A PANACEA FOR TEACHING LISTENING AT ISLAMIC REALM: INTERACTIVE VIDEO VIEWING TECHNIQUE

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Abstract: This study is designed to solve the classroom problem dealing with the improvement of listening skill of the students of one private Islamic college that also study at *pesantren*[1] in which they have lack of exposure in learning English. To cater a new way to overcome this issue, a classroom action research focusing on the implementation of interactive video viewing technique was employed. The findings exemplify that the students show better listening achievement after the implementation of second research cycle.

Keywords: interactive video, listening skill, language exposure

INTRODUCTION

Although listening comprehension has historically received less maximal treatment in the English instruction as a Second/Foreign Language (ESL/EFL), it remains one of the most crucial skills in language learning (Clement, 2007). It can be categorized as complex activity that includes a-two-way-communication that encompasses the process of a unidirectional receiving of audible symbols. Its first step comprises psychomotor process that receives sound waves by our ear and directly transmits it

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[1] The Islamic institution that provides a dormitory where the students are encouraged to deepen their knowledge about Islamic insights. Some of *pesantren* design (un)integrated curriculum as stipulated at Indonesia education regulation

into our brain (Brown, 2001). Listening as one of receptive skills in acquiring and learning English language takes pivotal roles for enriching the students' comprehensible input (Katchen 2002). Mastering listening comprehension is the first step towards fully acquiring a second language (L2) or foreign language (FL) (Liu, 2009). If the students cannot hear well, they will find any difficulties in hearing languages, doing listening tasks or interacting with other people (Idrissova, 2015). However, in spite of the importance of developing listening comprehension abilities, L2 learners are rarely taught how to listen effectively (Berne, 2004). In fact, students often take the wrong way when listening and this leads them to the poor result.

According to scholars, as Yagang (1994), Higgins (1995), Flowerdew and Miller (1996), the main problems in listening are pronunciation, the speed of delivery, new vocabulary or terminology, and concept. Assaf (2015) finds out that listening skills are challenged by spread rate of speech, gliding of words while speaking, disability of word recognition, lacking background information about topic, noises around, poor quality listening equipment and not enjoying the listening excerpt got high effect degree. Another study by Hamouda (2013) and Ishik (2014) shows that accent, pronunciation, speed of speech, insufficient vocabulary, different accent of speakers, lack of concentration, anxiety, and bad quality of recording were the major listening comprehension problems encountered by EFL Saudi learners.

During listening, there is a difference between a native speaker and non-native speaker, where the speed of speech varies. Students can meet with confusing situations in determining the meanings of words, idioms, and phrases of colloquial languages, and pronunciation. Since there are various pronunciation ways between Indonesian and English, listening is basic language skill should be firstly mastered by the English learners to familiarize the students to pronounce myriads of words appropriately so as to easily store proper foreign lexicons, words and other people's utterances. On the

other hand, less listening mastery will make the students trapped of comprehending similar word and meaning of English. Furthermore, developing listening technique is very important not only for helping students concentrate on language skill but also for improving their ability in mastering it.

The preliminary observation, however, revealed that the lecturer of one private Islamic college in East Java Indonesia found teaching listening quite difficult. It is caused by the small chances to listen to an English speaking and English terms. The regulation does not highly recommend students to use any gadget like mobile phone or computer, mainly for those who study at this college while staying at *pesantren*. To encounter fun listening activities, the lecturer and the researcher collaboratively tried to overcome the problem by presenting interactive video viewing technique as an effective way to teach listening. It can be used as an authentic material and an aid for teaching a particular linguistic structure, such as presenting a conversation from a movie scene in order to practice particular vocabulary items.

In addition, it can be the sole material on which the students can be asked to do recordings, to prepare further activities on the videos and to provide feedback for these videos. Simply argued, video is closely related to authenticity (Gezegina, 2014). Canning-Wilson (2000) also concludes that students like learning language through the use of video in which language teachers see them as a tool that can motivate learners. Of course, the success of video use depends on the teacher's way to implement the teaching techniques in the classrooms. When the teaching technique is in line with the learning objective and can enlarge the student's curiosity to learn, the listening achievement can increase. Accordingly, this research addresses an investigation on the use of video viewing technique for developing the listening achievements of the students at the private Islamic college that are at the same time studying at *the pesantren.*

RELATED LITERATURE

The Importance of Listening Comprehension

As one of receptive skills, listening has an equal role as speaking skill does in creating successful communication. It is acquired during the grammar, vocabulary and pronunciation learning. Even though listening maybe seen as a passive process, but it is an activity that needs high concentration in order to be able to decode what we hear. Underwood (1989) points out that listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear.

