

Improving Class VIII B Students' Active Participation and Listening Comprehension Achievement on Narrative Text by Using Video at SMP Negeri 1 Tanggul in the 2013/2014 Academic Year

Novie Lusyana, Zakiyah Tasnim, Asih Santihastuti,
Language and Arts Education Program, The Faculty of Teacher Training and Education,
Jember University
E-mail: novie1931@gmail.com

Abstract

Listening as one of the English skills has an essential part in English education to be mastered first before continuing learning the other three skills. The aim of this research was to solve the problems covering the students' active participation and listening comprehension achievement. The research design was Classroom Action Research. The area and participants of this research were chosen by using purposive method. The data collected were observation, listening test, interview and documentation. The results showed that there were improvement in Cycle 1 to Cycle 2. The students' active participation increased from 85.88% in Cycle 1 to 96.70% in Cycle 2. Moreover, the improvement of the students' listening comprehension achievement increased from 84.85% in Cycle 1 to 90.91% in Cycle 2. It indicated that the use of video could improve the students' active participation and listening comprehension achievement.

Keywords: *Active Participation, Listening Comprehension Achievement, Video, Classroom Action Research.*

Introduction

In this global era, English as an international language becomes one of the most important languages that has extensive influences in human's life over the world. In Indonesia, English is the first foreign language to teach in educational system. It is known from the need to have English as a compulsory subject to be taught from Junior High School up to university levels.

Based on the 2006 Institutional Level Curriculum (KTSP), the aim of English teaching at Junior High School is to achieve four language skills: listening, speaking, reading and writing. Besides, there are three language components which should be studied by the students, namely vocabulary, grammar and pronunciation. Vandergrift (1999:170) states that listening plays an important role in the process of language learning/acquisition and facilitating the emergence of other language skills. It means that listening is

the main key which must be mastered first before people can continue learning the other three skills. Moreover, listening is not simply a receptive act-multiple physiological and cognitive processes which are engaged simultaneously, but it needs a complex process (Meskill, 1996:180). The complex process itself refers to many aspects. Vandergrift (1999:168) defines the aspects into discriminating between sounds, understanding vocabulary and grammatical structures, interpreting stress and intonation, retaining what is gathered in all of the above and interpreting it within the larger socio cultural context of the utterance. The definition tells us that listeners need to comprehend so many aspects while listening to get the information given by the speaker. In conclusion, the main problem in listening which has the complex process is that the listener cannot gain the information from the speaker well.

Video is one of the solutions to overcome the students' problem in listening. Meskill

(1996:185) says that full motion video apparently motivates learners and engages their attention. Therefore, the atmosphere of the teaching learning process by using video drives them to avoid feeling discouraged, stressed and bored in the listening class. Furthermore, Burt (1999) states that video is a powerful tool in helping English language learners improve their language skill by providing them with content and language. Hence, the students can easily catch the information by synchronizing what they listen and what they see while they are watching the video in learning listening comprehension.

Before conducting the research, a preliminary study in the form of observation and interview to the eighth year English teacher of SMP Negeri 1 Tanggul had been done. It was known that the students was boring to join the listening class and it was very difficult for them to understand what the speaker means. As they said that listening was the most difficult skill for them, it was possible that the students could hardly improve their interest in the listening class because there were no media to encourage them and help them getting the information spoken by the speaker. The condition automatically influenced the students' achievement in the listening test because the information from the teacher as the speaker was not well received. This condition was proven by the result of students' previous mean score in listening comprehension test that there were 20 students (60.61 %) out of 33 students who got 70 or higher as the standard passing grade. The previous mean score of Class VIII B students' listening comprehension achievement was 71.51. This problem of listening needed to be solved. The researcher had discussed the problem with the English teacher to find the solution. One of the ways was that teaching listening by using video. This medium had never been applied before by the English teacher in the classroom. Based on the problem happened in the classroom, it was decided to conduct a classroom action research by using video to improve Class VIII B students' active participation and listening comprehension

achievement. The English teacher agreed to conduct the research collaboratively with the researcher.

Brown (2010:120) states that we can derive four common identified types of listening performance, they are intensive, responsive, selective and intensive. The researcher combined the selective listening comprehension to gain the main idea and extensive listening comprehension to gain the detail idea. In teaching listening, a medium to enhance students' active participation and listening comprehension achievement is needed.

Sherman (2003:1) states that print may still be powerful but many people spend more time with audio-visual media which are more familiar to them than the world of books and papers. Lonergan (1984:1) states that video in the classroom offers exciting possibilities for language teaching and learning to make the students more interested in joining the listening class, so that it can influence the students' understanding of the story given in the video. Further, Lonergan (1984:16) adds that in watching and listening, the learners will be greatly helped by the paralinguistic information that the video carries. He adds that it means not only the facial expressions and gestures of the speaker help, but also the other participants in the communication. It helps the students to understand the other participants'/characters' message to deliver through their expressions and gestures, not only the message given by the main character. In short, students' motivation and achievement in listening can be enhanced by using video as the medium.

