

## Enhancing Listening Ability by Using Short Video Among Vocational School Students

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### ABSTRACT

*The lack of students' listening ability was the main factor in why this research was conducted. Then short video was chosen as media to enhance it. This research was Classroom Action Research (CAR) and focuses on (1) describing the implementation of the short videos to enhance students' listening ability and (2) identifying the effectiveness of using short video media to enhance students' listening ability. This research was conducted in two cycles with two meetings for each cycle. The test showed that there was an improvement from the pre-cycle test and every cycle test. It was 43,86 to 65,45 in cycle I, and became 84,54 in cycle II. The conclusion was that short video media become one of the media that can help students enhance their listening skills.*

### ABSTRAK

Kemampuan menyimak siswa yang rendah merupakan factor utama penelitian ini dilaksanakan. Kemudian, video pendeklah yang dipilih sebagai media untuk meningkatkannya. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang berfokus pada (1) mendeskripsikan implementasi video pendek sebagai media dalam meningkatkan kemampuan menyimak siswa, dan (2) mengidentifikasi keefektivan video pendek sebagai media dalam meningkatkan kemampuan menyimak siswa. Penelitian ini dilaksanakan dalam dua siklus dengan dua pertemuan pada tiap siklusnya. Rerata test menunjukkan adanya peningkatan dari pra-siklus yaitu 43,86 dan meningkat menjadi 65,45 pada siklus I, dan meningkat menjadi 84,54 di siklus II. Jadi dapat disimpulkan bahwa media video pendek menjadi satu media yang dapat meningkatkan kemampuan menyimak para siswa.

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### A. Introduction

Language is a very important means of communication for humans. Through language, a person can communicate with each others and convey ideas, meanings, or ideas to others by using sounds, symbols or words. Language ability includes four basic abilities, namely: listening, speaking, reading, and writing. Each skill is closely related to the other ability. This ability can only be acquired and mastered by practicing and practicing intensively. Tarigan (1986) stated that human language abilities are usually acquired sequentially. The first language skill mastered is

listening followed by speaking, then reading and writing.

Gowhary (2015) proved that listening skill, especially in English, affects students' other language ability such as reading, writing, and speaking achievements". Therefore, students who are good at listening are considered better than students who are good at communicating, reading, and writing ability. The advantage of students who have listening ability is that they will get more information both in language learning and others because the purpose of listening is to get information so good listeners are those who can get as much information as possible.

One of the institutions that requires students to learn English is SMK Pelita Al-Qur'an. There are still many students who feel difficult to deal with English subjects, especially in listening ability. This is due to the condition of those who tend to be bored and do not even care about the intent of the spoken language and the material presented by the teacher. Another factor that contributes to the students' weak listening ability is the lack of motivation, interest in learning English which they think is difficult, vocabulary, sound and spelling, and supportive exercises. In addition, students are also not used to or unfamiliar with listening to stories video, conversation video, songs, and other forms of spoken language.

Based on those issues, the researcher would like to solve the problem by using video media to enhance the student's listening ability in ten graders of Pelita AL Qur'an Wonosobo Vocational School because short video media can prepare students for real condition. Listening the short video can make students to be more fun and interesting learning atmosphere.

## **B. Method**

### **1. Subject's Characteristics**

The research subjects were students of class X AKL SMK Pelita Al-Qur'an Wonosobo for the 2022/2023 academic year. The number of students in class X AKL was 22 students with details of 21 female students and 1 male student. Class X AKL students were used as research subjects because based on the results of the researcher's observations for 1 month in field study activities (PPL). The researcher found several problems related to the lack of using media in learning English, especially to support the enhancement of listening in class. So, the researcher decided to have research on the X AKL class.

### **2. Research Design**

The researcher used a Classroom Action Research Methodology (CAR). Classroom Action Research (CAR) is different from quantitative and qualitative research but have characteristic of both. Therefore, this research used mix method approach. Classroom Action Research (CAR) is a type of research that is

conducted in context with actual classes to solve the problems of teaching, enhance the effectiveness and outcomes of learning, and experiment with new teaching methods to improve the learning and teaching process (Widayati, 2008).