There are three main stages involved in the auditory process. During the first stage sounds are structured into meaningful units. The process of organizing the sounds into the units is based on learner's previous knowledge about the language. During the second stage we work on the new information. This means that we compare and contrast words or phrases we heard with already known information. The last step includes transmitting the newly acquired information into the long term memory so that we can use this information later (Underwood, 1989). This means that when we do not listen we will learn nothing.

Purposes for Listening

According to Ur (1984) the heard information which corresponds with the listener's expectations and needs is more likely to be correctly apprehended and understood than the information that is not relevant or useful. In real life situation, listeners are supposed to give direct response related to what they just heard either verbal or non verbal ways in expressing their response.

Based on Underwood (1989) teachers should prepare their students for these situations: (1) Attending a lesson or a lecture where the aim of this activity is to understand the main concept and to be able to distinguish the main information. (2) Listening to announcements, news and weather forecast where in this situation

listener's objective is to get relevant information. (3) Listening to live situation in which one takes no part. In this situation, the person listening to the conversation is usually unaware of the context so that he or she cannot interfere into the conversation. (4) Listening to or watching plays, watching TV or listening to a radio for pleasure where the aim of this activity is to entertain oneself. And (5) Listening to someone giving a speech in which the listener is often interested in views and attitudes of the speaker.

Difficulties during Listening

Listeners in foreign language learning will get panic at the first time they heard the word of listening or see English movie without subtitles. However, they will get better result after they hear it over and over. Underwood (1989) argues that students whose mother tongue contains similar or same intonation and stress patterns have fewer problems in comparison with students whose mother tongue is based on different rhythms.

According to Anderson and Lynch (1991) the first thing that learners have to develop is an ability that will enable them to identify the topic of the conversation and help them to find a relevant reaction. Secondly, learners should also develop an ability to predict the development of the topic as this ability will help them to prepare a suitable response in advance. Thirdly, they ought to recognize and also indicate when they do not understand enough to make a relevant response. Learners have to learn how to cope with problems of the topic clarification by using short or simple expressions by repeating the speaker's words to show that they are having problems.

Underwood (1989) also claims that listener's problems could be derived from many cases, such as problems caused by pronunciation, by the lack of control of a speaker's speech speed, by the inability to get things repeated, by the listeners' limited word stock, by the failure to concentrate, by the students' learning habit, by the interpretation, by the inability to identify the signals

by the language, and problems caused by the lack of visual support. In this paper, the researcher would like to solve the listeners' problems caused by the failure to concentrate and by the lack of visual support. In this research, the researchers use interactive video to lead listeners' concentration.

Interactive Video Viewing

The use of audio visual in language learning classroom has been widely used over the world because it is supposed as an effective and creative teaching strategy. In promoting learning, video viewing is not a passive activity anymore. Viewing is an active process one which can be an ongoing and highly interconnected process of monitoring and comprehending and a complex, cognitive activity that develops and matures with the child's development to promote learning (Marshall, 2002).

Mayer (2001) explains that viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning. He also states that well-designed multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive. The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate as the content watched by someone may be a right determinant of future academic success than the amount of time one spends watching television (Stanovitch & Cunningham, as cited in CPB, 2004).

Interactive CD's as interactive learning media can appeal to different senses, enable to transfer abstract information to real situations, provide students opportunities to study on their own pace for the increase of the students' motivation for learning activities, make learning fun and interesting, enable active participation to be active learners in learning process, support information transferred with multimedia facilities such as graphic, picture, video, sound, animation (Wilson, 1993).

Furthermore, interactive learning facility is one of the commonly used technology facilities in learning process. On the other hand, the contents of interactive learning media differ in terms of the intended use. These environments can be listed as for learning purpose, repetition purpose, animation-simulation purpose, game purpose. Interactive learning media can influence learning processes positively as long as they are associated with learning process and content effectively.

