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## APPLYING ENGLISH VIDEO LEARNING MATERIALS IN TEACHING LISTENING

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### ABSTRACT

This study was designed to discover the use of English video learning materials in teaching listening to the second year students of the State Vocational High School (VHS) for Fishery of Ladong in 2018. The main goal of this study was to find out significant differences of the students' listening achievement taught by applying the media (experimental group) and those taught with audiotape (control group). Each group selected, which was consisted of 24 students, brought the data through pre-test and post-test, which became as the research instrument. The result of which was then analyzed quantitatively. It was found that the mean score of the post-test of the experimental group (78.79) was higher than the mean score of the post-test of the control group (53.75). Moreover, both scores were analyzed by comparing  $t_{test}$  with  $t_{table}$ . The result of  $t_{test}$  was 8.44 while the  $t_{table}$  score at the level of significant degree  $\alpha = 0.05$  was 1.684. Therefore, the  $t_{test}$  score is higher than  $t_{table}$  ( $8.44 > 1.684$ ). In other words, there was a significant difference in students' listening achievement between the experimental and control groups. It can be taken into account that English video learning materials in listening class are helpful learning media.

Keywords: *teaching listening, video, experimental research*

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## INTRODUCTION

Listening is not merely to listen to a speaker, but it needs effort and concentration to get the point of communication. Consequently, by having poor skills of listening, ones could lost the conveyed messages. For students, it might affect their grades, tasks, instructions, and so on. On the regard of basic competence in the syllabus for some schools, specifically VHS like *Sekolah Usaha Perikanan Menengah Negeri* (the State VHS for Fishery) of Ladong Aceh, the students are demanded to understand the everyday conversation. In detail, they are also required to be able in answering questions based on recorded materials in the listening section (Direktorat Pembinaan SMK, 2016). However, a preliminary study done in that school brought an unexpected result. The average score of second grade students' listening skill was 54, while the Standard Passing Grade of English in that school requires the students to reach the score of 70.

Moreover, they admitted that they faced difficulties such as sound confusion, homonyms along with words with multiple meaning, the dialogue inference, and the dialogue topic. Some of which are in line with Rogers' details (2011, p. 2) who specifies the problems in listening section faced by the students are that they are hard to understand words with many meaning, lack of vocabulary, sound-alikes, situation, the topic of the dialogue and unrecognized instruction. In addition, the pupils also affirmed that the listening section through media of audiotape was uninteresting.

Moreover, most of language learners, especially listeners, encounter several problems. As identified by Underwood (1989, as cited in Woottipong, 2014) that the listeners probably face several conditions such as lack of control over a speaker's speaking speed, unable to get thing repeated, limited vocabulary, failure to recognize the pronunciation, problems of interpretation, inability to concentrate, and unestablished learning habits. Those problems harm the language learners to get the message from the speaker. As a result, the listener probably cannot convey the good response.

Therefore, due to the importance of listening skills, an effective material in English as a Foreign Language (EFL) plays a fundamental role in its teaching method. With the intention of such circumstance, the use of technological method could be as an alternative way, particularly for a means of instruction. One of the technological



methods, video, provides an assortment of resource material which can be carried out to develop students' listening skill.

Since video have a rich source of conversation, dialogue, and talks by English native speakers, those can be applied as an alternate instructional media. Besides, this can also support the learners' pronunciation. In teaching language learning, specifically in listening section, the implementation of video is preferably chosen since it has valuable input, which can motivate the learners to pay attention (Keihaniyan, 2013). In addition, the media is more prestigious since it offers cultural real-life communications (Liu, 2005). That is, the employment of video is considered as a valuable addition to language learning, especially in teaching listening. For those reasons, the goal of this study was to obtain an improvement of listening skills by means of video in the listening process. However, by doing this study, an insight to the language teachers of using video in listening skill could be obtained. This study expectedly would discover the effectiveness of using the media in the language classroom. Not only is the media applicable for listening skills, but hopefully it also will be relevant for other language skills.

Chosen as the research location, the State of Vocational High School for Fishery of Ladong Aceh has the specialty in maritime and aquaculture. Thus, the subject of this study was different with the other subjects in the other related studies carried out by Cahyaningrum (2010), Isaza, Zuluaga, and López (2013), and Chan, Lei, and Lena (2014). Several studies applied by Maneekul (2002), Martinez (2010), Akufah (2012), Adnan (2014), and Woottipong (2014) have given positive results upon the implementation of video in teaching listening. Other teaching listening studies conducted by Ghasemboland and Nafissi (2012), Haghverdi and Vaezi (2012), and Kamarullah (2013) also bring good outcomes even though the videos used in those studies were the subtitled ones. The media can develop the students' creativity, specifically in building information literacy upon the given video (Mendoza, Caranto, & David, 2015). In fact, it stimulates the students' ideas as well (Cakir, 2006). Other studies implemented by Bravo, et al. (2011) and Ramadhika (2014) also reveal that videos increase the students' motivation and catch their attention. Moreover, according to the study by Davidson (2009), the employment of videos in listening supports the students to be aware of the surrounding culture.



