

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

There is one statement of problem that has to be answered in this research. The problem is about students' response toward the use of video in teaching listening. To answer this statement of problem the writer used the data from questionnaire and interview.

The questionnaire includes 8 statements of students' opinions about the use of video in teaching listening. After the writer conducted a research to investigate students' response towards the use of video in teaching listening, the data that have been obtained are classified based on the problem statement.

To easily know about the students' response toward the use of video in teaching listening process, the writer has share questionnaires to the students, the result includes:

1. The Students Like towards Teaching Listening by Using video.

The result can be seen in the table below.

Table 4.1. The Frequency of the Students Like towards Teaching Listening by Using Video

| No | Category | Frequency | Percentage |
|----|-----------|-----------|------------|
| 1. | Very Like | 53 | 42,74 % |
| 2. | Like | 67 | 54,03 % |

| | | | |
|----------------|-----------|-----|--------|
| 3. | Less Like | 3 | 2,42 % |
| 4. | Not Like | 1 | 0,81 % |
| Total : | | 124 | 100 % |

Based on the table above, it is known clearly that 53 students (42,74 %) stated that students are very like when they are taught listening using video. The most dominant answer is 'like' which is chosen by 67 students (54,03 %). 3 students (2,42 %) stated that students were less like when taught listening by using video, and 1 student (0,81 %) tell that he was not like when taught video in teaching listening.

2. The Interest of Students with Material in Teaching Listening by Using Video

The table below shows the interest of students with material in teaching listening by using video. The result is as follows.

Table 4.2. The interest of students with material in teaching listening by using video

| No | Category | Frequency | Percentage |
|-----------|-----------------|------------------|-------------------|
| 1. | Very Interested | 47 | 37,90 % |
| 2. | Interested | 75 | 60,48 % |
| 3. | Less Interested | 1 | 0,81 % |

| | | | |
|----------------|--------------|-----|--------|
| 4. | Uninterested | 1 | 0,81 % |
| Total : | | 124 | 100 % |

The table above indicates that the interest of students with material in teaching listening by using video, it is known clearly that 47 students (37,90 %) stated that students very interested. There are 75 students (60,48 %) interested. Only 1 (0,81 %) student who choose less interested and uninterested.

3. Students' Attention when Teaching Listening by Using Video in the Class.

The result can be seen in the table below.

Table 4.3. Students' attention when teaching listening by using video in the class

| No | Category | Frequency | Percentage |
|----------------|--------------------|-----------|------------|
| 1. | Very Pay Attention | 37 | 29,84 % |
| 2. | Pay Attention | 78 | 62,90 % |
| 3. | Less Pay Attention | 9 | 7.26 % |
| 4. | Not Pay Attention | 0 | 0 % |
| Total : | | 124 | 100 % |

Based on the table above, the writer has known that, 37 students (29,84 %) stated that students very pay attention to the lesson when teaching listening by using video in the class. There are 78 students' (62,90 %) stated that students pay attention to the lesson when teaching listening by using video in the class. 9 students (7,26 %) stated that students less attention to the lesson when teaching listening by using video in the class, and none of student state not pay attention to the lesson when teaching listening by using video in the class.

4. Students' Activity while Teaching Listening by Using Video.

The table below shows the students' activity while teaching listening by using video.

Table 4.4. Students' activity while teaching listening by using video

| No | Category | Frequency | Percentage |
|----------------|---------------|-----------|------------|
| 1. | Always Active | 22 | 17,74 % |
| 2. | Active | 88 | 70,97 % |
| 3. | Less Active | 14 | 11,29 % |
| 4. | Not Active | 0 | 0 % |
| Total : | | 124 | 100 % |

From the table above, it can be seen that 22 students (17,74 %) stated always active while teaching listening by using video. Besides that, there

are 88 students (70,97 %) who active while teaching listening. 14 students (11,29 %) less active while teaching listening by using video, and none of student state not active while teaching listening by using video.

5. The Improvement of Students' Listening Results by Using Video.

The results can be seen on the tables below.

