

THE USE OF CONTEXTUAL VIDEO TO IMPROVE STUDENTS' LISTENING ABILITY

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Abstract: The major goals of the study were to investigate the effectiveness of contextual video usage in improving the students' listening ability and to find out the students' responses toward the use of contextual video in listening practice related to the students' English knowledge and the students' psychology. The study included eight graders of junior high school as the participant that were designed into two groups: experimental class and control class. This study was accomplished by comparing the students' listening score in experimental class to the students' listening score in control class using independent t-test and the data were collected use pilot-test, pre-test, post-test and a questionnaire. This study revealed that, on average, the students' listening score in experimental class that learn through contextual video ($M = 79.45$, $SE = 1.69$, $p < 0.05$) is higher than the students' listening score in control class that learn through conventional method ($M = 73.21$, $SE = 1.96$) with medium effect size ($r = 0.269$). Thus it can be assumed that contextual video is effective in improving students' listening ability. Furthermore, the result of questionnaire analysis also revealed that the students' responses toward the use of contextual video in listening practice were positive. Most students stated that contextual video gave more advantages than the disadvantages related to their English knowledge and psychology. The study was concluded that contextual video can be used as an alternative teaching medium for listening practice. For consideration, contextual video can also be used in other topics or even subjects.

Keywords: *Listening, Listening Ability, Teaching Listening, Contextual Video*

Introduction

Nowadays, the teachers in the school are rarely taking their students to practice listening in their teaching-learning process. Teachers only teach the students in the classroom by giving some explanation in Bahasa using textbook and white board, and mostly more focus on students' reading and writing skill. However, teachers should take their students for listening practice to make the students familiar with English words and kind of conversations, therefore, the students can be more active in teaching-learning process. Field (2009) stated that students may have more capabilities to communicate well with others if they have a good listening skill.

On the other side, teaching listening is not easy. One of the main problems in practicing listening is about the students' attention that can be distracted easily. Therefore, the teacher should have an attractive teaching media for listening to attract their students' interest during listening practice. However, good teaching media can stimulate the students' interest and encourage students' participation in learning practice (Heinich, 1993).

Furthermore, audio visual media are believed more effective to be used for listening than the other types of teaching media. Through audio visual media, the students will use their two multi sensory, sounds and sight at the same time when doing listening practice (Harmer, 1998). Moreover, audio visual media can attract students' focus and concentration more than audio or visual media only. Besides, Hruby (2010) also said that audio visual media such as video may increase the students' motivation and will make the students happy and fun when doing listening practice that may affect the students to be more participated in TL process when listening.

This article presents the study about the investigation towards the effectiveness of contextual video in improving students' listening ability and the students' responses toward the use of contextual video in listening practice. The result of the study is expected to give some contributions to the field of education especially in English learning, such as providing some information about the effectiveness of using contextual video to improve students' listening ability.

Literature Review

- Teaching Approach in Listening

There are two major approaches in teaching listening, namely bottom-up processing and top-down processing approaches. In bottom-up processing, stress, rhythm, and intonation play important role. In line, Brown (2001) states that the teaching of listening skill through the bottom-up is typically focusing on sound, grammatical structures, and other components. Thus, the goal of listening material with the bottom-up processing is listening to the language components in detail. Through the bottom-up processing approach, teaching listening has been involving the learner's ability and attends it to the smaller bits and chunks of language, which is called micro skills of listening (Richard, 1998). The micro-skills of listening provide several objectives to asses in listening. The first is to discriminate among the distinctive sound of English. Second is to retain chunks of language of different length in short term memory. The third is to recognize English stress patterns, word in stressed and unstressed positions, rhythmic structure, intonation contours, and their role in signalling information. The fourth is to recognize reduced form of words. The fifth is to distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance. The sixth is to process speech at different rates of delivery. The seventh is to process speech containing pauses, errors, corrections, and other performance variables. The eight is to recognize grammatical word classes (nouns, verbs, and adjectives), systems (such as tenses, plural and singular, etc.), patterns, rules, and elliptical forms. The ninth is to detect sentence constituents and distinguish between major and minor constituents. The tenth is to recognize that a particular meaning maybe expressed in different grammatical forms, and the last is to recognize cohesive devices in spoken discourse.