Classroom Action Research is a way to analyze what works best in your classroom to improve student learning. The kind of this research can provide new ways and techniques for raising the professionalism of teachers in the teaching and learning process (Susilowati, 2018). There are some benefits in action Research (Burnt, 1945):

- (1) Thinking systematically about what happens in the school or classroom.
- (2) Implementing action where improvements are thought to be possible.
- (3) Monitoring and evaluating the effect of the action with a view to continuing improvement.
- (4) Monitoring complex situation critically and practically.
- (5) Implementing a flexible approach to school or classroom improvement through action and reflection. In this study, there were four phases each of cycle, namely: (1) Planning, (2) Action, (3) Observation, (4) Reflection.

In collecting the qualitative data, the researcher used interview sheet, observation sheet, field notes, documentation and test. The quantitative data collect from pre-cycle data, test cycle I and test cycle II.

Analyzing data, researcher used data analysis procedure. the researcher used the following formula bellow:

Students' pre-cycle test and test cycle 1 and 2 correct answer scoring as follows:

$$\text{Score} = \frac{\text{students' correct answer}}{\text{the number of the item}} \times 100$$

The calculation of mean score of the students' listening test by using the following formula:

$$X = \frac{\sum x}{N}$$

- Where: X = Mean of Average Score  
 $\sum x$  = The Sum of all score  
 N = The Total Number of students'

Knowing the percentage of the students' enhancement by the following formula:

$$P = \frac{X_1 - X_2}{X_1} \times 100\%$$

- Where: P = Percentage  
 X1 = The first main Score  
 X2 = The Second main Score

Knowing the scoring of students activities checklist.

The scoring of students activities was successful if, the mean score was on rating 3 that score was worth by (60 – 79%).

*Table 1*  
*Classification of students' achievement*

<b>NO</b>	<b>Classification</b>	<b>Score</b>	<b>Rating</b>
1	16 - 22 of the students fulfill the classification	90 - 100%	5
2	13 - 15 of the students fulfill the classification	80 - 89%	4
3	9 - 12 of the students fulfill the classification	60 - 79%	3
4	5 - 8 of the students fulfill the classification	40 - 59%	2
5	1 - 4 of the students fulfill the classification	20 - 39%	1

Speer, et al (2015)

### **C. Result and Discussion**

This data came from a test at pre-cycle test, an interview, an observation, and documentation. The primary focus of this study was on actions performed in two cycles. Every cycle had four phases that included planning, action, observing, and reflecting. This study was limited to one class X AKL, with a total of 22 students. From the first meeting until the last, all students were present while the researcher conducted the research.

In pre-cycle activities, the researcher will describe the results of the research in pre-cycle, cycle one, and cycle two. At each cycle, there were two meetings and discussions related to learning materials of listening ability at all cycle actions which were carried out at SMA Pelita Al Quran Wonosobo. The highest score in the pre-cycle test is 75 and the lowest is 30. The average score is

3.87 and just 1 student (5%) who was successful in gaining a score more than 70. It shows that the result of students' listening ability in the pretest at pre-cycle activities is unsatisfactory. Because the criteria of students are successful in mastering material is students who get a minimum score of 70 and the class can be said to be successful in achieving the material if 80% of the students in the class get a score at least 70. The next step, the researcher used interview sheet to know students background learning in English.

The results of interviews with English teachers, and students, and the results of the pre-cycle test showed that students had difficulties in listening. The students often said that they could not understand what the speakers said. This condition led the students to fail in answering the questions. The other problems are the low students' motivation and interest in learning English, especially at listening activities. This is caused by the students are unfamiliar with listening to English words, lack of listening media, unmotivated to study further, and weak knowledge related to vocabulary and spelling skills. In addition, they also faced obstacles in supportive exercises to enhance their listening ability.