Table 4.5. The improvement of students' listening results by using video.

| No | Category | Frequency | Percentage |
|----------------|----------------|-----------|------------|
| 1. | Very Increased | 19 | 15,32 % |
| 2. | Increased | 89 | 71,77 % |
| 3. | Less Increased | 15 | 12,10 % |
| 4. | Not Increased | 1 | 0,81 % |
| Total : | | 124 | 100 % |

The table above shows that 19 students (15,32 %) stated very increased. While, that mostly students (89 students' with 71,77 %) increased. There are 15 students (12,10 %) stated less increased and only 1 student (0,81 %) stated not increased.

6. Students' opinion towards the use video in teaching listening.

This question asks students opinion whether students feel that the use of video in teaching listening gives an influence to improve their

English skill or knowledge. In addition, the students are also asked to convey how big the influence improves their English skill or knowledge if they have positive response toward this question. The table below shows the opinion of students in teaching listening by using video. The result is as follows.

Table 4.6. Students' opinion towards the use video in teaching listening.

| No | Category | Frequency | Percentage |
|----------------|-----------|-----------|------------|
| 1. | Very Easy | 27 | 21,77 % |
| 2. | Easy | 82 | 66,13 % |
| 3. | Less Easy | 15 | 12,10 % |
| 4. | Not Easy | 0 | 0 % |
| Total : | | 124 | 100 % |

Based on the table above, it shows that there are 27 students' (21,77 %) who state that the use of video in teaching listening is very easy. Whereas, there are 82 students (66,13 %) who state that it is 'easy'. 15 students' (12,10 %) who state 'less easy', and none of student states the use of video in teaching listening is 'not easy'.

7. The Influence of Video towards the Improvement of Students' Ability in Understanding Teaching Listening.

The table below shows the influence of video towards the improvement of students' ability in understanding teaching listening.

The result is as follows.

Table 4.7. The influence of video towards the improvement of students' ability in understanding teaching listening.

| No | Category | Frequency | Percentage |
|----------------|----------------|-----------|------------|
| 1. | Very Increased | 26 | 20,97 % |
| 2. | Increased | 85 | 68,55 % |
| 3. | Less Increased | 13 | 10,48 % |
| 4. | Not Increased | 0 | 0 % |
| Total : | | 124 | 100 % |

Based on the table above, the writer found that, there are 26 students (20,97 %) stated that students' very increased about the influence of video towards the improvement of students' ability in understanding teaching listening. There are 85 students (68,55 %) stated that students increased about the influence of video towards the improvement of students' ability in understanding listening. There are 13 students (10,48 %) who state 'less increased', and none of student states the use of video in teaching listening

is 'not increased' about the influence of video towards the improvement of students' ability in understanding teaching listening.

8. Students' Concentration in Attending Teaching Listening by Using Video.

The table below shows the interest of students with material in teaching listening by using video. The result is as follows.

Table 4.8. Students' concentration in attending teaching listening by using video

| No | Category | Frequency | Percentage |
|----------------|------------------|-----------|------------|
| 1. | Very concentrate | 18 | 14,52 % |
| 2. | Concentrate | 93 | 75,00 % |
| 3. | Less concentrate | 12 | 9,68 % |
| 4. | Not concentrate | 1 | 0,81 % |
| Total : | | 124 | 100 % |

Based on table above, it is explained that there are 18 students' (14,52 %) stated that students 'very concentrate' about concentration in attending teaching listening by using video. There are 93 students' (75 %) 'concentrate' about concentration in attending teaching listening by using

video. There are 12 students' (9,68 %) choose 'less concentrate' about concentration in attending teaching listening by using video, and only 1 student (0,81 %) 'not concentrate' about concentration in attending teaching listening by using video.

Interview is intended to seek deeper information about the use of video in the English Education Department. Interview was conducted to a lecturer who has been using video in the teaching process. Interview consisted of several questions that asked about the lecturer's opinion in the use of video as a medium of teaching and how students in the use video as a learning medium.

