

Enhancing Students Listening Skill Using Video In Playposit

Dwi Rahayu^{1*}, Danti Pudjiati¹, Budiono¹.

¹Pendidikan Bahasa Inggris, STKIP Kusuman Negara, Jakarta

*dwirahayu@stkipkusumanegara.ac.id

Abstract

The purpose of this study is to improve students' listening skills using playposit video for class XI odd semester 2023/2024 academic year. This research using classroom action research methods. This research consists of two cycles, each cycle consists of planning, implementing, observing, and reflecting. The subjects of this study were thirty two students. This research uses triangulation Data collection techniques consist of tests, observations and interviews. The results of this study indicate a significant increase listening learning uses videos that are visible from the results of tests, observations as well as interviews. The proof is the percentage of students who pass the test. In the cycle I, the percentage of student completion was 62,5%, and cycle 2 was 87,5%. After combining the results of tests, interviews and observations, it can be concluded that learning listening using video in playposit is fun and makes it easier for students to understand it material.

Keywords: Classroom action research, listening skill, playposit, video

1 INTRODUCTION

Listening, speaking, reading and writing are four interrelated skills that must be learned as part of mastering English. The language skill most often used in class is listening. According to Peterson in Celce-Murcia(2001) learners can build a foundation for productive skills by listening to increase their knowledge of how different language systems interact. One needs to have strong listening comprehension skills to understand any information from spoken sources. It is one of the four abilities that must be cultivated when learning English. Dornyei, Z. (2001) The foundation for all other skills is listening, which is also the main way for students to engage in original contact with the language and culture of their target country. For speakers of a certain language, it is regarded as the most difficult linguistic ability. Therefore, it is predicted that the presentation of object issues to audiences utilizing sound and video will pique learners' interest in the content. The presentation of material using multimedia (text, image, image the sound, and video) in various colors and images is fascinating. In order to motivate students to quickly master English listening, technology must be incorporated in the classroom (Pudjiati, 2022). Additionally, students who exercise their listening skills through watching videos can enhance their listening comprehension, according to Herron, York, Corrie, and Cole (2000). Using videos to teach English can definitely pique students' interest in watching the videos. According to Heinich & Heinich (2011), the use of the right teaching assistant media can help students focus more quickly and promote their participation in teaching-learning activities.

According to the School-Based Curriculum, one of the language skills that senior high school Students should be able to master is listening. The Standard of Competence and Basic Competence both state that Students must be capable of understanding short, straightforward transactional, interpersonal conversations, simple spoken, and short monolog texts in order to participate in the immediate surroundings.

Teachers, however, believe that listening is a skill that can be picked up without much instruction or practice. As a result, the students' listening abilities are still subpar. Many kids find it challenging to learn to listen, and they frequently believe that listening is not important to them. In the listening classes, instructional media or media with technology are rarely used to teach listening. To increase students' interest, excitement, and motivation for the material covered in a given lesson, many teachers prefer using traditional teaching methods rather than using engaging teaching materials.

In order to motivate students to quickly master English listening, technology must be incorporated in the classroom. Playposit is a tool that can be used to teach listening skills. Everyone in the class is aware that media has numerous advantages, thus it is up to the instructor to pick which forms of media to provide to the students when teaching and learning. With the help of the website tool Playposit, you may incorporate things like links, text, images, explanations, and even some open-ended quizzes. In this method, assigning video lessons as homework in class is simple. Both the management of student groups and the management of assignments are made easier as a result. The students thought the use of new media in class was beneficial. The results show that students' listening abilities considerably increased as well. Information and communication technology (ICT) can be used in educational activities based on 21st century learning trends, it is further claimed.

To ascertain how many students had difficulty and how many students already understood listening skills, the researcher gave a pretest to class XI students of the Computer Network Department of SMKIT Citra Bangsa in the form of 5 listening questions. It was found that only 25% of students scored above the KKM score. Meanwhile, 75% of the other scores obtained were below the KKM score. This is due to the lack of media use, namely only relying on blackboards and the use of textbooks in the teaching and learning process. Thus, students consider that listening is not an easy skill to learn but depends on how the teacher conveys the material and the media used. In fact, students will understand the material more easily if they study it in an environment that is fun for them.