#### 1. Pre-Cycle Result

In this phase, the researcher presented the pre-cycle test to measure the student's ability before implementing the treatment. The researcher obtained the data through test in the form of essay which completed for 40 minutes. It was done on May 12, 2023. From the result of pre-cycle test showed that most of the students got difficult for doing the test. Based on the table 4.3 the students' average were 43.86, it showed that most of the students have not passed yet in achieving the Criteria Minimum of Score (CMoS) at least 70. In this phase, only 1 student out of 22 students completed of the criteria minimum of score.

#### 2. Result of Students' Cycle I Test Score

In this research, to know the enhancement of students' listening ability after implementing the treatment the researcher conducted the test cycle I. It was done May 20, 2023. Based on the previous table the students' average was 65.45. It shows that most of the students have not passed yet in achieving the Criteria Minimum of Score (CMoS) of at least 70. In this stage, there are 9 students out of 22 students who passed the criteria minimum of score. It can be concluded that most of the students failed to achieve the material.

#### 3. Result of Students Cycle II Test Score

In this phase, the researcher continued to cycle II because the score of test I in cycle I did not meet the minimum mastery criteria since it was only 41% who completed the Criteria Minimum of Score. The researcher presented the test cycle II to measure the student's ability after implementing the treatment. The researcher obtained the data through the test in the form of an essay which was completed for 80 minutes. It was done on May 27, 2023. Based on the previous table, the students' average was 84.54, which showed that most of the students had achieved the Criteria Minimum of Score (CMoS) of at least 70. In this phase, 21 students out of 22, or 95% of students completed the criteria minimum score, and the research was successful

#### 4. Comparison Between Score Pre-cycle test, Test cycle I and Test cycle II

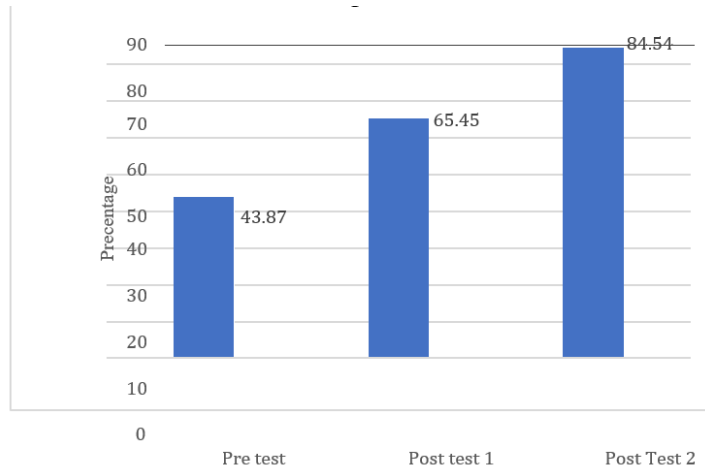
Students' listening improvement is shown in the table bellow:

*Table 2*  
*Listening Improvement from pre-cycle, cycle 1, and cycle II*

No	Subject	Pre-cycle test Score	Test cycle I score	Test cycle II Score
1	ASM	40	55	80
2	ARZ	35	45	65
3	CC	50	75	85
4	DP	55	70	90
5	FA	35	60	75
6	FFM	50	75	85
7	F	45	80	95
8	FF	40	70	90
9	FJK	40	65	85
10	LNA	45	75	80
11	LLYC	50	60	75
12	NSC	40	55	90
13	NK	35	60	85
14	NN	30	55	90
15	NNM	75	80	100
16	NS	45	65	85
17	PR	35	60	80
18	RR	40	60	85
19	SA	40	65	80
20	TK	35	65	80
21	UN	55	70	85
22	VKEP	50	75	95
Total		965	1440	1860
Average		43.87	65.45	84.54

If it is converted in the form of chart then the improvement can be seen below:

*Chart 1*  
*Listening improvement from pre-cycle, cycle 1, and cycle II*



It can be seen in the table and the chart above, in cycle I from the pre-test to the test cycle, there is a progress that shows an average score from 43.87 to 65.45. Meanwhile, from the cycle I to test cycle II, a progress shows an average score from 65.45 to 84.54.

