

The Use of Video to Enhance the Teaching and Learning Process of Listening English for University Students

Dewi Kurniawati

IAIN Raden Intan Lampung
Email: salmakhoirunnisa61@yahoo.co.id

Abstract. *This article discusses and review two journal articles to determine the effect of video in English teaching and learning process especially in listening English, which is always referred to as a boring lesson. As we know that students are always feel trouble before trying Listening lessons. Most of people think that Listening class is always synonymous with listening and mention or filling in the blanks or answer questions then the class should be quiet. So, the teachers must make the class become more interactive. On the Interactive class, students not only listen, filling in the blanks, and answer questions, but they also discuss, dialogue, debate in conversation with each other and teachers can also combine the game in that classroom learning more fun and interactive. Everyone can participate in the class of Listening in the sense that they can improve their skills in listening, grammar, pronunciation, vocabulary, and speaking. Teachers assess Listening through the application of appropriate assessment with learning Listening, such as how well they capture the information they hear from the voice or video then they can discuss it together with each other in the classroom (could play, debates, discussions, etc.).*

Key words: *listening; teaching listening; video*

A. INTRODUCTION

English today is very important to learn, because English is an international language that is commonly used to communicate with people who come from abroad. Even the young children, they are using English in their daily activities now, although there is still some of those who mix the native language to English.

They consider the use of English was cool, so they are eager to learn English and use them in everyday activities. English has four basic capabilities that Listening, Speaking, Reading and Writing. As well as having three additional capabilities namely Grammar, Vocabulary and Pronunciation. All components are very important and must be learned if you want to master English well.

People cannot speak, before listening. Wallace et al (2004: 13) writes that listening proficiency is a skill that is very important because these skills that allow humans to gain insights, understanding, knowledge, and information, as well as achieving success in communicating with others. Therefore, listening skills are very important skills in the language. However, listening is not a simple process.

Most Indonesian students encounter difficulties in learning listening because listening can only be done in one shot without being able to repeat it. To decrease students' problem in learning English especially in listening, teachers must be able to create a favorable condition in teaching and learning process in order to make the students comprehend and use English easily.

The author chooses listening ability to this research because the author believes before speaking we have to understand what is being said by others who use English. Pollard (2008: 39) argues that: "Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skills, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students often recognize the written word more than they recognize easily the spoken word. Furthermore, when reading, students can go back and reread a phrase with listening whereas they only get one chance. With reading, it's the reader who sets the pace whereas with listening it's the speaker or recording that sets the pace. "

Field (2008: 37) point about listening: "In some respects, listening is a very individual activity. A speaker does not implant a message in the listener's mind. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals".

From the theories above we can conclude that listening and reading are equally able to receive in the language, but has a different difficulty level. If the reading we still do not understand the essence, we can repeat to read. This is contrary to listen, because listening can only be done in one shot without being able to repeat it. Therefore, listening is far more difficult than reading.

Teaching Listening is not an easy job. Listening is the activities where the hearer should pay attention to and trying to get meaning from something we hear. Teaching listening to students should be careful and step by step. Some problems that faced by the students in teaching listening process are they are afraid of making something wrong, the student are also confused about what they should study, or they have to check some word on the dictionary. So far, one thing that is very important is less motivation. The students feel bored to study because the material is monotonous and teacher's techniques are also make the student lazy.

Using suitable method, technique, media and materials which are appropriate to main subject, learning can increase the students' interest and motivation in studying English, so the students feel interested and pay attention to that subject. Video can be a valuable tool through which multiple foreign language skills can be taught. Using video can enhance conversation, listening, and pronunciation skills and promote authentic vocabulary development. Even reading and writing activities can be structured around videos. As such, these videos may be used for inspiring or motivating students to learn so that students enjoy the materials. Consequently, they will get better achievement.

Regarding the use of videos, Harmer (2003: 282) states that one of the main advantages of video is that learners do not just hear the language, they also see it too. Videos make a particularly powerful contribution to both the content and the process of language learning; especially contribute to interest and motivation, sense of the context of the language, and a specific reference point or stimulus. This greatly aids comprehension, as for example, in general meaning and moods are often conveyed through expression, gesture and other visual clues.

1. Concept of Listening

There are several language experts who support the idea of the importance of listening: Gilbert (2005, p.97) believes that the skills of listening comprehension and pronunciation are interdependent: "if they are not able to understand spoken English well, or if they cannot be understood easily, they are cut off from the language, except form the written form".

Nunan (1997, p.65) stated "Listening is assuming greater and greater importance in foreign language classrooms. There are several reasons for this growth in popularity. By emphasizing the role of comprehensible input, second language acquisition research has given a major boost to listening".