Video is known as an audio-visual aid. Arsyad (1996:49) defines video as a moving film running fast creating visual context continually with the appropriate sound. The types of video are animation/cartoons, educational programs, TV advertisement, music, drama and TV series (Gallacher, 2003). Further, Lavery (2011:12) says that cartoon video is a powerful teaching tool that can be used from beginner level to advanced level for a variety of language activities. This research used cartoon video as the teaching materials as it is

attractive and suitable with the eighth grade students' ages.

In teaching listening comprehension by using video, there are some steps that must be done. Burt (1999) states that current thinking of video in the classroom advocates an integrated approach, not simply using the video in isolation but also in the tasks. The steps used in this research are pre-viewing activities, while-viewing activities and post-viewing activities. Pre-viewing activities is the first step when the teacher starts to begin the listening class. For instance, by informing students that the lesson will be about giving directions, they can consciously focus on remembering the vocabulary used in that activity (Ross, 2006). Further, while-viewing activities are the second step covering main activity in the teaching learning process while the teacher is playing the video. And post-viewing activities are the last step where the final discussion was conducted. In this activity, the teacher guided the class to discuss in brief about the review and clarify the points stated in the video whether it was about the main idea or detail idea of the story.

There were many research findings related to this present research about the use of audio-visual aid in teaching learning process of listening. Faiz (2012) applied cartoon videos to improve listening comprehension achievement and active participation that was designed in a classroom action research showing a significant improvement through the students' listening comprehension achievement and active participation. Ferdiansyah (2011) did the same research to improve students' listening comprehension achievement by using movie clips. Moreover, Fevtingtyas (2007) conducted an experimental research on listening comprehension achievement by using video. Those researches were conducted in Junior High School levels which were the same as the level of the researcher's subject of the study. Both Ferdiansyah (2011) and Fevtingtyas (2007) have different study from the researcher's. Ferdiansyah's study and the researcher's are different in the media used, but Fevtingtyas's study and the

researcher's are different in the research design used. On the other hand, Faiz (2012) conducted the same study among overall aspects with the researcher's study, except their subject determination methods. Based on those successful previous researches, hopefully, this research could arouse students' active participation and listening comprehension achievement that would broaden their learning experience.

It was believed that the use of video could improve the students' active participation and listening comprehension achievement. It was because video was interesting to support the teaching learning process with its attractive material design. In addition, the videos used in this research were selected well based on the research subjects' need, age and culture. Because of that case, this present research conducted a classroom action research entitled:

"Improving Class VIII B Students' Active Participation and Listening Comprehension Achievement on Narrative Text by Using Video at SMP Negeri 1 Tanggul in the 2013/2014 Academic Year"

Research Method

This research used classroom action research (CAR) and it was intended to improve Class VIII B students' active participation and listening comprehension achievement by using video at SMP Negeri 1 Tanggul in the 2013-2014 academic year. This research ran in cyclical model. Each cycle consisted of problem identification, participant identification, generation of hypothesis, data collection, data analysis and reflection and drawing conclusion.

The area determination method of this classroom action research was SMP Negeri 1 Tanggul and conducted by using purposive method. The school was chosen because of some considerations. The Principal of SMP Negeri 1 Tanggul gave permission to conduct the research. Besides, based on the interview with the English teacher, Class VIII B consisted of the students with the lowest percentage of the students who

could get score 70 or more than the other classes. .

Subject determination method in this research was conducted by using purposive method. The research subjects were the students of Class VIII B at SMP Negeri 1 Tanggul. The total number of the students in this class was 33 students. Class VIII B was chosen because based on the preliminary study which had been conducted, the class consisted of the students with the lowest percentage of the students who could get score 70 or more than the other classes.

The data collection methods used in this research were observation and listening test as the primary data. Interview and documentation were used to collect the supporting data. The observation was used to get the result of students' active participation while the listening test was used to measure the students' listening comprehension achievement. In addition, in interview, a free-guided interview was conducted to the eighth grade teacher at SMP Negeri 1 Tanggul. Documentation in this research was done to get the names of all the students in Class VIII B and the last listening score of this class.

Discussion

Based on the data analysis of the use of video in teaching listening comprehension, it was known that video could improve the students' active participation and their listening comprehension achievement. The observation results showed that the students' active participation in Cycle 2 was higher than that one in Cycle 1. The percentage of the students' active participation increased from 85.88% in Cycle 1 to 96.70% in Cycle 2.