The writer just put the main question of the interview. The interview described as follows:

1. The question: "Do you always use various media in teaching listening?"
 - The answer: "Yes, I do."
2. The question: "What media that you use in teaching listening?"
 - The answer: "There are Video, Audio, songs, movie, podcast, youtube, pocket chart, etc."
3. The question: "Are media that used accordance with condition and circumstances of student?"
 - The answer: "Yes, of course."
4. The question: "In teaching listening, do you find some difficulties?"
 - The answer: "Not too much difficult, because what I was taught is the basic listening and the students are good comparative."

5. The question: “How far is the understanding of student toward teaching listening?”
 - The answer: “As far as I know, students understand well the course listening and if students do not understand in their teaching, the students will ask me immediately.”
6. The question: “How far is the students’ interest towards teaching English in teaching listening?”
 - The answer: “So far, students interest in teaching listening because from the beginning has been told to them that the basic listening is very easy. Besides, basic listening is a pre-requisite course and as an introduction to the next listening course.”
7. The question: “Do you know any media that can be applied in teaching listening?”
 - The answer: “Yes, of course I do.”
8. The question: “What is the purpose of teaching listening by using video?”
 - The answer: “To make teaching listening more attract the students interest and to present the material to make it more attractive to students, because students can see and watch the visualization in the video immediately.”
9. The questions: “How do you teach the listening using video?”
 - The answers: “First of all, I will give warming up to the students on the material to be taught, then I played the video to students or I also

can play the rotate the beginning of the audio from the video, then I show visualization of the video. Next, I asked the students to answer the question that I have given before, and before, I will explain the instruction to students based on the material that is inside the video. After that, if the student feels already understand and students' can answer questions of listening, then I will discuss the answers together with the students.”

The research was conducted in a period of less than two months. The data have been obtained from questionnaires and interviews processed to the next stage. Such data indicates several findings of fact related to the use of video at the third semester of English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin.

B. Discussion

Problem statement in this study will be discussed and answered by the writer. Findings that the writer accomplishes are processed through Data Presentation previously. After the data were processed and presented in this study, the writer will present the interpretation and analyze the findings based on the statements of problems.

After conducting the research and analyzing all the data, the writer would like to conclude all the result of the study as follows:

1. Students' Response towards the use of video in teaching listening at the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin.

To analyze the data, the writer must collect the data by questionnaires and interview. The basic listening course had been taken by the students of English Department in the third semester. Therefore, the writer chooses the third semester students' of the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin academic year 2014/2015. Actually, the subject of this research is the third semester students' with total 124 students, the writer took 100% or entire of the subject.

- a. The students like towards teaching listening by using video.

Based on the table 4.1 about the happiness of student towards teaching listening by using video. It can be seen that there are 53 students (42,74 %) who stated that they 'very like' towards teaching listening by using video. 67 students (54,03 %) who stated that they 'like' towards teaching listening by using video. 3 students' (2,42 %) who state that they 'less like' towards teaching listening by using video and only 1 student (0,81 %) who state 'not like' towards teaching listening by using video.

Based on the theory, Videos are an excellent way to present and elaborate concepts, demonstrate a procedure or gain an understanding of learning in action. (Team, 2014, p. 1) As video becomes digital, and as the tools and techniques of production become more available to the general public, teachers are enjoying greater flexibility in their use of the medium. Video as the medium of teaching listening is media which is very simple to use. There are many kinds of the video, and also the benefits from used the medium of video, especially of teaching English.

- b. The interest of students with material in teaching listening by using video.

Based on the table 4.2 about the interest of students with material in teaching listening by using video. It can be seen that there are 47 students (37,90 %) who stated that they ‘very interested’ towards with material in teaching listening by using video. 75 students (60,48 %) who stated that they ‘interested’ with material in teaching listening by using video. 1 students’ (0,81 %) who state that they ‘less interested’ with material in teaching listening by using video and only 1 student (0,81 %) who state ‘not interested’ with material in teaching listening by using video.

Based on the theory, Abram (2015) state that “benefit to using video in classroom is instead and coming up with an innovative way to

teach a lesson, an excellent video can be a great alternative teaching resources.”