Richards and Renandya (2002, p.238-239) Listening is thus fundamental to speaking. Therefore, listening is the prior skill in foreign language learning, because the first step that the students must do in language learning process is listen. Before the students learn, they should listen first before they speak, read, and write.

Pollard (2008: 39) argues that: "Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Reading, the other receptive skills, involves students in understanding and interpreting the written word. Listening is probably more difficult than reading because students

often recognize the written word more than they recognize easily the spoken word. Furthermore, when reading, students can go back and reread a phrase with listening whereas they only get one chance. With reading, it's the reader who sets the pace whereas with listening it's the speaker or recording that sets the pace. "

Field (2008: 37) point about listening: "In some respects, listening is a very individual activity. A speaker does not implant a message in the listener's mind. The listener has to remake the message: trying to gauge what the speaker's intentions are and extracting from the message whatever seems relevant to the listener's own goals ".

Brown (2001, p.69) says: "Listening is not a one-way street. It is not merely the process of a unidirectional receiving of audible symbols. One facet-the first step-of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms".

Based on the theories above, it can be concluded that listening is important skill in foreign language. Listening is a skill or ability of the process to input the information or message by listening what are the speaker says. Listening deeply can make us get the information which are completed and detailed.

2. Listening Process

Brown (1990, p.54) points out that there are three aspects from which one can interpret an utterance. First, before listening, one uses background (top-down) to predict the utterance. While listening, we use the phonological system and other discrete aspects of the utterance (bottom-up) to confirm/reject our predictions and also get information/details we did not predict. After the

utterance, we try to infer what the speaker meant. In our everyday listening we usually employ all three nearly all the time. While listening, as we confirm or reject predictions, we make new predictions and are drawing inferences at the same time, as we continue listening and deciphering the phonological code.

It means that Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. In top-down process the listeners should have other background information that they bring to the text. The listeners can predict what kind of information from the text if they have prediction about the text that they will hear before.

While bottom-up process more focus on grammatical relationship in the words. So the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language. The researcher concludes that bottom-up process only focused on linguistic such as lexical, phonemic, syllabic.

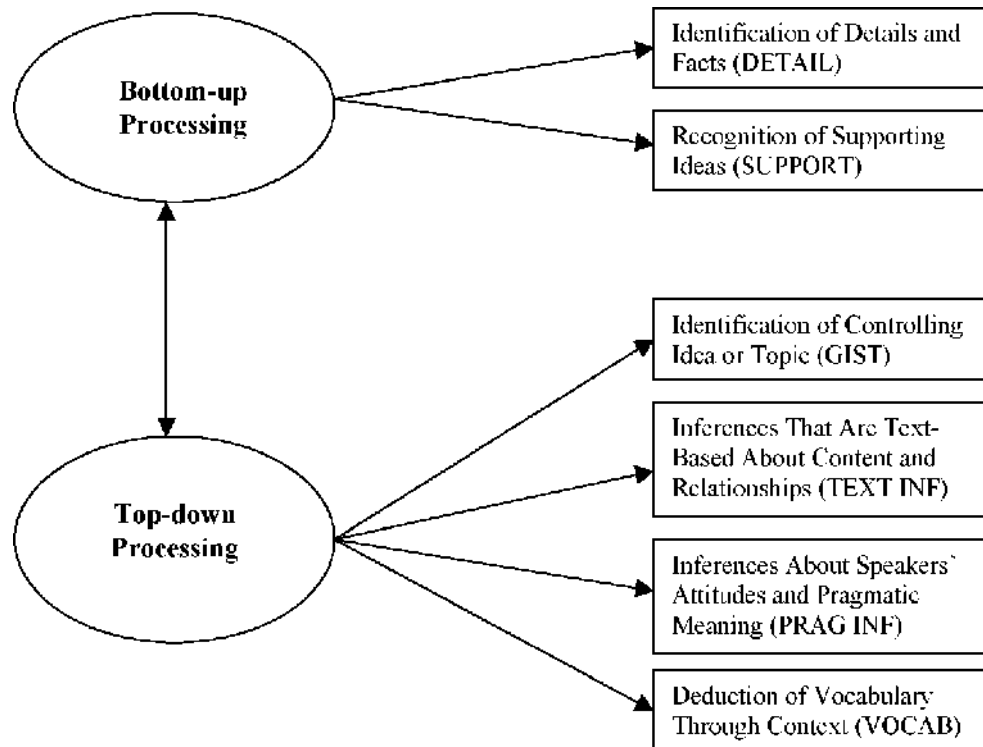


Figure 1 Operationalization of a Model of Second Language Listening Comprehension (Wagner, 2002, p. 12)