## Research Questions

That the low average score of second year students of the State VHS for Fishery of Ladong in listening achievement was below the Standard Passing Grade of the school was become as the objective of this study. It aimed to discover any significant different toward the students' listening achievement taught by applying English video learning materials.

## LITERATURE REVIEW

### Learner's Problem in Listening

As a transmittable process, Rost (2002, pp. 25-42) theoretically indicates that listening trigger its participants to send and receive their message instantaneously. It is in line with the Nunan's belief (2003, p. 24) that listening transfers a process of harmonizing a speaker's existed information with other information. Although some people consider it as a passive process, listening essentially has three active procedures, namely matching sound heard to the echoic memory with the background language, patterning the meaning of the saved item and taking out those for a long-term memory (Underwood, 1989, as cited in Woottipong, 2014). In addition, Wilson (1978, as cited in Adnan, 2013) categorizes the process of listening into two sections; bottom-up processing and top-down processing. The former refers to the individuals' emphasize upon the components of spoken messages such as the phonemes, lexical items, and grammatical elements, which require to be comprehended in order to understand the message. On the other hand, the latter refers to the individuals' emphasize upon the macro-features of text like the speaker's purpose and the topic of the message.

In line with those theories, therefore, a listener must apprehend the elements organized in bottom-up processing such as phonetic input, lexical word, and syntax. One also must understand the elements prearranged in top-down processing like the context of situations, general knowledge, and past experiences. Consequently, it can be stated that a listener does not passively receive the message delivered by a speaker. On the contrary, one actively interprets an expected meaning of a speaker. In the end, both the listener and speaker acquire and transfer a meaningful information through a series of sound, word, and phrase integration.



Meanwhile, the common problem faced by a listener is when a speaker initiates to speak, it is inappropriate to slow down his speaking. It is unavoidably since the speech rate of one can be so fast and complex. This problematic circumstance is in accordance with Underwood (1989, as cited in Woottipong, 2014), who perceives that the greatest difficulty of language learners, specifically listening, is their incapability to control the speakers' speaking speed. On the contrary, based on the previously mentioned studies, many teachers believe that the other obstacles faced by the learners are unfamiliar words, pronunciation, and unclear context of the language. This is in accordance with the listening difficulties, which are promoted by Yagang (1993). They are the message of listening, both speaker and listener, and the physical setting. From those problems, several of which, the content of utterance and the speaker for instance, are inevitable to overcome. However, it does not mean that a teacher cannot do something against the troubles. One can at least offer the students with suitable listening materials, background and linguistic knowledge, enabling skills, pleasant classroom conditions, and useful exercises to aid them uncover effective listening strategies. One of the strategies as mentioned by Yagang (1993) is by providing the students with different types of input, such as lectures, radio news, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, films, videos, and so the like.

### **Applying English Video Learning Materials in Teaching Listening**

Video, as a functional material, offers its advantages in the scope of language learning. The video provides samples of real-life circumstances. This is similar with the argument of Cakir (2006), who believes that a learner will have a general idea of the culture, attitude, and condition of the target language simultaneously. Allan (1985, as cited in Liu, 2005) also believes that the implementation of video in language learning is more valuable than other forms of authentic materials since it brings the contextual scene of life. Meanwhile, Lonergan (1984, as cited in Lustigová, 2013) suggests that it may enhance the appearance of comprehensive communication occurred in daily activities. This is in accordance with Mirvan's statement (2013), which claims that engaging video materials in classroom will boost pupils' motivation to study. Christopher and Ho (1996) agree that video can be very entertaining since it offers music, setting elements, and visualized descriptions, which draw students' attention. As a result,



those enjoyable factors bring them new ideas, topics, and experiences to be discussed further.

Nonetheless, Cakir (2006) proposes main disadvantages of video as the learning media, namely expensive, inconvenience, maintenance needs, and in some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students. Oddone (2011) also argues that the videos in language classroom are usually made for native speakers. Besides, those have references to social and cultural items that often need to be enlightened. He also adds that the media have high level against the students' competency, which makes them less eager to do the task or pay attention.

