

The Use of English Video to Improve Listening Comprehension of Vocational Students of Bengkalis State Polytechnic

M.I. Gunawan¹⁾, Aswandi²⁾

^{1,2}*Politeknik Negeri Bengkalis, Bengkalis, Indonesia*

E-mail: ²⁾aswandi@polbeng.ac.id

Abstract: Based on the problems found in the classroom, the students at State Polytechnic of Bengkalis had problems in comprehending listening business text material. It seemed difficult for them to understand and to identify the material of the oral text. They also had limited vocabulary. Therefore, the researcher decided to solve these problems by using English video as learning media. The research aimed at finding out to what extent English Video could improve the students' Listening comprehension skill. This Strategy application research was conducted in two cycles. Each cycle consisted of four meetings; three meetings for teaching listening comprehension and one meeting was for the test. Participants of the research were 17 students of English department. There were some instruments used as data collection were (1) observation sheets; students, teacher, and teaching steps (2) field notes (3) and reading comprehension tests. The research findings showed that the English video could improve the students' listening comprehension. It could be seen from the improvement of the students' score in listening comprehension of Business texts test. The average score of students in cycle 1 was 65 and in cycle 2 was 68. In conclusion, the implementation of English Video could improve the students' listening comprehension of Business texts at English Department Students of State Polytechnic of Bengkalis. It improved both students' score in Listening tests and their interest in listening activities.

Keywords: English Video, Listening Comprehension, Business Text

INTRODUCTION

English is one of the most used and studied foreign languages. At the stages of education, starting from basic education to tertiary institutions, language is always placed as a supporting competency that must be possessed by every student. Existing facts state that mastery of the English language makes it easier for students to communicate globally and is a provision when graduating from tertiary education. Therefore, in almost every tertiary institution, English is a compulsory subject, including at Bengkalis State Polytechnic.

The ability to communicate in English can be measured using several test instruments including TOEIC, TOEFL and IELTS. The test used at the Bengkalis State Polytechnic as one of the graduation requirements is an English proficiency test, which in this case uses the English Language Test for International Communication (TOEIC). The test consists of 2 (two) parts, namely: Listening and Reading. Based on the tests that have been carried out so far, it was found that most of the Bengkalis State Polytechnic students had difficulty answering the questions in the Listening section.

Lack of listening ability is due to various factors, both internal and external factors. Among these factors are: learning materials, the ability of students who are lacking in listening skills, and not because they learn the right learning strategies in learning listening. These various factors must be addressed in order to increase students' ability in listening comprehension. In this case the application of learning media that is considered appropriate is very necessary. Therefore, in this study the researcher will apply a learning strategy using English videos for students majoring in Language at the Bengkalis State Polytechnic. The application of learning media is expected to overcome the problems faced by institutions to improve the quality of graduates.

There were some researchers have done such research. First, a research done by Ariani, et al. (2021) entitled "Media Video Animasi untuk meningkatkan Listening skill anak usia dini". The result presented that the animated video media deserves to be continued to test its effectiveness in improving children's listening skills. Thus, this animated video is very suitable to be used to support learning in improving early childhood listening skills.

Second, research by Rorimpandey (2019) entitled "video youtube dalam pengajaran basic listening". This study aimed at finding out the effectiveness of using youtube video in teaching basic listening. As the result, the average score of listening comprehension of the students improved significantly compared to the control class. In short, the using of youtube video was able to improve the students basic listening skill.

Then, a research done by Maulana, et al (2020) entitled "mengajar listening dengan menggunakan video kartun dan Total Physical Response (TPR)". The research done by combining both the application of cartoon video and TPR strategy on junior high school students. The research presented that there was a improvement on the students skill.

The last, it was a research by Gustina (2018) entitled "Peningkatan kemampuan Listening siswa melalui media Audio-Visual bagi siswa SMPN 1 Mempura dengan Menggunakan DVD (Digital Video Disc)". This study aimed at improving the students listening ability on senior high school students. The result of the study showed significant improvement among the cycle used in the classroom action research.



Finally, the use of video as the teaching media claimed as one of the applicable solution to improve the students' listening comprehension.

