



Using Videos to Increase Midwifery Students Listening Skills and Students' Attitude

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Submitted: 2017-11-24, Reviewed: 2018-01-03, Accepted: 2018-02-13

DOI: 10.22216/jcc.2018.v3i2.2885 URL: <http://dx.doi.org/10.22216/jcc.2018.v3i2.2885>

Abstract

This study aims to improve the skills of writing news using strategy cooperatif type group Video materials were used this study to examine the effectiveness of teaching English and to evaluate university students' attitudes towards the use of video materials in teaching listening skills. The population for this study was 32 first-year midwifery students in the second semester of the academic year 2016/2017 at Adiwangsa University, Jambi. The samples were selected by total sampling technique. The study was conducted in 12 meeting including pretest and posttest. The one-group pretest-posttest design was implemented in this study. The instruments used in this study were lesson plans, English comprehension tests (pretest and posttest) and a questionnaire of the students' attitude. Regarding the data analysis, mean score and pretest-posttest scores for the dependent sample were employed. The result indicated that the midwifery students' English listening comprehension ability increased significantly after learning with videos and midwifery students had positive attitudes towards using videos in teaching listening skills.

Keywords: Video Materials, Listening Skills, Students' Attitude

INTRODUCTION

Listening is the most important skill in learning a new language and its main purpose is to be able to understand what the intended meaning of the speaker is (Rost, 2011), but unfortunately usually not enough attention is paid to it and it has not received enough priorities (Farhady, Jafarpour, & Birjandi, 1994; (Ghorbani, Mohammed Reza (Bojnord University, 2011). Lectures are often not aware of or maybe not interested in teaching listening techniques and the processes of listening and merely focus on the final product and the outcome. Instruction in listening

classes is limited to testing and focusing on the product ((Rezaei & Hashim, 2013); Sheerin, 1987). Likewise, Field (1998) believes that most published books about listening don't teach the listening, but test it.

Ur (1984, p.59) identified the main potential problems as stated: the typical sounds of English words, the system of stress – intonation -rhythm, different accents, and the ability to use environment clues to get the meaning of a phrase. Moreover, she suggested a key to the success in practicing listening should involve using visual and aural

environmental cues which provided additional information about the listening situation, therefore, promoting the importance of the learners' mastery of listening skills. Each language is multifunctional, so it can show one part or a certain element then can also show other specific parts (Rahmat, 2017). Teachers need to carefully select and prepare a variety of quality teaching materials.

Furthermore, media is able to avoid students' boredom during teaching at listening comprehension. It is reasonable to choose interesting media which in this research are video and audio tape as the listening equipment because many children and teenagers like to watch video and it could make the learning process easier and fun.

They will be interested and happy to listen through this media. Developing listening comprehension through videos will also make teacher comprehend the importance that has the use of technological tools in order to catch student's attention. When students are totally engaged in a class, their learning and comprehension are completely opened to the new knowledge, so the objectives of listening comprehension can be successfully achieved. Finally, Canning-Wilson (2000, p.5) stated that video is a very powerful resource to call the attention of English language learners. Video offers foreign language learners a chance to improve their ability to understand comprehension input. The method of training is the ways that planned systematically and oriented to the destination.

Therefore, in the study, using videos is an approach that is used as a teaching tool

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for studying listening comprehension. Videos are such valuable and rich resources for teaching present colloquial English in real life contexts rather than artificial situations and the opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents and dialects (King, 2002). Ur (1984, p.88) had been mentioned as relevant listening material. Harmer (2001) points out that one major advantage of videos is that learners not only can listen the language but also they can see it. In order to support comprehension, videos contain visual clues such as gestures and expressions which allow students to go beyond of what they listen, and also to interpret the video in a deeper way.

In order to develop listening skills, effective material used in English classes is a crucial aspect of the teaching method. Technology has played an increasingly important role in the methods of instruction. One technology is video which offers instructors a wide variety of resource material to be employed in classrooms to improve students' listening comprehension.

Video materials can be used an alternative instructional tool for teaching listening since they are a rich source of conversation and dialogue by English speakers.

Considering the problems above, the study is oriented towards the following objectives. The purposes of this study are to develop the listening skills of university students studying English through using video materials and to explore students' attitude toward learning listening skill through videos.

RESEARCH METHOD

The population of this study was 32 first-year midwifery students in the second semester of academic year 2016/2017 at Adiwangsa University. The sample in the study was all of the students selected by total sampling. The study was conducted during the second semester of academic year 2016/2017. It involved 12 meeting. Two meeting were used for the pre-test and post-test and the other 10 meeting were used for the experiment.