METHOD

This study is designed to solve the classroom problem dealing with the improvement of listening skill of the students of one Islamic college in east Java Indonesia that also study at *pesantren* in which they have lack of exposure in learning English. One of the clear reasons is due to the use of technology integration in EFL classrooms. To cater a new way to overcome this issue, this research employs Classroom Action Research (CAR). This design can be a means of reflective point for the teachers to elevate their performance and professionalism in presenting the materials and facilitate the students to comprehend the meanings and cultural aspects from listening activities. According to Kemmis and Mc Taggarrt (1998), CAR is trying out ideas in practice as a means of improvement and as a means of increasing knowledge about curriculum, teaching and learning. It means that the teacher shoud be able to increase the students capability in mastering the listening skill by various techniques in Figure 1.

Figure 1. The Procedure of Classroom Action Research (CAR) Adapted from Kemmis and Mc Taggart in Koshy, 2007 on How to Identify Problem by Observing Teaching Learning Process
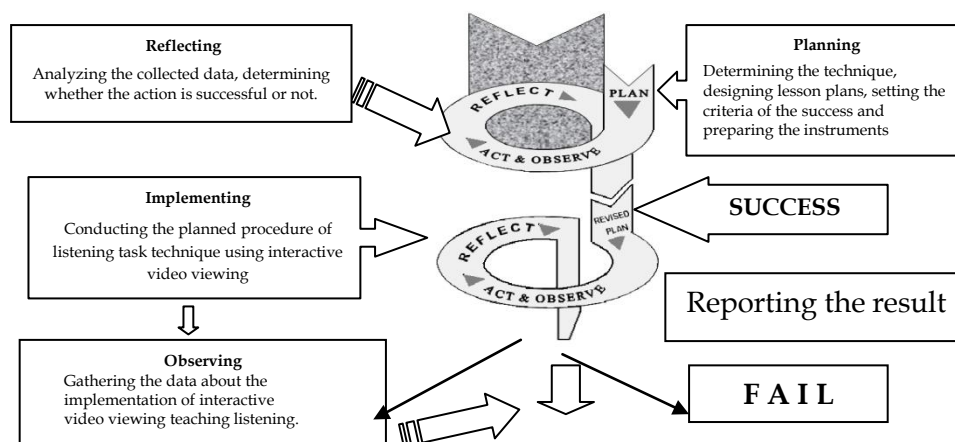
The researcher used video to teach listening entitled "Talking about the Last Vacation". Every cycle consisted of four steps, namely: planning, implementing, observing, and reflecting. The genre of the text is recount. The samples of this research are fifteen students on academic year 2015/2016 in the first semester in parallel class at the college. Owing to the fact that they have lack of listening comprehension skill, this research posits a video viewing technique that is purposively chosen to improve the students' listening skill. Hammer (2007) in his book states that the practice of viewing video can awaken the students' curiosity. The viewing technique includes fast forwads, silent viewing for language, silent viewing for musing, freeze frame, and partial viewing. Fast forward video viewing is selected to construct interactive EFL classrooms and to improve their listening skill ability. The lecturer pressed the video in a few seconds while the students filled the blanks of the scripts.

Viewing a video can have students focus on their listening. Here the students watch while listening. In the first time, they are asked to perceive the language in use. This allows them to wholly see a lot of parts of linguistic behaviour. Students can see how the natives speak and pronounce the word. For instance, they can see intonation

match the facial expression and what gestures accompany certain phrases. The technique used of giving treatment was fast forwad as said by Hammer (2007) that fast forward technique is that the teacher presses the play button and then fast forwards the DVD or video so that the squence shoots past silently and at great speed, taking only a few seconds. When it is over, the teacher can ask students what the extract was all about the whether they can guess what are uttered by the characters (Hammer, 2007)

This collaborative action research is done with one of the English lecturers of the college to solve the students' problems of listening skill. The researcher gives the students treatments and the teacher objectively observes the language instructions. The data are obtained from three different sources from preliminary study, observation checklist in the first and second cycle. Evaluation is done in each cycle. Preliminary study was done in the first meeting before implementing the cycle. It is done to measure the students ability in listening skill. The students are given a series questions of blanks filling and they have to complete the missing information based on what they listened. After that, the resarchers take a note of the students capability and decide what is proper technique for them to improve their ability in mastering listening. The listening class is designed by giving note taking and blanks filling task. Here, the students listen to a monologue or interaction, approximately in 3 minutes long, and complete statements or fill in missing information. (Buck, 2003). The criteria of success are determined two things. The first is at least 75% of the students get minimum score 50 in the evaluation test and at least 75% of the students are concentrated during the teaching and learning process.

