

**Improving Students' Listening Skills Using Videos for the Eighth
Grade Students of SMP N 1 Sleman in the Academic Year of
2015/2016**

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Abstract: This research is aimed to improve the students' listening skill for the eight grade students of SMP Negeri 1 Sleman through the use of videos. Videos are one of the effective listening materials because they make it interesting for the students to join the teaching and learning activity of listening and they provide more assistance to the students to understand the context of the situations that they convey. This research was action research that consisted of three cycles with two meetings in each cycle. The subjects of this research were the researcher, the collaborator, and the students of class VIII D which consisted of 32 students. In this research, there were two kinds of data, namely quantitative data and qualitative data. To obtain the qualitative data, the researcher conducted observation and interviews. The qualitative data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were in the form of the students' test scores obtained by conducting Test 1 in the end of Cycle I, Test 2 in the end of Cycle II and Test 3 in the end of Cycle III. The findings of this research show that the use of the videos can improve the students' listening skill. In reference to the students' listening scores, the students' ability was improved after the videos were used as the teaching aid for the listening lesson. It can be seen from the students' mean value increased from Test 1 to Test 2 is 10.09. Meanwhile, from Test 2 to Test 3 is 5.53. From the result, it can be concluded that the student's listening skill had improved.

Keywords: *Students' listening skill, videos*

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Introduction

Language is a means of communication. By using language people can express their feelings, thoughts, and minds. People use language to communicate with other in fulfilling their daily needs. In fact, language has played important role in human life. It is important for us to learn language especially English since it is an international language which is used as a means of communication among Nations in the world either in spoken or written interaction. In addition, the use of English is very important as a means of communication so that the interest in learning English grow very rapidly. In this globalization era, Indonesian people in their daily life will frequently use English.

English plays an important role almost in all aspects of life. It is one of the subjects that is taught since in the elementary school until university and examined in the national examination to determine students' graduation. There are four main skills in English: reading, listening, speaking, and writing. In teaching learning process, before the students are able to respond to the teacher, they should listen about what the teacher says to get information. That is why, it is very important to teach students listening skills.

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time for listening, and students may receive as much as 90% of their in-school information through listening to the instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

In learning English, listening skill seem to be important as stated by Richard (2002:238) who says that since listening provide input for the learners, it becomes vital in the language learning. Any learning simply cannot begin without understanding input at the right level.

Actually, the teaching of listening is not easy to do. There were some problems which were found in the teaching and learning process of listening. The first problem was related to the students. The eighth grade students of SMP N 1 Sleman did not have high motivation in listening skill. They thought that listening was very difficult for them because they were rarely had a listening task. That was why when the researcher had a listening test on them, the result was not good. They found that the speakers spoke too fast and also some new words that they almost never heard.

The next problem was related to the teacher. The teacher almost never gave the students a listening task. Her knowledge about listening was not good enough. Also both the school and the teacher did not have the media such as good speakers. That was why she was not motivated in searching the listening materials. She only once gave the students a listening task. They needed more practices to enhance their listening skill.

In the English teaching and learning process, some students tended to be very passive in the teaching and learning process. The teacher had to point out some students to answer the questions. Most of the students felt bored because there was no modification in every meeting especially for teaching listening. Therefore, the teacher should apply the modern listening method use the newest technology such as podcasts.

The last, the teacher had less attention to the classroom management. The teacher intentionally gave attention to active students so that the others were very busy trying to draw their teacher's attention by making troubles in the class. As for example, the students talked to each other,

and played with other students. The teacher also did not truly apply the warning and punishment to handle the class.

The researcher would try to overcome some problems related to the teaching of listening which still lack variations of media. Based on the discussion with the English teacher, videos were used to overcome the problems related to the teaching technique used for teaching listening. The researcher hoped that videos can improve students' listening skill.

Research Method

This classroom action research is aim to improve the second grade students' listening skill by using videos. This was categorized as action research since there would be a self-reflective, critical, and systematic approach that was conducted by the researcher to identify a problematic situation as a way of improvement and changes in educational practice. The action research was conducted in the first semester of the academic year of 2015/2016. The research was conducted from August to November 2015. In conducting the actions, the researcher followed the English lesson schedule of Class VIII D students of SMP N 1 Sleman. The English lesson was conducted two meetings per week (every Tuesday and Wednesday). It took 2 x 40 minutes in each meeting.

The procedures of the research consisted of reconnaissance, planning, action, observation, and reflection. Formulating the problems which happened during the English teaching and learning, planning the actions, implementing the actions, observing the implementation of the actions, and making reflections from the actions. The action research was conducted following the steps proposed by Kemmis and McTaggart (1988) in Burns (2010).