Therefore, selecting the proper English video learning materials is necessary. A teacher should consider his students' needs, their interest, their English proficiency level, and the cultural aspect. Nunan (2003, pp. 32-33) claims that selecting an authentic video is essential element, particularly in designing listening activities. He adds that the selected video materials are divided sequentially to stimulate the students' participation. Woottipong (2014) in his study relates the domination of the video selection with students' attention in language learning. He agrees that a good selection of video materials picked by a teacher will practically aid the students to cope the instructions of the video. Gallacher (2003) specifies general criteria that should be concerned in selecting an authentic video material in the language learning. They are "watchability", completeness, length, content appropriateness, level of maturity, and the availability of related video materials. In language learning, majorly for teaching listening, presenting videos should aware the degree of visual support, clarity of picture and sound, language density, speech delivery, and the language content (Gallacher, 2003).

## RESEARCH METHODOLOGY

### Research Design

This study was considered as an experimental research as described by Cohen, Manion and Morrison (2007). Practically, this study examined the implementation of English learning video materials



in listening process. The media were expected as an alternative way as a means of instructional process, specifically in listening.

As a true-experimental study, the design of this study accurately tested, analyzed and proved the hypothesis statistically. The researcher selected the pre-test-post-test control and experimental group design since it could discover the relationship between independent and dependent variables by comparing both groups, which presumably have the same characteristics and capabilities by using different treatments.

The population of this study was the second year students in the academic year of 2017/2018 at the State VHS for Fishery of Ladong. They were categorized into five classes consisted of four majors, namely, (1) two classes of Aquaculture and Fishery Technology of Fishery Aquaculture (TFA), (2) one class of Technological Processing of Fishery Product (TPFP), (3) one class of Marine Fishery Nautica (MFN), and (4) one class of Marine Fishery Technician (MFT). Each class approximately comprised of 24 to 28 students. In order to determine the sample, random sampling applied by the research. TFA B and TPFP were respectively chosen as the experimental and control group.

Both pre-test and post-test applied in experimental and control groups were designed in the form of short questions, considering the listening micro-skills of the students. Those were based on two videos taken from YouTube. Each test consisted of 20 questions. In addition, the tests were designed based on the Basic Competency in the school syllabus, understanding simple instruction. The topic, mainly about the aquaculture, was considerably essential for the students. Both experimental and control groups were given the same pre-test based on the selected and presented video. For the post-test, it was similar with questions of the pre-test. The only difference was the video displayed, which was different with the previous one.

Next, in order to overcome the research question, the collected data were quantitatively summarized by utilizing the following statistical procedures, namely finding out mean score, calculating the value of standard deviation, checking normal distribution test, examining the homogeneity of variance, and computing the value of  $t_{test}$ . By doing such, the final score of  $t_{test}$  might determine the determination of null and alternative hypotheses.



## RESULTS AND DISCUSSION

### Results

*The Result of Result of the Independent  $t_{test}$  (Pre-test) of Experimental and Control Groups*

**Table 1. Statistical Summary of the Result of the Pre-test for Both of Experimental and Control Groups**

	Experimental Group	$S_{gab}$	$t_{test}$	$df$	$\alpha$	$t_{table}$	Control Group
$n$	24	7.9	0.03	46	0.05	1.684	24
$\bar{x}$	48.95						48.87
$s^2$	64						62
$S$	8						8

Based on the statistical summary above, two mean scores of the pre-test results were calculated for both experimental and control groups. Both of them were compared by employing an independent sample  $t_{test}$ . As shown in the Table 1 above, the mean score of the pre-test of the experimental group was 48.95 and the mean score of the pre-test of the control group was 48.87. Both of mean score were compared through an independent through an independent sample  $t_{test}$  with the level of significant degree  $\alpha = 0,05$ .

After comparing the two means, in which  $df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$ , the result of  $t_{table}$  with the level of significance 0.05 was 1.684 and the result of  $t_{test}$  was 0.03. It could be perceived that the  $t_{test}$  was lower than  $t_{table}$  ( $0.03 < 1.684$ ). In other words, there was no significant difference between the result of the pre-test of the experimental and control groups. Hence, the previous listening skill of the both groups was similar.

*The Result of Result of the Independent  $t_{test}$  (Post-test) of Experimental and Control Groups*

**Table 2. Statistical Summary of the Result of the Post-test for Both of Experimental and Control Groups**

	Experimental Group	$S_{gab}$	$t_{test}$	$df$	$\alpha$	$t_{table}$	Control Group
$n$	24	10.59	8.44	46	0.05	1.684	24



$\bar{x}$	78.79						53.75
$s^2$	145.4						79.23
$S$	12						8.9

The two mean scores of the post-test results in Table 2 were calculated for both the experimental and control groups. Both of them were compared by employing an independent sample  $t_{test}$ . As shown in the Table 2 above, the mean score of the post-test of the experimental group was 78.79 and the mean score of the post-test of the control group was 53.75. Both of the mean scores were compared through an independent sample  $t_{test}$  with the level of significant degree  $\alpha = 0.05$ .