Top-down processing is the opposite of bottom-up processing. In top-down processing, students derive meaning and interpret the message by utilizing their background knowledge and global understanding (Duzer (1997), cited from Harmer (1998)). According to Richard (1983), there are several learners' macro-skills or ability in focusing of the larger elements in teaching listening through

top-down processing. The first, recognize the communicative functions of utterances based on situations, participants, and goals. Second, infer situations, participants, and goals using real-world knowledge. The third, form events and ideas, the students can describe, predict outcomes, infer the links and connections between events, deduce cause and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Fourth, the ability to distinguish between literal and implied meanings, to use facial kinetic, body language, and other non-verbal clues to decipher meaning, and the last is able to develop and use battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help and signalling comprehension or lack thereof.

Based on the description of both listening teaching approaches above, teachers can decide which approaches are appropriate to their listening teaching and learning activity by considering what kind of listening skills they want to teach. However, it is possible for teachers to teach students listening lesson by incorporating both approaches (Swift, 2007).

- The benefit of contextual video in listening

The use of contextual video may give lots of advantages in learning a foreign language. According to Arthur (1999) as cited in Canning and Wilson (2000), through video, the students can imitate realistic models for role play, increase their awareness of other cultures by teaching appropriateness and suitability, strengthen audio/visual linguistic perceptions simultaneously, widen the classroom range activities, and the students have lower anxiety when practicing the skill of listening. In line, Schrum & Glisan (2000) as cited in Thao (2003) also stated that video provides the context for a wide variety of communicative and interactive activities in the classroom. More over video can develop the four language skills. (Harbert, 2004)

Furthermore, Harmer (1998) pointed out four advantages of using video. The first is students can get to see the language in use. By seeing language in use, students can see a whole lot of paralinguistic behaviour. Second, the students can

pick up a range of cross – cultural clues. The film or video allows students to entry into a whole range of other communication worlds, and unspoken rules of behaviour in social and business situation are easier to see. Furthermore, film or video can be used as main focus of a lesson sequence or as parts of other language sequence. The last is video or film associates with relaxation. Students have to be provided by good viewing and listening task, so that they may give their full attention to what they are hearing and seeing. Students can watch a huge range of film clips or short video on the internet at sites such as You Tube (www.youtube.com)

Research Methodology

This study used a quantitative method and applied a quasi-experimental design with non-equivalent control group pre-test and post test. According to McMillan and Schumacher (1989), quasi experimental design is a design that approximates the true experimental type with no random assignment of subject. The participants of this study were two classes of eight grade students that were designed into two groups. The first is experimental class which is given the treatment by implementing contextual video, and the second one is control class which is given no treatment (McMilan and Schumacher, 1989).

In collecting the data, this study used pilot-test to make sure the instrument appropriate to be used in pre-test and post-test. After the instruments were appropriate, pre-test and post-test were applied to both groups to measure the effectiveness of the treatment that was given. Pre-test were applied to both groups to find out the students' initial listening ability, whereas post-test were given to both groups to measure whether there is a difference between students' listening score in control class and in placebo class after the treatment was given. Besides, questionnaire was also distributed in experimental class only to find out the students responses toward the use of contextual video for listening practice.

After the instruments had been analyzed in pilot-test and then it was valid and reliable to be used in pre-test and post-test, independent t-test formula was applied in pre-test to measure whether there were no significant differences

between the students' listening score in control class and experimental class. Furthermore, to find out the effectiveness of contextual video in listening practice paired t-test was applied. If the probability value is smaller than the sig.value at 0.05 ($p < 0.05$), it means contextual video was effective for listening practice.

Data Presentation and Discussion

- The Effectiveness of Contextual Video in Improving Students' Listening Ability

Based on the analysis, the result of statistical computation on posttest showed that on average, the students' listening scores in experimental group ($M=79.45$, $SE=1.69$, $p < 0.05$) are higher than the students' listening scores in control group ($M=73.21$, $SE=1.96$), with medium effect size ($r = 0.269$). From the result, it can be assumed that contextual video is effective to be used for listening practice and the null hypothesis (H_0) was rejected since there are significant difference between posttest mean scores in experimental and control class.

There are several things that may indicate the effectiveness of contextual video in improving students' listening ability during listening practice. The first, when applying contextual video in listening practice, the students in experimental group seemed to be more excited and enthusiastic in listening practice than the students in control group. It was in line with Ur's theory (1984) which stated that the use of video in listening class provides students some interested and useful listening practice. Furthermore, Hruby (2010) added that contextual video makes the lesson more fun and the content more attractive for the students.