RESULT AND DISCUSSIONS

The research findings exemplify that there are two research cycles to improve the students' listening skill by the use of video viewing technique, entitled "Talking about the Last Vacation" that is part of recount text. Those cycles yield that the results of the students'

achievement in the second cycle is better than that at the first cycle. Although each cycle has similar steps of planning, implementing, observing and reflecting, video viewing technique in the second cycle gave better results than that the first cycle. Additionally, the students' concentrations during the process of teaching and learning are improved. The results of teaching listening technique on the first cycle and the second cycle are elaborated in Figure 1.
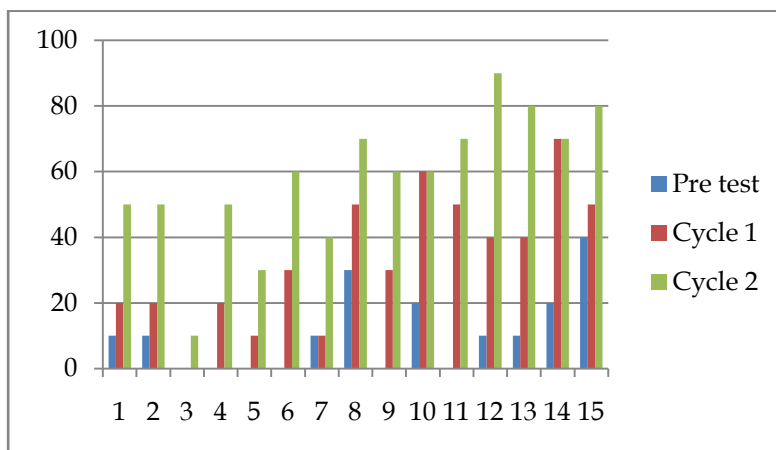

Figure 1: Students' Progress in Listening Task

The students' concentration in the process of teaching and learning can be seen from the recording and the observational checklist. The result of the second cycle was 80% compared to the first cycle which was only 47%. This can be interpreted that students were really concentrated during the teaching and learning process in the second cycle. They followed and enjoyed the activity because the video contained interesting information that attracted their attention. It indicates that the criteria of success are achieved.

Furthermore, Nation and Newton (2009) said that activities for meaning-focused listening are chosen based on the level of the learners. Initially, there are only a few unknown words in the story and the teacher slowly read or repeated the words twice. Besides, pointing and a brief explanation are also given toward the unfamiliar words. Besides, the students can search the word at electronic

dictionary. In the first cycle, the researchers did not give any repetition and explanation toward the unknown words. All of those strategies were given in the second cycle after evaluating the result of the first cycle. Thus, all of those strategies are the best way to lead students' concentration very much. The comparison results can be analyzed at Figure 2.

Cycles	Students' Concentrations	Students' Average Score
I	47%	33
II	80%	58

Figure 2: Record of Students' Concentration in Cycles I and II

From the given test in the first and second cycles, the researchers could also recognize that the students' scores had improved. It can be seen from the average score in Table 1. The result of evaluation test in the first cycle showed that their average score was 33. In the first cycle, only 5 students who got score more than 50 and 10 of them got score below 50. While students' average score in the second cycle was 58. From 15 students, 12 of them got score more than 50, and only 3 of them got below 50. The research in the second cycle was successful to develop students' listening achievements. Simply said, interactive video viewing is a teaching media which is effective to engage students' interest.

	Pre Study	Cycle I	Cycle II
1	10	20	50
2	10	20	50
3	0	0	10
4	0	20	50
5	0	10	30
6	0	30	60
7	10	10	40
8	30	50	70
9	0	30	60
10	20	60	60
11	0	50	70
12	10	40	90
13	10	40	80
14	20	70	70
15	40	50	80
	10.66666667	**33.3333333**	

Table 2: Students' Average Score in Pre-Study, Cycle 1 and Cycle II

The interesting information of the story attracts the students' attentions because they can understand how to pronounce some words based on the native speaker's utterances. Activities associated with listening engaging the students' interest are in the form of repetition and interactive explanation. The researchers pointed and repeated the unknown words so that the students became familiar. The students looked enthusiastic to understand how the vocabulary sounds are produced that can let them easily catch the words listened from video.