After comparing the two means score of the post-test for both the experimental and the control groups, in which  $df = (n_1 + n_2 - 2) = (24 + 24 - 2) = 46$ , the result of  $t_{table}$  with the level of significance 0.05 was 1,684 and the result of  $t_{test}$  was 8.44. It could be perceived that the  $t_{test}$  was higher than  $t_{table}$  ( $8.44 < 1.684$ ). In other words, there was a significant difference between the result of the post-test of the experimental and control groups. Thus, the progression of the students' listening for both groups would be presented the following figure:

The Result of Independent  $t$ -test of Both Groups

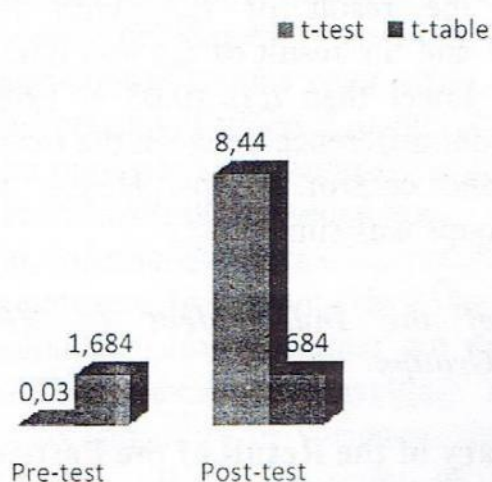


Figure 1. The Independent  $t_{test}$  Scores of Both Experimental and Control Groups



## Discussion

The discussion concerns the results of the quantitative data obtained from a series of test. The data obtained from the pre-tests were analyzed through chi-square formula. It aimed to discover the normality of experimental and control groups. It was also to find out the homogeneity of the samples selected. The result proved that both groups were normally distributed, while the samples taken were homogenous. Those conditions allowed the researcher going on the treatments for both of the experimental and control groups. After five meetings of treatments, the post-tests were carried out both groups. The result of which were examined to find out whether the achievement score of listening skill gained by the samples in experimental group was significantly different from the control groups'. In this case,  $t_{test}$  formula was employed and compared to  $t_{table}$ .

Before analyzing the data obtained from the post-test, the data collected from the pre-test should be analyzed first. It was conducted to find out the students' previous listening ability of the experimental and control groups. After analyzing the data achieved from the pre-tests, it was found that the mean score of the experimental group was 48.95 while the mean score of the control group was 48.875 as presented in Table 4.6. Both of the means were examined through an independent sample  $t_{test}$  to be compared to  $t_{table}$ . The result of  $t_{test}$  was 0.03 and  $t_{table}$  with the level of significance degree  $\alpha = 0.05$  was 1.684. In other words,  $t_{test}$  was lower than  $t_{table}$  ( $0.03 < 1.684$ ). It shows that there was no significant difference between the result of the pre-tests of the experimental and the control groups. Thus, the pre-test results of the two groups were similar in previous students' listening ability.

Next, the post-tests data were analyzed in the same way as in analyzing the pre-tests data. It was found that the mean score of the experimental group was 78.79 and the mean score of the control group was 53.75 as presented in Table 2. Both of the means were examined through an independent sample  $t_{test}$  to be compared to  $t_{table}$ . Hence, the  $t_{test}$  (2.30) was higher than  $t_{table}$  (1.68) with the level of significance degree  $\alpha = 0.05$ . It specifies that there was a significant difference between the result of the post-tests of the experimental and the control groups. However, the post-test scores of the experimental group improved better than the post-test scores of the control group as presented through the means of them, ( $78.79 > 53.75$ ).



## CONCLUSION AND SUGGESTION

### Conclusion

Based on the results and discussion, there was a significant difference in listening achievement between the students who were taught by using videos and those who were taught through audiotape. This conclusion is based on the result of examining  $t_{test}$  compared to  $t_{table}$ . With the level of significance 0.05, the  $t_{test}$  was 8.44, while  $t_{table}$  found was 1.684. Thus,  $t_{test}$  score was higher than  $t_{table}$  score ( $8.44 > 1.684$ ). In addition, by comparing the mean score of the experimental and control groups, it was found that the first mentioned group had higher mean score of the post-test, 78.79, than that of control group, 53.75. These results lead to a conclusion that the students taught by applying English video learning materials achieved higher score than the students taught by audiotape.

### Suggestion

In terms of supporting further researches, especially for English teachers, not only do the visual media like videos give enjoyable entertainment for language learners, but those also serve as the effective tool to enhance the students' attention, motivation and language skills. This study also can be taken into account as the pattern for experimenting other specific videos. However, the proper selection of the video and the familiarity of using the media should be concerned.

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