This can be used in a great way to learn in a fun way. With this explanation, the researcher is interested in knowing how students perceive English listening by watching videos as learning media, especially in listening learning and what the researcher took. The title of this research is Students' Improve of watching videos using playposit media for listening skills at SMK Citra Bangsa Class XI Computer Networks Department.

2 RESEARCH METHODS

The design of this research is Classroom Action Research (CAR). There are numerous ways to characterize research. The word "research" might be intimidating to many teachers because it conjures up ideas of a serious, extensive, and challenging academic study carried out by academics in institutions. Action research, however, is quite distinct. It has to do with the teacher examining and researching problems, conundrums, and concepts in their own classroom that they wish to comprehend in greater detail. Action research is similar to other types of research in that it poses questions, looks for reliable responses, and interprets the findings; however, it differs in that it produces data and knowledge that may be used right away, hence the name "action" research. Thus the, action research can help teachers bridge the conceptual gap between what they learn in teacher training and professional development courses and what they need to practice in their own schools and classrooms with their coworkers and students Burns in Handoyo and Zacharias (2014:90). A technique for figuring out what works best in your own classroom to enhance student learning, according to Method, is classroom action research. This study methodology consists of four steps: planning, acting, observing, and reflecting. These steps are carried out in three cycles according to Arikunto, S. (2006).

3 RESULT AND DISCUSSION

In this research, the subject of the research was the SMKIT Citra Bangsa. The researcher took the eleventh-grade students in this school for the research subjects to do the action research after coordinating with the teacher. The researcher compared all the eleventh by the English scores, especially in their listening skill and the low students' participation during the teaching and learning process. The teacher and researcher chose one class which really needed to be improved in their listening skill. Technique Of Data Collection the research process in order to produce more concrete data: 1. Observations: The author will make observations in order to gather information or proof of action that may be analyzed and used as a foundation for further research. 2. Interviews with students will be conducted by researchers to find out the feasibility of the strategy used to teach English listening using Playposit media. 3. Documentation one method to collect information from responders is the documentary method. The researcher can gather data by compiling it from a number of documents or sources found in responders' schools. 4. Tests are one method of receiving grades. Tests provide data that researchers can use for their research. In the first cycle students are asked to have a short dialogue with the theme, while multiple choice questions are used in cycle 2 tests.

3. 1 Results

If the results of the classroom action research (CAR) cannot meet the established standards, it can be said to have failed. If at least 80% of the students meet the goal of a minimum score of 75 on the exam that was taken after the research was completed, the researcher can be considered successful.

The Result of Interview Students provide the pro and con sides of the statement based on interviews that researchers conducted with numerous students. They experience excitement when learning to use video in playposit, which is a bonus. They claimed it might benefit with their English language acquisition. They are pleased that they can get better at listening after two cycles. On the downside, some of them assert that since video still depends on internet connectivity, those without access to the internet cannot access it. The signal strength is also a factor in the audio that is generated by the video. There won't be any problems if the signal is strong. The sound output will also be sporadic if the signal quality is poor.

3.1.1 Cycle I

Tabel 1. Test result students Cycle 1

Category	Number of Students	Percentage
Passed	20	62,5%
Failed	12	37,5%

Less than ideal learning outcomes resulted from the majority of students still adjusting to their new methods at the start of cycle I. The researcher was a little anxious throughout this cycle, which prevented him from setting up the teaching and learning process' schedule. He believed that in order to connect with the students, she required time. Upon assessment of cycle I's actions, it is evident that researchers ought to move on to the following cycle. Researchers need to improve their time management skills and level of preparation for the upcoming cycle in order to meet the requirements for successful research.

In cycle 1, it was discovered that 37,5% of the students, or 12 students, failed the KKM students based on observation of the results and tests of researchers. Students that pass the KKM of 20 or roughly 62,5%. Researchers identified a number of causes for this issue.

First, the teacher must explain in more detail about the media because students have never used the media. Teachers also rarely give listening exercises, so many students have a limited vocabulary.

