THE USE OF CONTEXTUAL VIDEO TO IMPROVE STUDENTS LISTENING ABILITY TO THE SECOND GRADE STUDENTS

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A R T I C L E I N F O

A B S T R A C T

The objectives of the research are to know the use of contextual video to improve students' listening ability and improvement before and after the use of contextual video in grades eleven. Related to the purpose of the study, the research design used in this study was action research. The subject of the study was the grade eleven students of Ensino Secundário Público 4 de Setembro Viqueque. There were 30 students as the sample. The researcher taught listening by using the contextual video as a teaching instrument. The researcher selected the contextual video of daily' activity that is appropriate with the materials presented in the syllabus. The researcher used pre-test, first cycle, second cycle, and post-test. The result showed that students' listening ability improved treatment. It discovers through observation and pre-test and post-test mean scores. The average score was 5.3, increasing to 7.7 in the final post-test. The conclusion was using the contextual video improve the students' listening ability and level of listening.

INTRODUCTION

Language is a human instrument of speech in spoken and written language is the most common system of communication to allow people to talk to interact with their thoughts, feelings, and ideas of their daily habits (Ramburuth & Tani, 2009; Caws, 2012). English is the largest spoken language in the world. It is used for commercial and diplomacy cooperation regionally, bilaterally, and multilaterally. A human being that still alive is different from other cultures and various aspects of life (Dodig, 2014). It means that human being needs language to communicate with each other of a different culture to actualize their status as a social being. In this case, the role of language and communication is demanding (Ryan & Deci, 2000).

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Existing many languages are spoken by human being throughout the world. One of them is English. English has a fundamental role in human communication. As lingua franca for international communication, English is also essential in commerce, science, political administration, and technology (Liaghat & Biria, 2018). People in developing countries are trying to learn English for their purposes. They spent a lot of time to attend English Classes or to join an English course to become a skilled performer. It means that English is crucial for everybody as one of the most fundamental instruments that use to solving the problems that they faced in their life (Algozzine et al., 2012). Timorese Government has ratified English in the constitution, part I, section 13. This constitution states that Portuguese and Tetun shall be the official languages, English and Bahasa Indonesia are the working Languages in the Republic Democratic of Timor Leste (Constitution of the Democratic Republic of Timor-Leste, 2014) (Constitution of RDTL, 2002).

The English Language has other languages that have four language skills. These language skills are listening, speaking, reading, and writing. Besides language skills, there are some language elements, such as Pronunciation, vocabularies, Conjunction, Grammar would be used to support language skills. Students also may have more capabilities to communicate well with others if they have good listening skills. Moreover, listening dominates the students' daily activities in the classroom (Rowe & Rafferty, 2013; Longhofer & Winchester, 2016; Ezike, 2018).

However, listening is difficult to learn and also to teach. It is hard to attract the students' focus and concentration in listening practice, and sometimes they feel bored doing the listening. Furthermore, the teacher also finds it difficult to obtain suitable media for teaching listening. Therefore, attractive and interested media are essential in teaching listening. Based on their types, the media is grouping into three. The first additive media that use sound only, such as radio and tape recorder. Second is visual media that use visual-only such as picture or photo, and the last one is audiovisual media that combine both additive and media such as television, movie, etc (Mishra & Singh, 2017; Cummings, 2017; Vebrianto & Osman, 2011).

RESEARCH METHOD

This is classroom action research (Creamer, 2018). It went on at Ensino Secundário Publico 4 de Setembro Viqueque. It was conducted through the teaching and learning process in the classroom. The subject of the research is the second-grade students of Ensino Secundário Público 4 de Setembro Viqueque. The researcher-divided samples into three classes consist of 30 students. They were 9 boys and 21 girls. The researcher chose this class because of the fact and the result of pre-observation. It shows the students defined as the study of the social situation to improve the quality of action within it. This information is gathered with the goals of gaining insight, developing reflective practice, effecting positive changes in the school environment and on educational practices in general, and also developed students' outcomes and the lives of other involved (Johnson & Ruiter, 2013; Gobena, 2018).

This study aimed to show the process of improvement of the students' reading comprehension. In this study, the writer collaborated with all of the other research team members. In this scheme, the writer and collaborators found a problem, planned a possible solution, implemented and observed the actions, and reflected on the outcome of the treatment (Chakraborty et al., 2014).