Research Instruments in this study consist of 10 units of lesson plans for the instruction and 8 short English video about medical topics. Each video was 3-5 minutes in length. The test which was used as a pre-test and post-test to study the progress of students' learning achievement before and after they studied listening with videos. The questionnaire to study students' attitudes towards learning listening with videos, constructed by using the Likert method.

The data obtained from this method of teaching in the study was analysed and interpreted through quantitative analysis. Quantitative data includes the data obtained from the pre-test, the post-test and the questionnaire. The t-test was used to compare the listening competency of the experimental group. The computer software program, SPSS, was used to analyse the data. The data from the Likert's scale was calculated for the arithmetic means (X).

These means revealed the students' opinions towards learning with video. The value of mean scores for opinion level was interpreted according to the following criteria on table 1.

Table 1. The Value of Mean Scores for Opinion Level

Value of Mean	Scores Meaning
4.51-5.00	very good
3.51-4.50	good
2.51-3.50	average
1.51-2.50	bad
1.50 or lower	very bad

The data were collected from the students' scores of the pre-test and post-test of listening comprehension, and from exercises undertaken after each learning material was presented. The procedure followed in the teaching plan used in the study encompassed the following three stages:

Pre-listening

At the beginning of the class, the researcher outlined the objectives of the lesson and the topic of the presentation material, then asked the students about their background knowledge and related vocabulary. A series of leading questions was put to the students to help them before studying with the material.

While-listening

First, the students were presented with the entire learning material and instructed to take notes or write down key words. Second, the material was presented again accompanied by an exercise to be completed by the students.

Post-listening

The students completed a questionnaire and checked the answers carefully for a minute before exchanging it with their partners in order to check if the answers are correct, then handed in the exercise to the researcher. They were then given the opportunity to discuss the

material presented and to express their ideas or opinions about it.

FINDINGS AND DISCUSSION

Table 2 below showed the comparative result of English listening pre-test and post-test scores of students. The average mean scores of the pre-test and the post-test are 6.60 and 8.20 respectively. It can be concluded that the learning achievement of students' post-test is higher than the pre-test. The students' English listening comprehension ability increased significantly after learning with the videos. The result of this study is shown in Table 2.

Table 2. The Result of Comparison between of English Listening Pre-Test and Post-Test Scores

Test types	Mean	n
Pre-test	6.60	32
Post-test	8.20	32

Based on Table 3, it has been found that the mean score of the questionnaire about students' attitude toward learning listening with video ranges between 3.38 to 4.07, which is in between average to high levels. The highest mean score (4.07) is the item "Keywords I have learned prior to watching videos motivated me to learn English." The lowest mean score (3.38) is the item "Video materials help develop my speaking ability more than modified or non-authentic materials do." The average mean score evaluated by students was 3.68, which was at a satisfactory level. Students had positive attitudes towards using the videos in teaching listening skills. The 17 items of evaluation contained in the form were adapted from (Khalili Sabet, 2012) for use in this study. Each criterion rating was identified as shown in Table 3.

Table 3. Result of Evaluation of Students' Attitudes towards Learning Listening Skill through Video Materials

	Evaluation items	X	SD	Result interpretation
1	I prefer to use English video materials rather than use those materials provided in the textbook	3.65	.74	Good
2	Video materials motivate me to do more listening outside the classroom	3.5	.62	Good
3	I prefer not to use simplified listening materials provided in the textbook	3.5	.72	Good
4	Keywords I have learned prior to watching videos motivated me to learn English	4.06	.76	Good
5	Video materials help me improve my language proficiency	3.87	.84	Good
6	English subtitles in the video materials are helpful in learning English	4.07	.73	Good
7	The video materials I listened in class are more interesting than non-authentic materials or simplified listening materials	3.67	.59	Good

8	Video materials help me to understand other listening materials outside the class	3.45	.61	Good
9	Video materials in the listening course motivate me to listen to other materials outside the class	3.50	.71	Good
10	Video materials introduce me to how language is used in the real world	3.79	.66	Good
11	I think my video preferences will affect my learning	3.52	.73	Good
12	Video materials improve my language proficiency more than modified or non-authentic materials	3.74	.65	Good
13	Video materials improve my listening comprehension ability more than modified or non-authentic materials	3.67	.72	Good
14	Video materials help develop my speaking ability more than modified or non-authentic materials do	3.38	.78	Average
15	Video materials increase my familiarity with the use of grammar rules in their original context	3.81	.86	Good
16	Video materials increase my knowledge of vocabulary which I need in real life situations	3.49	.53	Average
17	I am interested in learning English if the teacher uses video in English as teaching materials	3.93	.86	Good
	Total	3.68	-	Good

It was found that learning listening skill through videos was able to increase most students' listening abilities significantly. This may imply that the videos as a teaching tool was good for helping students enhance listening abilities. This is consistent with (King, 2002) who supported that movies have several advantages. One is that they contain visual elements. That might be the main factor to help student increase listening abilities. It means students perceived information via both their eyes and ears, this helped them gain most of the presented information, not only verbal but also non-verbal features and culture as well. With the visual elements, they could

quickly and easily understand what the information was. The content through the movie is authentic material, real-life language and also provides some enjoyable listening. These advantages may be supported by the potential use of movie and gained listening abilities.