3.1.2 Cycle II

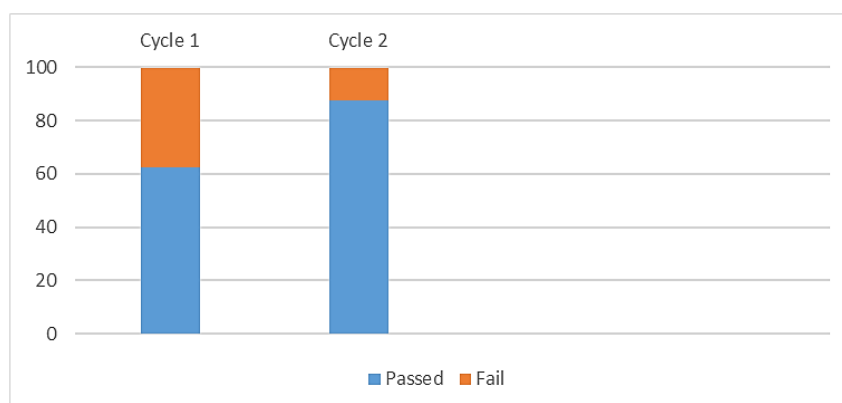
Tabel 2. Test result students Cycle 2

Category	Number of Students	Percentage
Passed	28	87,5%
Failed	4	12,5%

Based on the results of observations and discussions with collaborators, then students who get a score of less than 75 have several problems, including often not paying attention to the video during class because the students sit at the back so they don't focus. In this case, they will be given personal motivation from researchers and collaborators. Based on test results, observation sheets, and interviews with students and verification with the English teacher as a collaborator in this research, students experienced an increase in their achievement and performance in English class.

Next the researcher and collaborators decided to end the procedure until cycle II. Apart from the limited time given by the school, the criteria successful research has been achieved. From the analysis above it could be concluded that the use of videos in Playposit media is effective in the learning processing English for SMKIT CITRA BANGSA Class XI Computer Networks Department.

In cycle 2, more students achieved the KKM score than in cycle I, meaning that the KKM was met for all student scores. The second cycle trial showed that as many as 28 students (87,5%) completed the KKM. Even though 4 students (12.5%) did not pass the KKM. There is visible progress in students' abilities. the ability to use video media as a technique to motivate and attract students to learn English with confidence. Students are happy and enthusiastic when learning with videos, and test results are supported by interview findings. before they can use it as a teaching tool and before they even know what a video is. Based on the two cycles above, researchers can draw the following conclusions: the use of video media for teaching English can help students' listening skills.



Graph 1. Students' Listening Skill

From the data above, it can be seen that there is progress in students' abilities. The ability to use video media as a technique to motivate and attract students to learn English with confidence. From data and observations researcher can see in this case, students become better able to understand the material contained in the learning video.

Researcher validated the data using triangulation, namely: observation, tests and interviews to validate the data. The researcher conducted interviews with collaborators and

3 students in each cycle with different levels of completion on their test scores. In the interview, the collaborator stated that she had never applied listening learning using videos in his learning. She said there were advantages and disadvantages to using video media using Playposit, but she was sure that using this video media would be effective in improving students' listening skills. The advantage he mentioned is that video media using Playposit motivates students who lack understanding in English listening learning, and students are more enthusiastic about improving their listening skills. She also said that, in his opinion, the weakness is that some students who are not fluent in English may be confused in understanding the video and students who sit at the back and are not paying enough attention will be left behind in understanding the video.

Students provide pros and cons to this statement based on interviews that researchers conducted with many students. They have fun learning using the videos on playposit, which is a bonus. They claimed it might benefit their mastery of the English language. They were happy that they could get better at listening after two cycles. On the negative side, some of them stated that because videos still depend on internet connectivity, those without internet access cannot access them. Signal strength is also a factor in the audio produced by the video. There will be no problems if the signal is strong. Sound output will also be sporadic if the signal quality is poor.

3.2 Discussion

Based on the research findings above, researchers suggest using video as an alternative media for learning English, especially listening, in the Class XI Computer Networks Department of Citra Bangsa Vocational School. By watching videos on Playposit, students are very motivated to learn English. When they first used it, they were enthusiastic. It is a new experience for them to learn English through videos, especially those on Playposit. This method can also help them become better at listening.

Based on observations in cycle I, most students paid attention when the researcher explained the video media and explained the material in front of the class. They also follow the teaching and learning process until completion. In testing, some of them still didn't really understand what was in the video.

Researchers identified a number of causes of this problem. First, researchers must explain in more detail about media because students have never used media. Teachers also rarely provide listening practice, so many students have limited vocabulary.