The procedure consisted of the following four steps, that are Pre-Cycle In this step, the writer observed the place of the study. The writer interviewed the English teacher and the second-grade students in class A and carried out classroom observation of the English teaching and learning process; Planning step, the writer worked together with the English teacher to plan some actions to be done in the English teaching-learning process based on the problems defined in the previous step); Action and Observation in this step, the writer did the actions that had planned in this step the treatment shared into four meetings or two research Cycles (Gomillion et al., 2014). First, the writer conducted Cycle one. The researcher evaluated the actions by interviewing the students and the teacher about the class activities. Reflection step, the researcher finds the treatment. The reflection was useful to show the effectiveness of the actions conducting in the teaching and learning processes (Pfeffer & Rogalin, 2012). The researcher reached the results of the treatment (Weinberger & Barakat, 2002). The treatment seemed ineffective to the observer. It was to find out whether the treatment was successful or not). The mean of pretest and posttest scores calculated with the formula as $\bar{X} = \dfrac{\sum x}{n}$ & $\bar{y} = \dfrac{\sum y}{n}$

FINDING
Pre – Test

First, pre-test, the researcher coordinating directly with the school director to allow the researcher to conduct his research in the respective school and also to know which rooms were authorized by the director for the researcher to conduct his research. Second, after having permission to the researcher to conduct his research on the second-grade students of Ensino Secundário Público 4 de Setembro Viqueque then, the researcher discussed with the English teacher of the respective school to know how far the English lesson is going on in this school, and the subject itself. In the following steps, the researcher administered the pre-test to the students to know the capability of students' listening skills related to the teaching method that English teachers use to teach listening (Norris, 2013; de Hullu et al., 2017). The result of the pre-test is 159: 30 = 5.3

Based on the result showed that the highest score of the pre-test was 7,5. The lowest score was 3. The students that categorized passed the pre-test were 12, while the 18 students failed. The total score of the pre-test was 159. The mean score was 5.3. Comparing this score with the passing scores grades; the score did not reach the standard score. The level of the students' listening skill was the lowest. The problem that causes the students to get low scores were; the teacher used the conventional method. The students lack listening skills (Teng, 2011). Some students did not familiar with the native speaker accent or pronunciation (Rohaidah et al., 2017).

Based on those problems, the researcher tried to introduce his methodology to attract the students to learn English, mainly to improve their listening skills due to contextual video.

1. Cycle 1
a. Planning
The researcher organized everything that related to the action. The researcher prepared the contextual video, selects the suitable contextual video for the second-grade students of Ensino Secundário Público 4 de Setembro Viqueque, copied the video, made the lesson plan, arranged the projector, and prepared the test.
b. Acting
The writer implements the teaching and learning activity in the classroom by using contextual video to the taught listening subject. In this case, the writer has chosen the topic that was suitable to the students, namely "daily activities that were an important topic and based on their listening level (Ford et al., 2008).
c. Observation
The writer observed all activities in the teaching and learning process. On this occasion, the researcher focused on student's reactions toward the implementation of contextual video in teaching listening subjects. The students are interested in and enjoy what they have learned after acting. Some students commend that since they study English, mainly listening to this respective school with the English teacher. They never experienced such an instrument, and they requested the researcher to implement this material in the school. So the students were listening skills toward the English language will be improved. They also added that contextual video was a useful instrument to teach the listening subject because it helped them to catch the English words very quickly and improve their pronunciation as well (Elections, 2017; Gilavand et al., 2016; Motschnig & Barrett, 2010; Der Pan et al., 2007).
d. Reflection
The research evaluates all they observed to find the weaknesses and the strengths of the teaching activities. Those activities that they have carried out. Besides, the researcher observed the students' progress during the teaching and learning process. Before the writer continued to the next cycle, mainly cycle two or revised plan. This cycle is implementing because of the reflection from cycle one. During the previous cycles, the researcher has noted some weaknesses of implementing the contextual video to the taught listening subject, and the researcher analyzed the problem and then found out the solution before preceded to cycle two (Belski & Belski, 2014).

