

**THE USE OF VIDEO IN TEACHING LISTENING IN SMP
MUHAMMADIYAH 2 SURAKARTA**



**Submitted as Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

By:

Emmy Imawati

A 320 150 043

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2019

APPROVAL

THE USE OF VIDEO IN TEACHING LISTENING IN SMP
MUHAMMADIYAH 2 SURAKARTA

ARTICLE PUBLICATION

Proposed by:

Emmy Imawati

A 320 150 043

Approved by Consultant
School of Teacher Training and Education
Muhammadiyah University of Surakarta

Surakarta, July 12th, 2019

Consultant,



(Nur Hidayat, M.PD)
NIK. 771

ACCEPTANCE

THE USE OF VIDEO IN TEACHING LISTENING IN SMP
MUHAMMADIYAH 2 SURAKARTA

ARTICLE PUBLICATION

by:

EMMY IMAWATI

A320150043

Accepted and Approved by Board Examiners
School of Teacher Training and Education
Muhammadiyah University of Surakarta
on July 2019

Board of Examiners:

1. Nur Hidayat, M.Pd.
(Examiner 1)
2. Drs. Sigit Haryanto, M.Hum
(Examiner 2)
3. Dra. Rini Fatmawati, M.Pd
(Examiner 3)

(*Nur Hidayat*)
(*Sigit Haryanto*)
(*Rini Fatmawati*)

Dean,



Harun Joko Prayitno
Prof. Dr. Harun Joko Prayitno, M.Hum.

NIDN.0028046501

TESTIMONY

Herewith, I testify that there is no plagiarism of the previous researchers which have been made to get bachelor degree of a univeristy and as long as the writer knows that there is also no work or opinion that has ever been composed or published by others, except those which the writing are referred in publication article and mentioned in literature review and bibliography.

Therefore, if it is proved that there are some untrue statement in this testimony, I will hold fully responsible.

Surakarta, July 15 2019

Writer



Emmy Imawati

A 320 150 002

THE USE OF VIDEO IN TEACHING LISTENING IN SMP MUHAMMADIYAH 2 SURAKARTA

Abstrak

Penelitian ini bertujuan untuk menggambarkan bagaimana guru mengadakan kelas mendengarkan dengan menggunakan media video. Penelitian ini diterapkan kepada siswa kelas VII SMP Muhammadiyah 2 Surakarta. Penelitian ini adalah penelitian deskriptif kualitatif. Metode yang digunakan dalam penelitian ini adalah observation, interview dan dokumentation. Data diambil dari hasil catatan lapangan, salinan wawancara guru dan dokumentasi. Subject dari penelitian ini adalah seorang guru Bahasa Inggris dan murid kelas VII SMP Muhammadiyah 2 Surakarta. Hasil dari penelitian menunjukkan bahwa penerapan pembelajaran menggunakan media video pada pelajaran mendengarkan dapat membuat pelajaran bahasa inggris lebih menyenangkan, siswa dapat menikmati materi yang diberikan, dan dapat menjadikan siswa lebih aktif. Hasil ini membuktikan bahwa perlakuan peneliti berdampak positif. berdasarkan penjelasan diatas, peneliti berharap siswa menjadi tertarik, aktif dan kemampuan dalam mendengarkan menjadi meningkat dengan adanya videodidalam pembelajaran.

Kata Kunci: penggunaan video, metode pengajaran, pelajaran mendengarkan, siswa, guru

Abstract

This research aimed to describe how teacher hold listening class using video media. This research was applied to the seventh grade students of SMP Muhammadiyah 2 Surakarta. This research is a qualitative descriptive study. The method was used in this research such as observation, interview and dokumentation. The data was taken from the field note of classroom observation, teacher's interview transcript and documentation. Subject of this research was an English teacher and object of this research is student of class VII SMP Muhammadiyah 2 Surakarta. The result of the research indicated that the application of learning using video media to listening lessons could make English language learning more enjoyable, students could enjoy the material provided, and could make students more active. These results proved that the researcher treatment had a positive impact. Based on the explanation above, the researcher hoped that students became interested, active and the ability to listen to be increased by the video in learning.