#### 5. Observation Result of Students' Behaviour

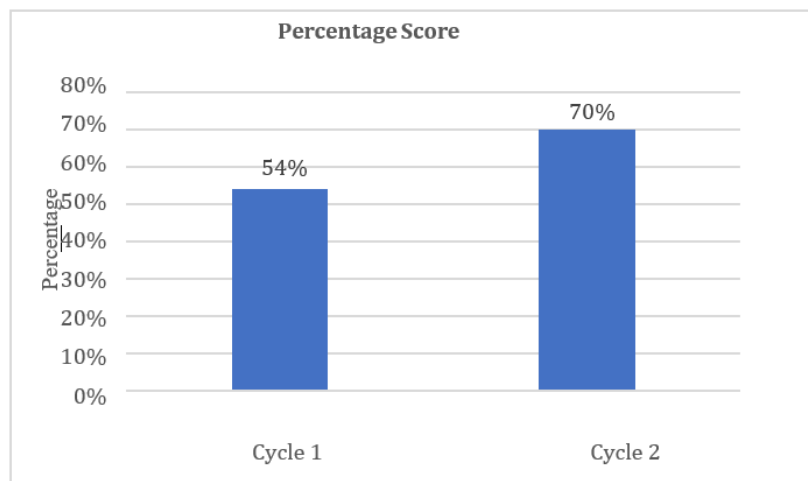
This observation result was taken during the learning process and was helped by the collaborator. The result of the observation result of students' learning activity can be seen in the table below:

*Table 3  
Students' Behaviour of cycle I and cycle II*

No	Activities	Cycle I	Cycle II	Enhancement (%)
a.	The students pay attention to the teacher's explanation.	91%	100%	9%
b.	The students are active in the class	23%	68%	45%
c.	The students concentrate to the teacher's explanation	64%	64%	0%
d.	The students understand to contents of short video	45%	73%	28%
e.	The students are confidence to listen.	50%	64%	14%
f.	The students are able to answer simple question orally	68%	77%	9%
g.	The students are able to find some words difficult correctly and can spell it.	55%	68%	13%

The improvement can be seen clearer in the chart below:

*Chart 2  
Students' behaviour improvement*



From the table and the chart above, it can be seen that the uses of short vides media can enhance the students' behavior in the teaching and learning process. The students understood the material and they were very enthusiast in the following the lesson from cycle I until cycle II. The students' listening ability have enhanced, it can be seen from their average 43.86 (Poor) in pre-cycle test became 65.45(fair) in test cycle I, and it improve in test cycle II become (good) 84.54. It means that the students can achieve the target, the target 70% students gain score 70 or more and based on the table observation sheet above it could be seen that from the cycle I up to cycle II have significant improvement with the average score of students' activities at cycle I was 54% become 70% at cycle II. The students' activity to pay attention and ask some questions from cycle I to cycle II improved by the percentage at least 54% in cycle I become 70% in cycle II and the improvement percentage was 16%.

#### D. Conclusion

listening, it can be concluded that there is significant enhancing of the students' listening by using short vides media at the tenth grade of SMK Pelita Al Qur'an Wonosobo. Therefore, short vides can be used as interesting media in teaching learning process since the course material closed to their life. It makes them easier to understand the course material. It is supported by the enhancing of students' score observation are 54% became 70% at last meeting and students score pre- test is 43,87 become 65,45 in post-test cycle I and then become 84,54 in post-test and all of students (95%) at cycle II get score more than 70. It means that the result of cycle2 has already reached the indicator. Short vides media can help teacher develop aspect that is needed in teaching learning. It is clear that short video can be used to enhance the students' listening.

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