listening skill.

Keywords: video, listening skill

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan *listening* siswa kelas XI MIA 3 di SMA Negeri 1 Wates tahun ajaran 2016/2017 dengan menggunakan *video*. Penelitian ini dilaksanakan dalam dua siklus. Keseluruhan siklus terdiri atas empat pertemuan. Subjek dari penelitian ini adalah 32 siswa dari kelas XI MIA 3 di SMA Negeri 1 Wates. Data diperoleh melalui observasi, dokumentasi, wawancara (siswa dan guru), dan diskusi dengan guru dan kolaborator. Pengumpulan data diperoleh dari field notes, nilai tes listening, dan transkrip wawancara. Hasil dari penelitian ini menunjukkan bahwa penggunaan *video* dalam proses belajar mengajar bahasa Inggris berhasil meningkatkan kemampuan listening siswa dan penyampain materi oleh guru. Hasil penelitian didukung oleh nilai rata-rata siswa yang meningkat dari 77,2 pada siklus I hingga 87,1 pada siklus II. Terdapat beberapa peningkatan yang bagus dalam beberapa aspek seperti kefamiliaran siswa dengan kegiatan *listening* dan juga kosakata mereka. Ini menyatakan bahwa penggunaan video dalam belajar mengajar bahasa Inggris efektif untuk meningkatkan kemampuan *listening* siswa.

Kata kunci: video, kemampuan mendengar

Introduction

In the English language learning, there are integrated skills to be learnt, namely listening, speaking, reading, and writing. When we are a baby, our mother always invites us to communicate. Improving skills for students are very important in their English learning. Although all of skills are very important for students, but listening is the one of macro skill that need to be improved to students. Peterson in CelceMurcia (2001:87) says that through listening, learners can build the awareness of the internetworking of language systems at various levels and thus establish a base for more fluent productive skills. As a receptive skill, listening can give the input for the productive skill such as speaking, even writing.

Richards (2008: 1) state that in recent years, listening has also been examined in relation not only to comprehension but also to language learning. Listening can provide much of the input and data that learners receive in language learning. Meanwhile Brown (2000: 247) declares that the importance of listening in language learning can hardly be overestimated. Through reception, we internalize linguistic information without which we could not produce language. In classroom, students always do more listening than speaking. Listening competence is universally "larger" than speaking competence.

Based on the result of the observation conducted by the researcher, many students of SMA N 1 Wates found difficulties to understand English text when they listened. It could be seen when the teacher taught the listening skill, most students were confused by the utterances delivered by the speakers. The students also have limited vocabularies. As a result, their listening skill was low. The success of students in listening skill is not only depends on the student itself but also the teacher, method, technique and media used in teaching and learning process.

Several experts have argued which best approach to language learning in the recent years. Jack C. Richards (2006: 24-25) says that communicative language teaching (CLT) is a new approach used widely since the 1990s. In designing listening techniques, there are six principles of teaching listening that teacher should know (Harmer, 1998: 99-100). They are (1) the tape recorder has an important factor in listening, (2) preparation is a crucial thing before listening, (3) the audio needs to be played more than one time, (4) students do not only know the language but also understand the content of the text, (5) it is needed to involve different listening tasks in every listening stage, (6) it is better if a teacher can use all of the listening text fully.

Video is one of media that can be used in teaching learning processes especially in listening teaching. Richard and Renandya (2002: 364) state that "a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language." It means that videos are media that consist of visual and audio effects. The students can hear and see at the same time. The videos provide the realistic listening practices and stimulate the language use. In addition the videos can attract students' interest to learn. However, the teachers should choose the appropriate sequences. It is

better to play a short segment between 3 to 5 minutes rather than to play a long sequence. After choosing the videos, the teachers should design or select viewing tasks, and follow up with suitable post viewing activities.

From the theories described before, a conceptual framework is constructed on the use of video clips to improve listening skills among the eleventh grade students of SMAN 1 Wates. This conceptual framework is aimed at focusing this research study on the problem concerned.

By using video clips, students can get better understanding in listening. It shows expressions and body language of the native speaker. It also provides authentic situation is a great idea. Moreover, by watching and listening to conversations from videos, students can be more motivated in learning English for seeing the audio visual version of a communication event. In this research, the researcher tried to find out how good video was if it was used to teach listening to Grade XI students at Senior High School. This study concerned the use of video clips to improve the listening skill of Grade XI MIA 3 students at SMA N 1 Wates in the academic year of 2016/ 2017.

Research Methods

This research was conducted on September 26th-27th 2016 and October 24th-25th 2016 in the first semester of the academic year of 2016/2017. The subjects of this research were 32 students of Class XI MIA 3 of SMA N 1 Wates. The researcher collaborated with the English teacher in conducting the research. The researcher used the model of action research by Kemmis, McTaggart, and Nixon (2014: 89), to plan a critical participatory action research initiative, we as a teacher will begin by considering what might go on as follow: *reconnaissance, planning, observe, enact* the plan, and *reflect*

There were two kinds of data gathered in this research, they were the quantitative data and qualitative data. The quantitative data were taken from the students' listening skills scores from the exercises, they are pre-test and post-test. Pre-test was held before the action implemented in cycle I. At the end of cycle II, the researcher was held the post-test. This data were used to give a clear description of students' listening skills improvement. Meanwhile the qualitative data were taken from observations and interviews.

Findings and Discussions

In this research, the researcher conducted some activities to find the field problems. First, she observed the English teaching and learning process of class XI MIA 3 at SMA N 1 Wates. Secondly, the English teacher and students were interviewed to get information about the weaknesses and suggestions related to English teaching and learning process. The last, the second interview was conducted to strengthen the finding of general problems.

There were two cycles in this research. In the end of each cycle, the researcher conducted a pos-test to see and measure the students' improvement in listening. Before implementing the actions, she conducted a pre-test to measure the students' listening ability. In this pre-test, students were given an instruction to make a notice about relative clause in the conversation and do the task. There were three activities in each cycle, such as pre-watching, whilst-watching, and post-watching. Some of those actions had successful and unsuccessful effect in Cycle I. The implementation of video clips as the media successfully improved students' interest in learning listening. Video clips have an important role increasing the score of the students. She found that the use of video clips was effective to improve the teaching and learning process in listening. She concluded that there were several problems in the teaching of learning process in Cycle I. Some of them were that some students still got confused in answering the question and remembering the new vocabularies.

In Cycle II, the researcher gave some videos to the students or the treatment. She also gave the video's transcript in form of missing words and missing information. It was one of the ways to the students to exercise at their own home to improve their listening skill. It made the students was being familiar with listening activities not only at the school but also at their home. The teacher and students discussed the video and the correct answer. From the implementation of this Cycle, it was revealed that applying video improved the students' listening comprehension and the students' motivation. The students' listening score was increased because the use of video clips in teaching learning of listening. The following was the comparison of the students' listening score in Cycle I and Cycle II.

Score	Cycle I	Cycle II	Improvement
Mean Score	78,6	87,1	9,9

Conclusions

The result of this research revealed the improvements contributed by the implementation of video clips in teaching and learning process of listening in grade XI MIA 3 of SMA Negeri 1 Wates. First, videos were believes to be effective to improve the students' motivation. They were interested with the videos. It was make them easier to understand the spoken text from the native speaker. Second, videos were helpful in teaching learning process in listening. This media was successful to make classroom active. The students were happy during the activities.

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