Keyword: use of video, teaching methods, teaching listening , students, teacher

1. INTRODUCTION

Learning is a process carried out by everyone throughout their lives. Characteristics of people who have learned are changed in attitudes and behavior in terms of knowledge, skills and language. English is the international language in the world. English subjects are also included in the National Examination. So, English is very important for us to learn. We can not escape from English, because it was already there since kindergarten, elementary school, junior high school and senior high school. English has 4 aspects of skills, namely listening, writing, reading and speaking. Listening is considered a receptive skill, where people need the ability to accept spoken language. Listening is one of the difficult lessons. There are several things that can make listening become a difficult lesson such as first, students has a lack of motivation to listen about material that teacher given before. Second, most of students did not understand words from the audio or video, because the native speaker speaks too fast. Third, students has a lack of vocabulary, so they can not follow the audio or video.

Lacking of media can cause boredom, so students do not feel interest in learning English and they can not improve their language competence. Therefore, the teacher must have a specific strategy in teaching, so students are more enthusiast in learning English. SMP Muhammadiyah 2 Surakarta is one of the junior high schools that developed in Surakarta. English is taught as an obligatory subject in this school. Improving skills and language competence of students are the priorities at SMP Muhammadiyah 2 Surakarta. Students are required to master English well, so that they have good communicative competencies to deal with globalization and modernization. Facilities at this school are quite good. Language laboratories, computer laboratories and LCDs are provided, but are not used optimally in teaching and learning English. This school has implemented videos in learning English in a language laboratory. Videos can attract students' attention through sound and moving images so they can do so by being more motivated in learning English. In addition, it can help students understand the material easily. Videos allow students to learn to use the actual English context and develop listening skills. Therefore, using videos is very helpful for the learning process.

There were some studies that can support this research. The first research was conducted by Desy Putriani (2013) with the title, *The Use of Video Movie to Improve Student's Listening Comprehension achievement*. The similarity between this research and the first previous study is both examines the use of video in teaching listening. The difference between this research and the first previous study are the type of research, subject of the research, and technique for collecting data. This research used qualitative research, but the first previous study used quantitative research. Subject of this research is one English teacher in SMP Muhammadiyah 2 Surakarta, but subject of the first previous study was students of SMAN 1 Natar Lampung Selatan. Technique for collecting data this research with observation, interview and documentation but the first previous study with post test and group pretest. The participant in this research are students in junior high school but in the first previous study was students in senior high school.

The second research was conducted by Boris Ramadhika (2014) with the title, *Improving Students ' listening skills using animation videos for the eighth grade students of SMP N 6 Magelang in the academic year of 2013/2014*. The similarity between this research and the second previous study is the participant. The participant in this research and the second previous study was students in junior high school. The difference between this research and the second previous study are the type of research. This research is qualitative research but the second previous study was an qualitative and quantitative research.

The third research was conducted by Pricesia Kumara Silva (2013) with the title, *Improving students' speaking skills through the use of Video clips of the eight grade students of SMP it Abu Bakar Yogyakarta in the academic year of 2012/2013*. The similarity between this research and the third previous study is the participant. The participant in this research and the second previous study was students in junior high school. The difference between this research and the second previous study are type of research. This research used qualitative research, but the third previous study used action research. This research is to

know the use of video on teaching listening, while the third previous study was to know the use of video on teaching speaking.

The fourth research was conducted by Ahmet, et al (2015) with the title *Use of Video and Audio Texts in EFL Listening Test*. The similarity between this research and the second previous study is the participant. The participant in this research, and the second previous study was students in junior high school. The difference between this research and the second previous study are type of research. This research used qualitative research but the third previous study used quantitative research.

The fifth research was conducted by Sedji (2017) with the title *Are Listening Skills Best Enhanced Through the Use of Multimedia Technology*. The similarity between this research and the fifth previous study was both examine the use of video/ multimedia in teaching listening/ listening skills. The difference between this research and the fifth previous study was conducted in Indonesia and the fifth previous study was conducted in abroad.