Moreover, the results of the students' listening comprehension test showed that the percentage in Cycle 2 was higher than that one in Cycle 1. The percentage of the students' listening comprehension achievement increased from 84.85% in Cycle 1 to 90.91% in Cycle 2. In conclusion, the use of video improved the students' listening comprehension achievement.

The improvement above proved the theory related to the use of video which says that video can improve the students' active participation and

their listening comprehension achievement. Ryan (1998) states that the students will often express an interest using movies for language learning. It can be seen from the students who actively participated in the listening class. Thus, the use of video can attract the students' interest to actively participate in the listening class. It was proven through the improvement of the students' active participation which increased from 85.88% in Cycle 1 to 96.70% in Cycle 2. For the application in the classroom, the improvement could be seen through the students' participation in watching the video with a good impression by watching the video attentively, actively asking and answering questions and doing the works well. Besides, the students were active in asking some questions about what they did not understand about the difficult words or the content of the story. In addition, they did not seem to be afraid to answer the researcher's questions. Also, in doing the tasks, the students participated well in working in pairs. Thus, the theory that the use of audio-visual media could improve the students' active participation was proven in this research. Further, Lonergan (1984:16) states that in watching and listening, the learners will be greatly helped by the paralinguistic information that the video carries. He adds that the paralinguistic information means not only the facial expressions and gestures of the speaker will help the listener, but also the other participants in the communication. The students will be helped to understand the other participants'/characters' message to deliver through their expressions and gestures, not only the message given by the speaker. Thus, the students can broaden their understanding of the whole story. In short, video can improve the students' listening comprehension achievement which has been proved in this research. It can be seen through the students' listening comprehension achievement which improved from 84.85% in Cycle 1 to 90.91% in Cycle 2. Based on the theory, it can be concluded that the use of video could improve VIII B students' active participation and their listening comprehension achievement at SMP Negeri 1 Tanggul in the 2013-2014 academic year. By using video in

teaching listening comprehension, the students' active participation in joining the listening class was improved and drove them to easily gain the idea of the story in the video. So the students' listening comprehension achievement was also improved.

Furthermore, the research results were relevant to the previous related research findings. For example, the results of the previous research conducted by Ferdiansyah (2011) who found that teaching listening comprehension by using movie clips could improve VIII-D students' listening comprehension achievement at SMPN 1 Jember. Through the audio-visual information delivered by the movie clips used by Ferdiansyah (2011) in his research, it was successful in improving the students' listening comprehension achievement. It was the same as the audio-visual medium used in the researcher's research that could prove that the use of video could improve class VIII B students' listening comprehension achievement. Furthermore, the previous research results conducted by Faiz (2012) showed that the use of cartoon video to teach listening comprehension towards class VIII H of SMPN 3 Balung could improve the students' listening comprehension achievement and their active participation. In Faiz's research (2012), the kind of audio-visual medium used was the same as this study. Both of those researches could prove that the use of video could improve the students' active participation and their listening comprehension achievement.

Conculsion and Suggestion

Based on the results of the data analysis and discussion in the previous chapters, the following points can be drawn.

- a. The use of video could improve class VIII B students' listening active participation on narrative text at SMP Negeri 1 Tanggul in the 2013/2014 academic year. It could be seen from the percentage of the students' active participation which increased from 85.88% in Cycle 1 to 96.70% in Cycle 2.
- b. The use of video could improve class VIII B students' listening comprehension achievement on narrative text at SMP Negeri 1 Tanggul in

the 2013/2014 academic year. The improvement of the students' listening comprehension achievement could be seen from the percentage of the students who got scores 70 or more, increased from 84.85% in Cycle 1 to 90.91% in Cycle 2.

Considering the results of this research, some suggestions are given as a useful contribution to these following people.

- a. The English Teacher
Based on the research results, it is suggested that the English teacher use video in teaching listening comprehension. It is because video can provide visual information and audio information that can help the students to gain the main and detail idea easily. Besides, the medium can also decrease the students' boredom in joining the listening class.
- b. The Students
The students of SMP Negeri 1 Tanggul are suggested to use video in order to help them comprehend listening comprehension since video presents audio-visual information. It is because the characters' body language can be easily learned through the video instead of what they are listening only. The students are suggested to watch the other videos that they can find on the internet, CD, television or other media to improve their listening comprehension achievement.
- c. The Future Researchers
The future researchers are suggested to use video to conduct a further research dealing with similar or different problems. For example, conducting a research to improve the students' active participation and reading comprehension achievement by using video. In addition, the future researchers can also use different indicators/aspects of the students' active participation in order to get further results of applying video in listening class. It is because dealing with the results of this research, the use of video could help the students be active in joining the class and have better understanding of the story given in the video.

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