Cycle 2
a. Revised Plan
Based on the result of the reflection in cycle 1, the writer wanted to solve the problem. In this cycle, the researcher is the teacher who maintains the same instrument to the taught listening subject but used the more attractive strategy so that the students pay more attention to the topics. Besides tried to enhance students' listening ability, this cycle also tried to improve students' activeness. The process of implementing the revised plan almost the same as the planning in cycle one (Costa, 2018). However, with different strategies and interventions from the researcher based on cycle one reflection. The material that used in the revised plan was contextual

video, projector, and lesson plan but with some improvement, such as; improves the quality of audiovisual and adjusted the sound so that it could help them to catch the English words or phrase very fast compared with the first intervention (Masdonati et al., 2014).

b. Acting

The researcher implements the teaching and learning activity in the classroom by using contextual video with the same topic to the taught listening subject. In this case, the researcher pays more attention to the students who encountered problems in the first intervention and gave them more opportunities to explain the difficulties that they faced (Briggs et al., 2013). To increase the students' interest in learning to listen, the researcher encouraged and motivated the students who have a previous problem, so that they would more focus and listen carefully. Those strategies allowed the researcher to make his second action better than before, and of course, it would help the students to improve their listening skills (Teng, 2011).

c. Observation

In this cycle, the researcher discovered some improvements have made by the students comparing with the previous one. In this cycle two, the students are more interested in changing their listening ability by using contextual video. To improve this improvement, the researcher conducted the post-test as a reflection on what has happened (López, 2011).

d. Reflection

Based on the observation result, the researcher administered the post-test as a reflection to know whether the use of contextual video in cycle one and cycle has improved or not (Belski & Belski, 2014).

e. Post – Test

Based on the intervention in cycle one and cycle two, the researcher concluded that all activities. Those activities that conduct in both treatments have an improvement in students listening skills through contextual video. This improvement showed due to the students' interest in learning to listen improved compare to the method of teaching listening. That English gives, such as; dictation, fill the blank, and others (Mariamdaran et al., 2014). After conducted activities in cycles one and two. The researcher realized the post-test. The aim of this post-test to discover the students maintained their scores. The result of the post-test is 231: 30 = 7.7

DISCUSSION

After conducting action research going on, these parts present the discussion of the finding. The result after analyzing the data gathered in the pre-test and post-test by using two different types of tests such as; filling the blank for the pre-test and multiply choice by using the contextual video for the post-test (Busch et al., 2014). The researcher concluded that the finding above already answers the research question stated before. The students listening skill was using the contextual video can be seen in the comparing score of pre-test and post-test (Núñez et al., 2011) on the table below

Table 1. the comparing score of pre-test and post-test

No	Skill	Pretest	Result P/F	Post-Test	Result P/F
		Total 159	5.3	**231**	7,7

		Level	Poor	Very good	

Based on the result above, the writers concluded that the use of contextual video improves students listening skills. The improvement indicates in the students' mean score in both tables. The students' mean score in the pre-test was 5.3, but after the writer conducted his class action research by implementing the steps of the class action research such as planning, action, observation, and reflection (Zabİtgİl, 2013). The mean score of students increased to 7.7 in the post-test. To Identify the students' listening skills by using contextual video. The researcher concluded that the level of students' listening skills in the pre-test was low after the researcher did treatment implemented the class action research steps. The students listening skills levels were increasing. It improved from the lowest to the highest level.

CONCLUSION

The result showed an improvement in students' listening skills. It due to contextual video to the second-grade students of Ensino Secundário Público 4 de Setembro Viqueque, as conclusions are the first was about the answer to the research problem: does the contextual improve students' listening ability. This is the result of action research on the listening ability of the grade eleven students of Ensino Secundário Público 4 de Setembro Viqueque. It underlined that using contextual video in teaching listening can enhance students' listening ability.

Based on the observation, the researcher found that during the action, the students have shown their improvement as they can catch the English words or phrases well, the situation of the teaching and learning process became joyful and confident. The students also did not hesitate to practice how to pronounce the words correctly. The students achieved in listening ability are improved. The mean score of the pre-test was 5.3. It improved to 7.7 in the final post-test. It proved that the use of contextual video in teaching listening improves students' listening ability and level as well. The researcher draws conclusions that the instrument used in this research can give more advantages to the students to increase listening abilities more effectively because through the contextual video. They show the pictures and hear directly from the English native speaker. The results of the study prove that the use of contextual video in teaching listening subjects can improve students' listening ability. The writer hopes that this study gives to benefit the betterment of the English teaching and learning process. The researcher suggested. For every academician, these suggestions will be useful for the students, teachers, the school, the other researcher, and the government.

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