One of the English teachers at SMP Muhammadiyah 2 Surakarta used video media as a teaching method in the 2013 curriculum to achieve learning goals for students. The teacher operates a video in the English language laboratory prepared by the school. The used of videos is very useful for students at SMP Muhammadiyah 2 Surakarta. Students are not easily bored and fun enjoying the lessons given by the teacher.

From the reasons above, the researcher was interested in conducting a study entitled **“THE USE OF VIDEO IN TEACHING LISTENING IN SMP MUHAMMADIYAH 2 SURAKARTA”**

2. RESEARCH METHOD

This research used descriptive qualitative research method which aimed to explain the use of learning using video media in teaching listening at SMP Muhammadiyah 2 Surakarta. The research subject was one of the English teacher at SMP Muhammadiyah 2 Surakarta. Data collection methods were observation, interviews, and documentation. Sources of data collected from the event came

from observing the teaching and learning process in the English laboratory, the interview text between the researcher and the teacher and taking pictures of several activities during the study.

3. RESEARCH FINDING AND DISSCUSSION

3.1. FINDING

3.1.1) The application of video in teaching listening

In the application of material, teacher divided the learning process into three parts namely pre-teaching, while teaching, and post-teaching.

3.1.1.1) Pre-teaching is when the teacher opened the learning process by greeting students. In observation, before delivered the material the teacher opened by giving a greeting and then the students answered. The teacher greeted and used a loud tone, so students who sit behind can hear the teacher's voice.

3.1.1.2) While-teaching is when the teacher provided material about the lesson. Classroom procedure that used the teacher in process of teaching learning conducted systematically through exploration, elaboration, and confirmation (EEC) process. Exploration, Explanation and, Corfirmation. Exploration is an activity to look for the information by using media of learning. In exploration activities, the teacher gave a video that contained adjectives. Here students were asked to observe the picture in the video and remember the adjectives then the teacher gave a question. In the elaboration activity, the teacher explained clearly the point in the video. In the video available material about adjective. The students could watch, listen, and observe video. The purpose of the teacher gave the video to students was to teach students to listen carefully and then sharpen the students' abilities and memory by interpreting the vocabulary they listened to. The teacher gave the task to ascertain whether students have understood the material that has been delivered. The teacher gave a sheet of paper to all students so students make examples of as many adjectives as possible. But that

was to be done at home. The teacher also explained that the adjectives have size, color, character, etc. To ensure a new lesson was given the teacher asked students one by one to mention adjectives and may not be the same as the others in sequence. Confirmation is the activity of teacher feedback about what students are doing, giving appreciation including the strength and weakness of learning outcomes by using theories mastered by the teacher. In the confirmation activity the teacher gave review materials adjectives.

3.1.1.3) Post teaching is when the teacher closed the learning process. In the observation the teacher closed with little advice that when they got home the students must relearn the material given today.

3.1.2) The teacher's reason in choosing video as the media in teaching listening.

In this school English learning is divided into two, namely in the classroom and in the English language laboratory. The enthusiasm of students were very different when taught in class with laboratory. When students were taught to use books in class, students tend to be bored and passive. But if in the laboratory they became happy and active. This was the reason why teachers used video media for learning. Learning to use the video train, in the pronunciation and listening, students were asked to focus on listening to new words that they can then be asked questions. It is intended that students remain focused attention and train students how to listen well and carefully. The reason for choosing videos in learning is to make students more enthusiastic. Indeed the school has provided a language or multimedia laboratory on the grounds that English language lessons are still a scourge to date. The first reason for choosing to use the video is to make English lessons more enjoyable. The second is that children enjoy the material given. The third can be better with the aim that the value is good.

3.1.3) The problems happened of using video in teaching listening

Based on the interview above, when researcher did a classroom observation, reseacher found that there were some problems happened during classroom activity as follow:

- 3.1.3.1) Students often busy with their activities and did not interest with the material that presented by teacher.

When the teacher tried to explain and gave examples of adjective words, students with a laugh or mock shouted to his friend and talk strayed beyond the material.

- 3.1.3.2) Female students were passive in the class.

Female students tend to be silent and not much noise. Students were looked passive, but it did not mean not to pay attention only female students looked embarrassed. When teacher appointed female students to took turns, they just replied slowly and uncertainly.