In this research, the students were asked to fill 10 missing information in a recount text entitled Talking about the Last Vacation. Most of the words were verbs that are used for past tense forms due to the fact that the context is telling something happened in the past. Those verbs were clearly displayed in LCD and students were allowed to ask how to pronounce them before the video was viewed or listened. After that, the video was played in which the students

then could comprehend the pronunciation ways of native speakers'. As the result, the students' score on listening comprehension increased.
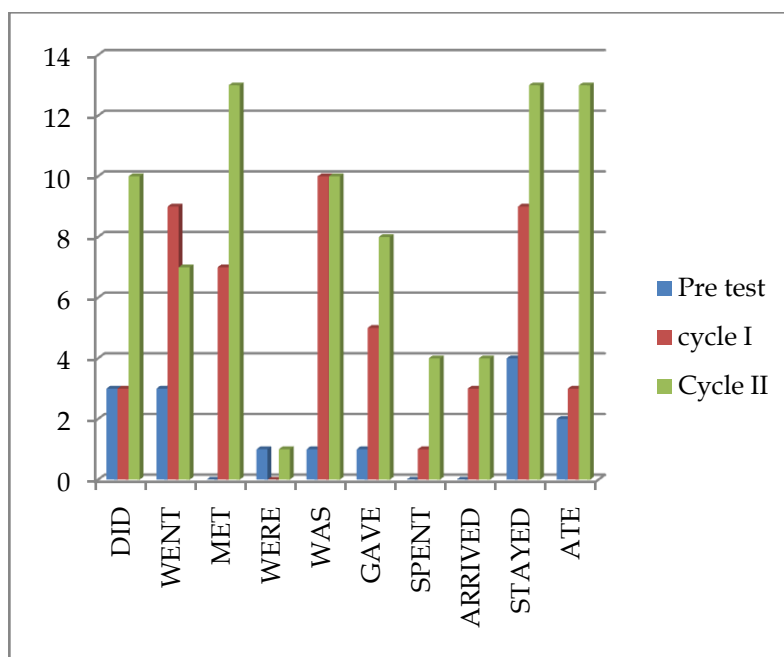

Table 4: The Missing Information Clues and Students' Achievement

Based on the findings, this study is in line with the principles of language development through listening proposed by Krashen (1981) cited in Nation & Newton (2009) arguing that conditions that need to be met for language development through listening can be represented by the acronym "MINUS," meaning that the conditions which are Meaningful, Interesting, New Items, Understanding, and Stress-free. It is because interactive video viewing technique has met MINUS principle.

Reflected into the second cycle, students were assisted through controlling the difficulty when they found it hard in understanding the verbs and its meanings they heard. Those words were pronounced through e-dictionary. While the difficult words were repeated many times until they became familiar, the

researchers also pointed it on the LCD. The repetition and quick explanation were used to control students' anxiety and stress during the teaching and learning process in the second cycle. Because of that relevant technique, the implementation of video viewing technique in the second cycle was more interactive and finally achieved the criteria of success.

CONCLUSION AND SUGGESTION

Based on the result of the reseacrh, the researcher concludes that viewing interactive video is suggested technique to improve students not only their listening skill but also their concentration of English. The reseacher has done in two cycles. Each cycle has been done in two meetings.

In the first cycle, teaching listening by interactive video vewing technique was not successfull yet, because there was a problem faced by the students. The students were confused in filling the blanks since they rarely heard the terms. All the terms seem similar to listen. They were not familiar with words because how to pronounce was quite different from how to write. Besides, they are not also accustomed to listening to English words by utilizing any gadgets due to the rule at Islamic dormitory *(ma'had)*. Accordingly, the students could not easily fill the blanks of the listening script in which it stroke them less concentrated in the classroom.

In the second cycle, teaching listening by interactive video vewing technique was more successfull than in cycle 1. In this cycle, the students focused on the terms given by the teacher to understand before filling the blanks of the script. They repeated from the electronic dictionary to make them clearer in familiarizing with the new terms in the filling blank exercise of the listening script. This activity also helped students to control their anxiety. The students could enjoy and follow the video as the effect of repetition and quick explanation activity in the classroom.

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