RESEACRH METHODS

This is a Classroom Action Research study which aims to improve the Listening Comprehension skills of vocational students in Bengkalis State Polytechnic using English video as learning media. The research subjects were 17 students for the 2022-2023 Academic Year. Gay (2000) states that classroom action research consists of two or more cycles. The first cycle consists of 4 meetings and ends with a post-test. Kemmis and Taggart (2005) state that each cycle consists of Plan, Action, Observation, and Reflection. In addition, data will also be collected through several things, namely: (1) observation checklists from students and lecturers, and teaching steps, (2) field notes, (3) interviews, and (4) final tests

RESULT AND DISCUSSION

Findings of the research discuss data description and analysis as well as findings and discussion of the findings. The findings are expected to answer questions stated in the formulation of the problem is to what extent can English video can improve the students' Listening comprehension at State Polytechnic of Bengkalis. Based on the data which were collected from the result of the test.

The extent to which Reciprocal Teaching strategy can improve students' reading comprehension.

Cycle one

This classroom action research was carried out in 2 cycles, where each cycle consisted of 4 meetings and ended with a post test. In the first cycle, the application of the learning method using English videos begins by explaining information about this media and the steps of learning that are carried out. Students are given an understanding of each stage of this research by providing examples and explanations regarding the application of the media.

Besides that, the researcher also ensured students' understanding of the procedure by asking questions. Furthermore, researchers implement this technique during teaching and learning activities in the classroom. In these learning activities the researcher guides students before playing the video by giving clues that need to be considered by each student. After that they discussed in small groups to share the information they got while watching the short videos they had watched. After the discussion ended, the researcher gave a quiz to each student using questions relevant to the material, the researcher evaluated each student's grades.

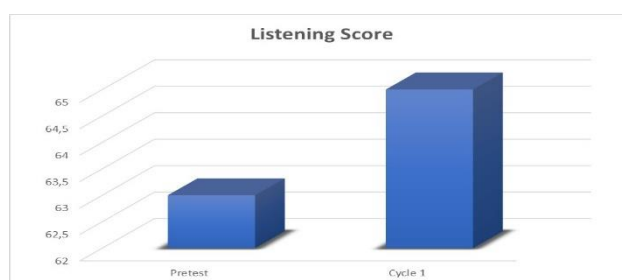
The researcher gave the students test of listening comprehension of business texts at the end of the cycle. The students score of listening comprehension of business texts test in cycle 1 can be seen in the following table:

No	Students' code	Correct Answer	Score	Criteria
1	1	85	85	passed
2	2	70	70	passed
3	3	50	50	failed
4	4	76	76	passed
5	5	68	68	passed
6	6	56	56	passed
7	7	68	68	passed
8	8	52	52	failed
9	9	65	65	passed
10	10	56	56	passed
11	11	53	53	failed
12	12	67	67	passed
13	13	54	54	failed
14	14	75	75	passed
15	15	88	88	passed
16	16	75	75	passed
17	17	47	47	failed
Total Score			1105	
Average Score			65	

At the end of the cycle the researcher gave comprehension test to the students. The data showed that the class average score of students' listening comprehension of business text increased.

The data below shows that the average score of students' Listening Comprehension has increased, as shown in the diagram below:

Graph 1.
The comparison between Students' Average Score of Listening Comprehension Test before Strategy and Cycle I



Based on the results of the average value of students' Listening scores in cycle I, researchers found that the average students' score in cycle I was at 65. There was an increase of 2 points when compared to the average student score before using video as a learning media (63). It can be concluded that the average score of students' tests in cycle 1 is higher than the average score of students before using the English video

Cycle two

In this second cycle, the researcher still uses the same activities as the first cycle, but there were some differences in the activity plan. The researcher began the activity plan by providing reflection on the activities that have been carried out in the previous cycle. Next, the researcher provided and explained information to students about how to apply the English video usage strategy to overcome the problems faced in the first cycle. In general, the problems found were in the form of technical problems. It was when students were not used to implementing these strategies properly and correctly. The researcher also explains in detail about the procedures used in implementing the use of the English videos by giving examples of how to apply them in improving listening comprehension skills. Then, the researcher applied the technique during teaching and learning activities in the classroom.