There were two data taken by the researcher. Those are quantitative and qualitative data. The quantitative data were taken from the students' listening skills scores from the exercises. This data were used to give a clear description of students' listening skills improvement.

Meanwhile the qualitative data were taken from observations, interviews. The observations will be started when the researcher do PPL, and focus on finding of the field problem. Then interviews will be done with the students and the English teacher. The result of the interviews will be collected and analyzed and used to support the finding of the field problem.

The instruments used in collecting data were observation sheet, interview guideline, photographic and test. Observation was conducted to get the information or data about the teacher's and

students' interaction in classroom. According to Kutner et al (1997: 28), there are two types of observations: structured and unstructured. Structured observations, which use systematic observation and a coding instrument, narrow the focus of the observation and provide data on specific instructional behavior. Items on a checklist, for example, can be related to the specific skills and knowledge addressed in the classroom activities, the students' behaviors, and the teachers' instructions. Unstructured observations, in which the observer views the overall classroom and assesses a wide variety of teaching behaviors, provide general information about instructional practice and student responses, and are informative when used in conjunction with teacher interviews. Then, the interview guidelines were used as the criterion for the researcher. It covered the description of the listening learning process, the difficulties and the activities done the class whilst the teaching and learning process was conducted. Next, photographs is the images documentation of the research was the form of photographic data. The collaborator worked together with the researcher to collect the images during the research process spontaneously. The data was taken using digital camera, which gave imagery description of the teaching learning process there. The last was the test. Few tests were used to measure the improvement of the students' listening skill. The tests were held during the research implementation which was in the last meeting of each cycle.

Research Findings

The implementation of the teaching and learning process of listening using the videos in Cycle I, Cycle II and Cycle III were successful to improve the students' listening skill. The students were more familiar to the dialogues about what the speakers say in the video. They had higher motivation because the learning aid was more interesting and attractive for them. Besides, the students got involved in the teaching and learning activity better because they became more active and they also participated in the activity well. It can be seen when they became more enthusiastic and active whenever they were asked to deliver the answers of their listening tasks and practices in front of the class. In addition, they could finish their listening tasks and tests faster in the Cycle III. Then, the usage of the LCD and the loudspeakers in the classroom was also successful to improve the maximization of the listening media to support the listening process in the class. The English teacher had not used the LCD and the loudspeakers before the research was conducted. Because the teacher did not use the loudspeakers, the students did not hear the dialogues and the text of the listening exercises clearly. Thus, after the LCD and the loudspeakers were utilized in the research, the students were more motivated. They could see the video being play that was played better and they could also listen to the dialogues and texts of the listening tasks much clearer. This made the students'

attention to the learning process to become higher. Then, the distribution of the students' worksheets containing the interesting pictures was also successful to help them understanding the listening tasks. The general findings of the students' mean score are presented in the following table.

Table 1: The Students' Mean Scores in Cycle 1, Cycle 2 and Cycle 3

	Cycle 1	Cycle 2	Cycle 3
Mean Score	68.125	78.21	83.75

From the table above, it can be concluded that the students' listening skill had improved because the mean score of the students' listening tests improved from 68.125 in Cycle I become 78.21 in Cycle II and 83.75 in Cycle 3.

Conclusions

The implementation of videos was successful to improve students' listening skills of grade VIII D students of SMP N 1 Sleman. The students more interested and motivated in the teaching and learning activity the listening skill. The brief result of this research is presented in the following table:

No.	Actions	Aims	Results
1.	Using the videos as the main activity in listening teaching and learning process.	Improving the students' listening skill and making the listening lesson to be more interesting and attractive.	The students' listening skill was improved and the videos made the students' to feel more interested and motivated in the teaching and learning activity the listening skill.
2.	The use of LCD in the in the teaching and learning activity of the listening skill.	To make the students watching the videos in the listening activity in a better and attractive way.	The use of LCD supported the teaching and learning activity of the listening skill. The students could watch the videos being played better and clearer.
3.	The use of loudspeakers in the teaching and learning activity of the listening skill.	It was aimed to make the students to listen to the videos which were being played better.	The use of the loudspeakers supported the listening lessons well and the students could listen to the dialogues and texts of the videos better.

4.	Using the students' Worksheets	To make the students work on the tasks better after they watched the videos.	The students were interested in working the tasks and the tests in the listening activity. They worked on the tasks faster.
5.	Telling the students to perform the result of their tasks in front of the class.	To make the students' participation improved.	In Cycle I there was only one student who was brave enough to perform in front of the class to deliver the result of the task. However, in the end of Cycle III, there were more than three students who performed after the researcher promised to give them a gift.

Based on the result above, it can be concluded that generally, the listening skill of the students of Class VIII D of SMP N 1 Sleman in the academic year of 2015/2016 was improved.

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