

STUDENTS' PERCEPTIONS TOWARD VIDEOS AS MEDIA OF LISTENING LEARNING

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Abstract

The development of technology is helping humans in many sectors including education. Learning English is very important because English is an international language. Moreover, to be able to speak English, students must master 4 skills in English, namely listening, speaking, reading, and writing. Students consider listening learning by using audio as the method is not interesting. Listening learning by using english videos is helping students learn interestingly. In this study, the author did a research about students' perception towards english videos as listening learning media. The participants of this research were 2 senior high school students in Jakarta. The qualitative method in this research is based on Creswell. The result of this study is the positive perception of students towards english videos as listening learning method.

Keywords: Videos, Listening, Students' Perceptions

INTRODUCTION

Listening is an important English skill to master since it is a factor that determine proficiency in language. In addition, listening is a skill that can be mastered with continuous practice, thus listening lessons at school are often done by practicing listening to English audio, however, students often not interested with the English listening learning mediawhere students are merely asked to sit quietly while listening to the audio and write the answers to the questions that correlate with the audio. Maduwu (2016) stated, varied learning techniques can increase students' interest in learning. Nowadays, with the development of technology, we are able to do listening learning by using english videos as learning media.

Based on Karmilah (2013) study about the use of contextual video to improve students` listening ability, video is effective to be used for listening practice. Similarly, also gave statement on the use of video as listening learning media based on the study that he held about the use of contextual video to improve students` listening ability. Moreover, Benitez-Galbraith & Galbraith (2021) stated that the use of video as a listening learning mediaresulted a statistically significant increase in learning based on the classroom action research that he held.

There are few types of research that have been conducted of videos as listening learning method. Among of them are by Sulaiman et al., (2017) with the title; Students' Perceptions on Using Different Listening Assessment Methods: Audio-Only and Video Media the result of this is the majority of the participants have positive response towards the use of video media as their listening assessment method as it provides authentic, meaningful, and real-life situation contexts. Similarly, (Silviyanti, 2014) in her study about EFL students' perceptions in listening by using English movie videos on YouTube, majority of the participants stated that using videos as listening learning mediais interesting along with videos that motivates them to learn English,

they can practice their English by watching relevant English videos such as native speakers' videos and with visuals that make it easier for them to understand the topic.

Therefore, based on the positive engagement in listening learning media towards videos the author is initiated to do research about students' perception in learning listening using English videos which is obviously different from conventional listening learning methods.

METHOD

This study was conducted using a qualitative method since it is appropriate to reinforce understandings, interpretations of meaning and point of view of the participants. In line with (Creswell, 2009) stated that qualitative research is an approach for exploring and understanding the meaning individuals or groups describe a social or human problem. This study is conducted online in order of COVID 19 pandemic and the efficiency of time. Moreover, the author used narrative inquiry in this study. (Abrar, 2019) defined narrative inquiry as a qualitative approach which captures the personal and human dimension of lived experiences and presents them narratively. This is similar to (Moen, 2006) outlines that a narrative approach focuses on the meanings and values that individuals attach to their experiences through the stories they tell and share. Based on the description of the narrative inquiry before, it is the best way to know more about students' perception since the students are able to tell the author about what their perspectives and experiences. The author used interview as the data collection techniques and Google Form as the research instrument. The steps of collecting the data are; finding the participants in adolescent group chats to find out their perception towards listening learning media by using English videos, after that the author sent the Google Form link that contains interview questions so the participants can tell of what their thinking of the topic without feel awkward. The participants in this study were 2 female in first and second grade of senior high school students in Jakarta. The code of the participants are P1 (participant 1) and P2 (participant 2). The questionnaire contains 3 questions regarding students' opinions about the listening method using English videos.

RESULTS AND DISCUSSION

Results

Based on the conducted research, the result of this study is the perspective of students toward English videos as listening learning media. Most of the implementation of English listening learning that is often used in class is sitting, listening to the audio and answering question sheets based on what is heard while the audio is playing. The application of learning like this is very monotonous and makes students bored and not interested in learning listening. The following are the opinions and experiences of the participants about learning listening using only audio:

P1: "The method is boring. As a person who doesn't good at understand English the method is make it harder for me to understand especially when the dialog is fast and use British accent."

P2: "English listening learning when students just sit quietly while listening to the audio then answer the questions sheet is boring since sometimes the audio is not so clear."

Both of the participants agree that listening learning with audio only is boring.

Moreover, the second question is about their opinions about listening learning with the use of English videos as method. Here is the following statements:

P1: "Maybe listening by using videos will be more interesting, I'm interested to try it since it might be easier to identify the words that I heard."

P2: "I think listening using audio only and videos is equally difficult because sometimes the dialog is too fast and doesn't sound very clear"

In this question, the participants have the different opinions.

The third question is their opinion about which one is more interesting? Listening learning with audio only or english videos. Both of the participants have the same opinions.

P1: "Listening learning with videos."

P2: "Listening learning with videos."

Discussion

Based on the result of this research that explain students' perceptions toward english videos as listening learning media. This research used interview data to collect in-depth information about students' opinion, experiences, feeling and perception towards english videos as listening learning media. Learning listening using english videos is interesting and not boring the way listening learning using audio only. In addition, there are two strategies in listening learning, namely; Top-Down strategy is when the listeners use background knowledge of the topic to make sense of what they heard and Bottom-up strategy is when the listeners attempt to make sense of the language based on sound and words that they heard with the less use of background knowledge and rely on the language in the message that create meaning (Adrian Tennant, 2007). Based on the answer of the first question, students tend to use bottom-up strategies. In this case, by using english videos as a listening learning method, students can be helped with a bottom-up strategy with the visuals in the videos. However, there is one participant that think both listening learning using english videos and audio is equally difficult yet the participant still think that listening learning using english videos is more interesting than listening learning using audio. Moreover, positive perception towards english videos as listening learning media was gained in this research. This is in line with the previous research that was conducted by (Kim, 2015) that students gave positive responses when using english videos as a listening learning method.

CONCLUSION

This study shows that students have a positive perception of the english videos as a listening learning media. Moreover, listening learning using english videos is way more interesting because it provides visuals that are important for students' understanding of what they are learning. Besides, this media is also enjoyable since they can also learn listening on their own by watching english videos that they like and understand the words that are heard from the english videos that being played, and the author thinks that this way can improve students' ability in listening because people will tend to do what they like, by getting used to doing it will become possible.

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