3. Teaching Listening

Brown (2000, p.19) states that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

The principles can be standard to limit teachers when they teach listening. Harmer (2001, pp. 111- 112) states that the principles of teaching listening are stated below:

- 1) The tape recorder is just as important as the tape
- 2) Preparation is vital
- 3) Once will not be enough

- 4) Students should be encouraged to respond to the content of listening not just to the language
- 5) Different listening stages demand different listening tasks
- 6) Good teacher exploit listening texts to the full

Based on definition above, it means that teaching listening is process in which listeners play an active role in discrimination between sounds, understanding vocabulary and grammatical structures, interpreting intonation and stress, and finally. Teaching is process of collaboration of teacher and students, it is should be the process of transferring knowledge.

4. **Concept of Video**

Ruis, Muhyidin and Waluyo (2009: 4) state that a motion picture or video is a moving image on color or black and white produced from live action or from graphic presentation. Object or even may be in normal motion and edited for abbreviating or high lighting. It can be silent or having sound.

Onayasa (2004:131) states that educational films / videos are in black and white, and colour. There are also sound and silent motion pictures, as they can be shown through monitor, that is, cathode ray tube, or projected using video projector or through the digital projector, for group use. Motion pictures are also very good for ensuring students' positive attitude toward the subject of instruction.

Harmer (2001: 290) reveals that video can enhance simulations, not only because it can provide feedback when the students can watch themselves and evaluate their performance, but also because the presence of a video helps to make media more realistic

Based on the theories above it can be concluded that video in language learning may mean the use of popular films on video to provide content, and the use of

smaller pieces of broadcast materials such as short documentaries and television advertisements. Video materials can be a learning alternative because they contain dialogues from highly proficient English speakers, which could contribute to an easier understanding of their pronunciation

B. METHODOLOGY OF REVIEW

Only research studies on video and language learning and teaching were included and reviewed to determine the effects of videos. Search strategies by using keyword search, such as: " effect of using video materials in the teaching of listening skills for university students". Eventually there are two research articles using video were selected and reviewed to determine the effects of video on students achievement and attitude. The writer chose both because both journal article are often used as research references. This review were analyzed using constant comparative method. Specifically, the constant comparative use the following steps: examining each article, forming various categories, comparing categories and achieving category saturation.

Strauss and Corbin (1990) describe some flexible guidelines for coding data when engaging in a Grounded Theory analysis:

- **Open Coding** - "The process of breaking down, examining, comparing, conceptualizing, and categorizing data" (p. 61).
- **Axial Coding** - "A set of procedures whereby data are put back together in new ways after open coding, by making connections between categories. This is done by utilizing a coding paradigm involving conditions, context, action/interactional strategies and consequences" (p. 96).
- **Selective Coding** - "The process of selecting the core category, systematically relating it to other categories, validating those relationships, and filling in categories that need further refinement and development" (p. 116).

The review article began by selecting the first article, then the next article was read and compared to the theme of the first article. When the theme of both article was compared with each other. The content of each article was read and content analysis was done by summarizing the major findings of studies. After analyzing the content of the selected article, the identified two major themes. The first is concerned with the effects of video on student' skills that relate to effective outcome / achievement. The second included learners' attitude and perceptions towards videos that relate to attitude, opinions, motivations, learning styles.

C. THE USE OF THIS ARTICLE

The writer hopes that this article can give contribution and benefit for:

1. Theoretical Contribution.

For theoretical contribution, this article can support the previous theories about the influence of video material toward students' listening ability.

2. Practical contribution

a. The teacher

The article is expected to be beneficial for English teaching and English language education. In addition, this article can be as the guidance for the teacher in constructing and using video material to teach listening. Besides, it is expected that Video can help teachers to make the teaching of listening interesting and can be helpful to arise students' motivation and interest, and attitude in learning listening.

b. The students

For the students at least they know the exact listening material and can be used as feedback in the learning process of listening subject, so they can become more active in the listening subject.

c. The researcher

This article is expected to be able to provide information for the next researchers, especially who want to investigate more about listening material to teach English listening effectively.