The study found that the positive attitude of participants may be because the new strategy fits their interest and lifestyle. A majority of students are teenagers and more likely to favour new learning strategies rather than routine methods such as Grammar Translation Method or Communicative method.

Selecting authentic videos related to medical topics own motivated them to

study in class. Motivation refers to attitude and effective states that influence the learner's effort to learn a second language (Ellis, 1997, p.47). The finding show students had good attitudes towards video as a learning tool.

This teaching strategy has an impact on the students' learning skill. Most of them like the learning aids and expressed that the material used in the class helps them develop listening skill. Using movies also motivated students in learning English during class time. Ur (1984, p.68) gave the idea "Learning and Motivation". It is needed to arouse learners who learn English as a foreign language giving them much more interest and enjoyment, especially, using movies as a teaching tool for learning. It attracts students' attention and helps and encourages them to focus during study. This is confirmed by Table 3 and the students' opinions.

Something important that develops listening comprehension is meaningful and useful input. The study seeks to provide meaningful, useful and comprehensible input by using Videos. The researcher tried to spend as much time as possible for teaching listening skill. The requirements for acquisition are satisfied and the researcher found that the students enhanced their listening ability.

Authentic materials that selected in this study as learning materials are encourage students to learn actual language used and rich with the reality of life. The study found a majority of students preferred this strategy. The researcher might state that to find the appropriate strategy may lead students to success in acquire a foreign language.

The use of video in teaching listening was more effective because students learn more through videos and they could see the situation and its participants, it can also provide samples of real-life situations. Learning listening using video also more entertaining and fun, since almost all real-life listening experiences are accompanied by dynamic visuals (Feak, Salehzadeh, 2001, p. 45), video media is a more authentic medium for teaching listening comprehension. It seems that students perceive the video input as more authentic, with possibly more information, or simply they feel more comfortable with information accompanied with images. Students learn more through videos because they could see the situation and its participants.

Therefore, through the video the students could also see the body language, facial expressions, and gestures of a speaker provide additional information to the listener. So, video is effective to be one of the teaching media in enhancing students' listening comprehension achievement.

In language learning context, it is believed that students will learn a foreign language more effectively under certain conditions. When teaching learning process is fun and natural, then it will make the students more effectively in learning the target language.

The use of teaching media such as video in teaching appeals to the eye because they attract attention and sustain interest by illustrating relationships like similarities and contrasts of activities in a way that conveys messages better than words could do. Such aids in teaching are closer to real life situations. They provide

immediate feedback to learners on their performance and help to save teaching time because they speed up the learning process better than lengthy descriptions if words were to be used. Students who are not able to be stimulated by other techniques can indeed be stimulated by video.

One of the ways to orient learners to listening comprehension task is by providing them visual material. Videos are the example of instructional media that can be used in teaching listening. It is a new way in teaching listening which can make the students having a new way and expected to increase their motivation when they got the listening material from the teachers.

Teachers should know which kind of learning media that can be effective used in their classroom. In learning listening skill, it is better to use Video. Learners are more motivated to cope with the instruction when given the opportunity to study with the use of video materials. It was because videos include both aural and visual information and it also closer to the real life situations. When the students feel entertaining and enjoy the material it can gained their motivation to study the material and could enhance their achievement in the material.

In conclusion, the most important components of teaching listening to midwifery students in the study are: motivation, meaningful, useful and comprehensible input, and appropriate teaching approaches. It is, therefore, not only teachers, but also students to have to be concerned with these elements for positive attitudes and to have success in teaching and learning listening skill.

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CONCLUSION

The findings of this study revealed that the use of video materials to develop listening comprehension of first-year English major students seemed to be effective, as indicated by the post-test score which was significantly higher than the pre-test score.

Analysis of the students' responses from the questionnaire revealed that they were more interested in learning English if the teacher used English videos as teaching materials. In addition, the keyword preview before watching videos motivated them to learn English. They explained that it was easier for them to remember and understand vocabulary in the video which they had previously taught by the researcher during the pre-listening stage. Overall, students agreed that videos were beneficial in learning English, and that English subtitles in the video were an excellent aid to learning English.

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