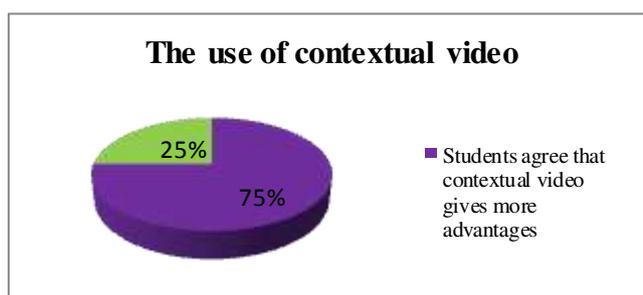
Second, contextual video made the students in experimental group more focused during listening practice rather than the students in control group. It was shown from their facial expression during listening practice. The students looked serious and sometimes interrupted when hearing an unclear sound from the video. Guo (2005) stated that students' attention or focus is often distracted in listening practice but the contextual video can be an alternative way to attract the students' attention by its picture and its dynamic image.

Third, the students in experimental group could make a prediction easier in guessing the meanings that were conveyed in the conversation through contextual video. It was shown from the students' answer sheet and the students' behaviour in the class during listening practice. From the students' answer sheet, it was found that the students in experimental class who answered the questions correctly are greater than the students in control group. It was in line with Hruby's theory (2010) which stated that using video is a perfect way to help the students to understand the language even if they do not know what the words mean because large part of communication is expressed not in words, but in gestures, facial expressions, body language, poses, eye contact, different tones of voice such as intonation and stress.

- The students' responses toward the use of contextual video in listening practice

Based on the questionnaire analysis, the students' responses toward the use of contextual video in listening practice are positive. Most students (75%) stated that contextual video gave the advantages more than the disadvantages. The detail is depicted below.

Figure 1



- The Advantages of Contextual video Related to the Students’ English Knowledge and the Students’ Psychology in Listening Practice

The students’ responses toward the advantages of contextual video that were related to the students’ English knowledge showed that contextual video helped the students to guess the meaning of the words that were spelled in the conversation and also help them to listen its pronunciation clearer, therefore, they can understand or predict the meaning of the conversation. The detail of students’ responses is presented in the following table:

Table 1

NO	Statement about the advantages of contextual video related to the students’ English knowledge	Percentage of the students’ agreement (%)
1	Contextual video helps to guess the vocabularies that were spelled in the conversation	80%
2	Contextual video gives helps to listen the word’s pronunciations that were pronounced in the conversation.	51%
3	Contextual video helps to make some predictions to understand the meanings that were conveyed in the conversation	83%

Related to the students’ psychology, the result of students’ responses showed that most students agreed that contextual video motivated them and also make them curious in listening practice, furthermore, they also stated that contextual video can make them focus and concentration during listening practice. The detail of students’ responses is presented below:

Table 2

No	Statement about the advantages of contextual video related to the students' psychology	Percentage of the students' agreement (%)
1	Contextual video makes the students' motivation in listening low	74%
2	Contextual video decreases the students' curiosity in listening practice	83%
3	Contextual video gives some difficulties to the students in keeping their focus and concentration during listening practice	80%

Conclusion

From the study, it can be concluded that the use of contextual video is effective in improving students' listening ability since the result of the calculation showed that, in average, the students' listening scores in experimental class ($M=79.45$, $SE=1.69$, $p<0.05$) are higher than the students' listening scores in control class ($M=68.11$, $SE=1.67$) with medium effect size ($r=0.269$)

Second, regarding to the result of students' responses analysis from questionnaire, the students' responses toward the use of contextual video in listening practice are positive. There are two points that can be drawn from the questionnaire result. First, related to the students' English Knowledge, most students stated that through contextual video, the situation and facial expression of the actor/actress during the conversation that could be seen when listening to the contextual video helped them to make the prediction of what the speakers were talking about. The different tones of voices such as intonation could also help the students to guess the meanings that were conveyed in the conversation. Therefore, the students can improve their listening ability.

Related to the students' psychology, contextual video improved the students' motivation and students' interest in listening practice. The students could be more focused during listening practice because contextual video has

dynamic vision and sound that attracted the students' interest and curiosity then made the students enjoy the time during listening practice.

However, from the result of the study, the contextual video is recommended to be used as an alternative teaching medium. For English teachers who are interested to use contextual video or another audio visual aid as teaching media in their teaching-learning process, it is important to choose the video that is appropriate to the English level of their students' ability and the video should have familiar vocabularies in which the vocabularies are not too difficult for the students. Besides, the video should be used as an alternative way to solve the problems in teaching-learning process in order to reach the goals of learning.

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