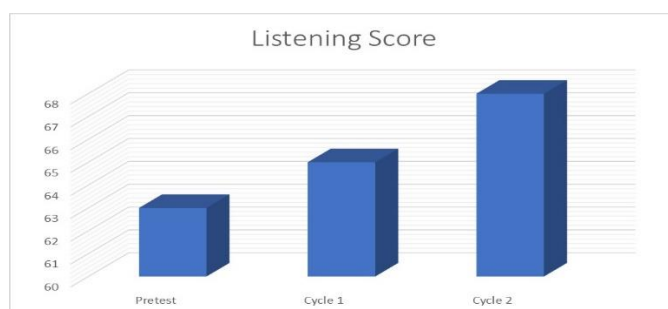
Furthermore, the researcher continued the next research by applying the steps in classroom action research, namely action, observation and reflection which ended with giving quizzes and post tests. Then, at the end of the cycle the researcher gave individual quizzes to each student which consisted of several questions relevant to the material they got from the videos they had watched. After the discussion ended, the researcher gave a quiz to each student using questions relevant to the material, the researcher evaluated student scores. At the end of the cycle II the students given a Post Test, as below:

The students' Score of Listening Comprehension of Business Texts Test cycle 2

No	Students' code	Correct Answer	Score	Criteria
1	1	88	88	passed
2	2	68	68	passed
3	3	52	52	failed
4	4	76	76	passed
5	5	70	70	passed
6	6	60	60	passed
7	7	74	74	passed
8	8	54	54	failed
9	9	66	66	passed
10	10	68	68	passed
11	11	50	50	failed
12	12	68	68	passed
13	13	54	54	failed
14	14	77	77	passed
15	15	87	87	passed
16	16	80	80	passed
17	17	65	65	passed
Total Score			1157	
Average Score			68	

The data below showed that the average value of students' Listening Comprehension has increased significantly:

Graph 2.
The comparison between Students' Average Score of Listening Comprehension Test in Cycle I and Cycle II



Based on the results of these tests, the average score of students on the Listening Comprehension test in cycle II experienced a significant increase. In cycle II, the average score of students on the listening comprehension test was 68 or an increase of 3 points compared to the average score of students in cycle I (65 points). Based on these results, it can be concluded that the students' average scores on the listening comprehension test in cycle II were higher than the students' average scores before using the English video.

Based on the graph above, it can also be concluded that the average score of students' Listening Comprehension tests after using English Videos in cycles I and II was higher than before learning using English videos was applied to that class. Furthermore, there was a significant increase from cycle I to cycle II. The average score of the students' Listening Comprehension test before using this method was 63, then it increased to 65 in cycle I and then again increased by 3 points in cycle II to 68. This means that this method can increase students' Listening Comprehension test scores.

Finally, the researcher concluded that the Listening Comprehension scores of students who applied learning methods using English videos increased in cycle II, because there was a significant increase in the average score of students' Listening Comprehension tests. Therefore, the class action research cycle using this method does not need to be continued because the research objectives have been achieved.

CONCLUSIONS

Based on the data obtained in the field, it can be concluded that the use of English videos in learning which is intended to improve students' listening comprehension has been successfully carried out. This can be seen from the increase in the average ability of students before the implementation of this media by 63 points to 68 points at the end of the second cycle.

Furthermore, of 17 students were involved in this study, there were 6 students who had scores below standard, namely (55 points), however, this number decreased to 4 students at the end of the second cycle.

REFERENCE

- Ariani, N. K, Widiana, I. W, & Ujianti, P. T. (2021). "Media Video Animasi untuk meningkatkan Listening skill anak Usia Dini". *Jurnal Pendidikan Anak Usia Dini Undiksha*. Vol 9 (1). Pp. 43-52
- Gustina, N. 2018. Peningkatan kemampuan listening siswa melalui media audio-visual bagi siswa SMP N 1 Mempura Kelas IX. 5 dengan menggunakan DVD (Digital Video Disc) Tahun ajaran 2017/2018. *Jurnal PPKn dan Hukum*. 13 (2)
- Maulana, Riyan & Muliana, R. (2020). Mengajar Listening Menggunakan Video kartun dan TPR untuk Sekolah Menengah Pertama. *Jurnal Informatics, Education, and JEM*, 2(1).
- Rorimpandey, R (2019). Video Youtube dalam pengajaran Basic Listening. *Jurnal ABDIMAS*. 12 (2)
- Kamus Besar Bahasa Indonesia (2002). Departemen Pendidikan Nasional Edisi ke-3. Balai. Pustaka, Jakarta. Gramedia.
- Nahdi, D. S., & Jatisunda, M. G. (2020). Analisis Literasi Digital Calon Guru Sd Dalam Pembelajaran Berbasis Virtual Classroom Di Masa Pandemi Covid-19. *Jurnal Cakrawala Pendas*, 6(2).