- 3.1.3.3) Students who sit in the back were less focused

When the lesson progressed, students who sit in the back are absorbed speak for themselves and did not notice. They were less focused with what was presented by the teacher.

3.1.4) The Way Teacher Resolve Problems That Occured in Teaching Listening

Based on the problems that happened in teaching listening, there are some activities used by teacher as follow:

- 3.1.4.1) Teacher asked the students to be quiet

The teacher asked the students to be quiet and by putting on a flat face. This was done by teacher to make students felt scared and were silent again. When students got bored with the material presented, the teacher gave games to students. This aimed to make students focus again on the lesson.

- 3.1.4.2) Teacher gave questions to noisy students

The teacher gave questions to students who look noisy. Not only that, the teacher also gave questions to students who are passive. It aimed to make

students who are noisy return to silence and notice. Then, it can make students who are passively trained mentally to answer questions given by the teacher.

3.2. Discussion

Education becomes fundamental to a person's life. A good education will be good mindset and attitude of a person. A good education and pattern are formed of a good education system as well. Pattern and a good education system realized with a good curriculum. According to some experts of education, curriculum changes from time to time, both in Indonesia and in other countries, due to the needs of people who every year are always evolving and ever-changing demands of the times without being able to be prevented. Curriculum development is expected to determine the future of the nation, therefore, a good curriculum would be expected to be implemented in Indonesia that will produce the nation's future bright child that has implications for the advancement of the nation. Latest curriculum is the curriculum in 2013, implemented in 2013-2014 academic year at designated school government and school that is ready to do so. Although it is still premature, but there are some things that felt by many people especially those dealing directly with the curriculum itself.

In the 2013 curriculum, more students are required to be active, creative, and innovative in solving any problems they encounter in school. Although teachers are expected to act as facilitator, but their creativity is increasing. With the advancement of technology and curriculum development, learning process has been widely used different media involving computers and the Internet. It is intended that teachers can add creativity in teaching and learning more fun for students. One of the schools that were already using the curriculum of 2013 is SMP Muhammadiyah 2 Surakarta.

SMP Muhammadiyah 2 Surakarta is one of junior high school who had been using the English laboratory as a medium of learning. Teacher was not only taught in class with books alone, but could teach English in the laboratory using a computer. In the room, there were approximately 40 computers. Each student could use one at a computer that had been provided by the school. The continued

to develop of technology make it easier for teacher to present a different learning. Based on the observations of researcher in teaching listening 7C grade students at SMP Muhammadiyah 2 Surakarta. Researcher found as follows:

The researcher concluded that one of the English teacher at SMP Muhammadiyah 2 Surakarta used video as a teaching material taught to students for teaching listening. Learning by using video media to listening very well done. It could make students become more active and learning more fun. Teacher selected the video in the form of cartoons that aimed to make students more enthusiast. The teacher gave video of a song before entered the main lesson that aimed to maximize the student spirit. Once the subject matter was finished, the teacher also gave the games inside the computer. Researcher found that in the learning process, teacher used Question Based Learning method. Teacher used Question Based Learning to teach listening skills. Teaching listening also focused on generating pronunciation, grammar and vocabulary were good. Teacher made classroom teaching activities by using multiple videos. Currently viewing of a video teacher often paused the video then provided questions to the students. It aims fatherly test whether students are watching or not. When students answered the wrong vocabulary or pronunciation justify direct teacher.

Based on the observations, there were some problems that occurred during the learning process seventh grade students of SMP Muhammadiyah 2 Surakarta. Problems faced by teacher as the first, the students were noisy and talked outside the learning topics and when the teacher explained the content of the material in the video, then the teacher gave the questions to the students, the students were sometimes answered beyond the topic of learning, then they joked and noisy. Second, students who sat in back side did not notice to the teacher. They felt that the teacher did not notice them, so students were busy to talk each other while the learning process. So they were fun to talk and do not notice the lessons that the teacher gave. Third, the students seemed interested in the topic matter, but girls tended to be passive, they felt embarrassed when they want to answer, afraid of then ridiculed by male students male. Female students tended to be more silent than boys are excited.