D. FINDING FROM THE REVIEW

1. Martinez was doing a research in titled “Effects on Teaching Listening Skill Through Videos to Advanced Students From The Foreign Language Department at The University of El Salvador During The First Semester 2010”. His study was conducted in University of El Salvador in Central America.. The purpose of his study was to examine the effectiveness of teaching EFL listening through videos. There were 40 research participants. Students were administrated a pre-test and post test which was composed of 50 items from listening section TOEFL practice test. A total of 40 students were tested in their listening abilities through pre-test and post test. A questionnaire was administrated to students at the end of the teaching to check their attitudes towards using videos. There was a significant difference between the mean score of the pre-test and post test. In other word, it assumed this teaching strategy help students to gain listening ability. The students also had good attitudes towards the teaching tool. Moreover, some students expressed negative attitudes toward videos as well.

2. Woottipong was conducted the research with the title “Effect of Using Video Materials in the teaching of Listening Skills for University Students”.

The purposes of this study were to develop the listening skills of university students studying English with the use of video materials and to evaluate students’ attitudes towards the use of video materials in teaching listening skills. The sample of the student population for this study was 41 first -year English major students in the second semester of the academic year 2012 at Thaksin University,

Thailand. They were selected by simple random sampling. The study was conducted over 20 teaching periods.

The one -group pretest-posttest design was implemented in this study. The instruments used in this study were 1) lesson plans 2) English comprehension tests (pretest and posttest) and 3) a questionnaire of the students' attitude. Regarding the data analysis, mean, percentage and t-test scores for the dependent sample were employed. The result indicated that the students' English listening comprehension ability increased significantly after learning with videos and students had positive attitudes towards using videos in teaching listening skills.

Both of journal article themes are about effect of video on students' language skills and students' attitude toward videos. They have the same research method. Martinez's article is not clear enough in methodology, sampling technique and in the abstract. But, He wrote the references of the theories that he used clearly.

While, in Woottipong's article the methodology, sampling technique and abstract is clear enough, but He did not mention the source of theories clearly.

Summary of Videos Research Studies

Author name	Research aim/objective	Research Method	Data collection technique	Sample size
Martinez, R. Guzman	Examine the effectiveness of teaching EFL listening through videos	Experimental	survey, pre-test and post test	40
Woottipong, Kretsai	Develop the listening skills of university students studying English with the use of video materials and to evaluate students' attitudes towards the	Experimental	survey, pre-test and post test	41

	use of video materials in teaching listening skills.			
--	--	--	--	--

E. DISCUSSION

The present study reviews research on videos in terms of language education, especially its effects on learners' listening skills. It was found that learning listening skill through videos was able to increase students' listening ability significantly. This may imply that videos was good for helping student enhance listening abilities. Videos contain visual element, that might be the main factor to help student increase listening abilities. With the visual elements, they could easily understand wat the information was. Overall finding suggest that students generally enjoy using video, and like to learn listening subject by using video.

F. CONCLUSION

Based on the review above it clears that using video is more beneficial and helpful than using traditional talk and audio. Refers to the findings, it can be concluded that in general video is an effective teaching media to teach English especially to teach Listening. Video is more effective than audio as teaching media. Some of the reasons for the positive perceptions included the opportunity for students to learn at their own time. Finally, the media of video has influence to the students' Listening skill.

G. REFERENCES

- Field, John. (2008). *Listening in the Language Classroom*. UK:Cambridge University Press.
- H. Douglas Brown. 2000. *Principles of Language Learning and Teaching*, (San Francisco: Pearson Education.
- Harmer,Jeremy. 2001. *How to Teach English (An Introduction to the Practice of English Language Teaching)*. Edinburg Gate: Longman.
- Martinez, R. Guzman. 2010. *Effect on Teaching Listening Skills Through videos to Advance Students from The Foreign Language Department at The University of El Salvador During The First Semester 2010*. (unpublished thesis. University Campus El Salvador, Central America).

- Onayasa. 2004. Selection and Utilization of Instructional Media for Effective Practice Teaching. *Institute Journal of Studies in Education*.2(1), 128-133. Retrieved from www.unilorin.edu.ng/publications/20IJSE%20Journal.pdf. doi: ISSN0795-2199
- Pollard, Lucy. 2008. *Teaching English*. UK: Longman.
- Ruis, Muhyidin & Waluyo,T. 2009. *Instructional Media*. Jakarta: Ministry of National Education Press.
- Strauss, A. & Corbin, J. 1990. *Basics of Qualitative Research: Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage Publications.
- Wagner, E (2002). *Video Listening Tests: A Pilot Study*.
journal online] Retrieved March 2010, from
<http://journals.tc-library.org/index.php/tesol/article/view/7/8>
- Woottipong, Kretsai. 2014.. *Effect of Using Video Materials in the teaching of Listening Skills for University Students*". *International Journal of Linguistics* ISSN 1948-54252014, Vol. 6, No. 4