The results of observations in cycle II showed that participation had increased. They follow the teaching and learning process very well. They actively responded to researchers' questions. They also don't hesitate to ask questions about things they don't understand. This shows that students already know how to use the media and what is contained in it.

Cycle I showed that out of 32 students, 20 students (62.5%) completed the KKM. Cycle II shows that as many as 28 students (87.5%) have completed the KKM. Even though 4 students (12.5%) did not pass the KKM.

4 CONCLUSION

Based on the researcher result the discussion in chapter IV, the researcher can conclude that in learning teaching process by using video in Playposit can improve students listening skill at SMK Citra Bangsa Class XI Computer Networks Department write action hypotheses that researchers can write to investigate these actions. Based on data, there is visible progress in student abilities. Because each cycle there is an increase, the action hypothesis is accepted. Impact of the researcher result, therefore each cycle students listening ability can improve the students vocabulary, grammar, pronunciation mastery improve tothe

ability to use video media as a technique to motivate and attract students to learn English with confidence.

From data and the observations that researchers saw in this case were that students were better able to understand the material contained in the learning videos. Students class XI of the Computer Network Department of SMKIT CITRA BANGSA can use videos as a learning tool to develop their listening skill. Through video Students who have never tried learning with video feel more participative when using video as a medium listening learning. Luckily, they were happy and excited about this because it was something new for them. You can see progress in students' abilities. the ability to use video media as a technique to motivate and attract students to learn English with confidence. Students are happy and enthusiastic when learning with videos, and test results are supported by interview findings. before they can use it as a teaching tool and before they even know what a video is. Based on the two cycles above, researchers can draw the following conclusions: the use of video media for teaching English can help students' listening skill, especially to increase their abilities in vocabulary, pronunciation and grammar. and also by using video media it can increase self-confidence and motivation as well as support from parents.

5 REFERENCES

- Arikunto, S., Suhardjono, Supardi (2021). *Penelitian Tindakan Kelas Edisi Revisi*. Jakarta: Bumi Aksara.
- Azmi, B. M., Celik, B., Yidliz, N., & Tugrul, M. C. (2014). Listening comprehension difficulties encountered by students in second language learning class. *Journal of Educational and Instructional Studies*, 4(4), 1-6.
- Buck, G. (2001). *Assessing listening*. Cambridge: Cambridge University Press.
- Dornyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Heinich, R., & Heinich, R. (2011). *Instructional media and technologies for learning*. Englewood Cliffs, N.J: Merrill.
- Herron, C., Corrie, C., Cole, S. P., & Dubreil, S. (2000). Using instructional video to teach culture to beginning foreign language students. *CALICO Journal*, 17(3), 395-430 Publishing.
- Muniandy, B and Veloo, S. (2011). McDonough, Jo, and Shaw, Christopher. 2003. *Materials & Methods in ELT (2nd Ed)*. New York: Blackwell Managing and Utilizing Online Video Clips for Teaching English Language: Views of TESOL Pre Service Teachers. Singapore: IACSIT Press.
- Naz, Ahsan Akhtar, and Rafaqat Ali Akbar (2018). "Use of Media for Effective Instruction Its Importance: Some Consideration." *Journal of Elementary Education A Publication of Dept. of Elementary Education IER, University of the Punjab, Lahore-Pakistan* 18 (1-2): 35-40.
- Nunan, D. and Carter, R. 2001. *The Cambridge Guide to Teaching English to Speakers of Other Language*. Cambridge: Cambridge University Press
- Pudjiati, D., & Fitria, T. N. (2022). Digital literacy in learning listening skill between English and Non-English Department students through educational video. *Leksika: Jurnal Bahasa, Sastra dan Pengajarannya*, 16(1), 33-42.
- Richards, J. C. & Renandya, W. A. 2002. *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J. C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. New York: Cambridge University Press.
- Widodo, H.P. and Zacharias, N.T. 2014. *Recent Issues in English Language Education: Challenges and Directions*. Surakarta: Sebelas Maret University Press.
- Wilson, J. J. (2008). *How to Teach Listening. England: Pearson Education Limited*.

Wootipong, K. (2014). Effect of using video materials in teaching of listening skills for university students. *International Journal of Linguistics*, 6(4), 200-212.