Meanwhile, there were some things that teacher did when faced with problems when teaching listening in SMP Muhammadiyah 2 Surakarta. As students noisy, teacher told the students to be quiet and brings a warning by making a flat face so that students were became quite. It is intended that students felt afraid and fell silent again. When they looked noisy, teacher referred called noisy student to give a question. This was done in order to give a sense of fear to the students for not being able to answer questions from the teacher because of noisy own. Teacher gave a higher tone when advising students. For students who tended to be passive, especially female students, teacher appointed one by one student to mention the adjectives that have been studied within the material. It was very useful for students to become bolder in saying or answer and can train the students mentally. Teacher tried to educate students well slowly. When students still had problems with pronunciation, vocabulary and the other - the other, the teacher tried to justify and tell how to give the right.

Researcher found no difference between the current study and previous research. The difference between this study with previous research were participants, methods, and data collection techniques. Participants in this study were students in junior high school, but in previous studies to senior high school. The data collection technique I use was observation, interview, and documentation. I observed a class and researching when teacher teach the laboratory using video media, I also documented when learning takes place and the last one I interviewed the teacher in order to add the data I need. I am using qualitative methods as my research. Then in previous studies (Desy Putriani, 2013) used the post-test and pre-test as data collection techniques. She used quantitative methods in research.

4. CONCLUSION

The use of video in teaching listening in SMP Muhammadiyah 2 Surakarta is appropriated since it used scientific approach that include in Curriculum 20013. The teacher applied the learning process by EEK method such as exploration, elaboration, and confirmation. In the learning process, teacher experienced

several problems. Students often busy with their activities and did not interest with the material that presented by teacher. Students often talked to each other that they did not fit with the material. When the teacher tried to explain and give examples of adjective words, students with a laugh or mock shouted to his friend and talk strayed beyond the material. Female students were passive in the class. Female students tend to be silent and not much noise. When the learning process happened, students tend to look passive, but it did not mean that they were not pay attention only female students looked embarrassed. When teacher appointed female students to take turns, they just replied slowly and uncertainly. Students who sit in the back are less focused. When the lesson progressed, students who sit in the back were absorbed speak for themselves and do not notice. They were less focused with what was presented by the teacher.

The way teacher resolved problems that occurred in teaching listening is teacher asked the students to be quiet and by putting on a flat face. This was done by teacher to make students felt scared and were silent again. When students got bored with the material presented, the teacher gave games to students. This aimed to make students focus again on the lesson. Teacher gave questions to noisy students. The teacher gave questions to students who look noisy. Not only that, the teacher also gave questions to students who were passive. It aimed to make students who were noisy return to silence and notice. Then it can make students who were passively trained mentally to answer questions given by the teacher.

BIBLIOGRAPHY

- Ahmet, B., Kaine, G., & İbrahim, D. (2015). *Use of video and audio texts in EFL listening test*. Yildiz Technical University. Retrieved from https://www.researchgate.net/publication/281278161_Use_of_Video_and_Audio_Texts_in_EFL_Listening_Test
- Fauziati, E. (2015). *Teaching english as a foreign language: Principle and practice*. Surakarta: Era Pustaka Utama.
- Putriani, D (2013). *The use of video movie to improve student's listening comprehension achievement*. Universitas Lampung. Retrieved from <http://jurnal.fkip.unila.ac.id/index.php/123/article/view/914>

- Ramadhika, B (2014). *Improving students ' listening skills using animation videos for the eighth grade students of SMP N 6 Magelang in the academic year of 2013/2014*. Universitas Negeri Yogyakarta. Retrieved from <http://eprints.uny.ac.id/18424/1/Boris%20Ramadhika%2010202244022.pdf>
- Sedji, S. (2017) *Are listening skills best enhanced through the use of multimedia Technology*. University of Prizren. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1166469.pdf>
- Silva, P (2013). *Improving students' speaking skills through the use of video clips of the eight grade students of SMP it Abu Bakar Yogyakarta in the academic year of 2012/2013*. Universitas Negeri Yogyakarta. From <http://eprints.uny.ac.id/22501/1/Prucesia%20Kumara%20Silva%200802241064.pdf>