- c. Student’s attention when teaching listening by using video in the class.

Based on the table 4.3 about Student’s attention when teaching listening by using video in the class. It can be seen that there are 37 students (29,84 %) who stated that they ‘very pay attention’ when teaching listening by using video in the class. 78 students (62,90 %) who stated that they ‘pay attention’ when teaching listening by using video in the class. 9 students’ (0,81 %) who state that they ‘less pay attention’ when teaching listening by using video in the class and none state ‘not pay attention’ when teaching listening by using video in the class.

Based on the theory, Abram (2015) state that “benefit to using video in classroom is on topic videos can help students engage with subject matter on a deeper level.”

- d. Student’s activity while teaching listening by using video.

Based on the table 4.4 about Student’s activity while teaching listening by using video. It can be seen that there are 22 students (17,74 %) who stated that they ‘always active’ while teaching listening by using video. 88 students (70,97 %) who stated that they ‘active’ while teaching listening by using video. 14 students’ (11,29 %) who state that they ‘less active’ while teaching listening by using

video and none state 'not active' while teaching listening by using video.

Based on the theory, Abram (2015) state that "benefit to using video in classroom is showing videos can help keep class felling lively and new, while speaking discussions."

- e. The improvement of student teaching listening results by using video.

Based on the table 4.5 about the improvement of student teaching listening results by using video. It can be seen that there are 19 students (15,32 %) who stated that they 'very increased' teaching listening results by using video. 89 students (71,77 %) who stated that they 'increased' teaching listening results by using video. 15 students' (12,10 %) who state that they 'less increased' teaching listening results by using video and only 1 student (0,81 %) who state 'not increased' teaching listening results by using video.

Based on the theory, videos are not only used for entertainment, but videos also can provide a great approach for language teaching and learning. Video can be a very valuable tool for language learning. The advantages this tool provides, are including the provision of samples of real-life communication, motivation for language learning, and promoting language acquisition (Woottipong, 2014, p. 203).

- f. Students' opinion towards the use video in teaching listening.

Based on the table 4.6 about students' opinion towards the use video in teaching listening. It can be seen that there are 27 students (21,77 %) who stated that they 'very easy' towards the use video in teaching listening. 82 students (66,13 %) who stated that they 'easy' towards the use video in teaching listening. 15 students' (12,10 %) who state that they 'less easy' towards the use video in teaching listening and none state 'not easy' towards the use video in teaching listening.

Based on the theory, Azhar (2015) state that video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. The material which to use it for teaching English make to very interesting and simple for understanding and studying.

- g. The influence of video towards the improvement of students' ability in understanding teaching listening.

Based on the table 4.7 about the influence of video towards the improvement of students' ability in understanding teaching listening. It can be seen that there are 26 students (20,97 %) who stated that they 'very increased' about the influence of video towards the improvement of students' ability in understanding teaching listening. 85 students (68,55 %) who stated that they 'increased' about the influence of video towards the improvement of students' ability in understanding teaching listening. 13 students' (10,48 %) who state that they 'less increased' about the influence of video

towards the improvement of students' ability in understanding teaching listening and none state 'not increased' about the influence of video towards the improvement of students' ability in understanding teaching listening.

Based on the theory, Videos are not only used for entertainment, but videos also can provide a great approach for language teaching and learning. Video can be a very valuable tool for language learning. The advantages this tool provides, are including the provision of samples of real-life communication, motivation for language learning, and promoting language acquisition (Woottipong, 2014, p. 203).

- h. Students' concentration in attending teaching listening by using video.

Based on the table 4.8 about students' concentration in attending teaching listening by using video. It can be seen that there are 18 students (14,52 %) who stated that they 'very concentrate' in attending teaching listening by using video. 93 students (75 %) who stated that they 'concentrate' in attending teaching listening by using video. 12 students' (9,68 %) who state that they 'less concentrate' in attending teaching listening by using video and only 1 student (0,81) who state 'not concentrate' in attending teaching listening by using video.

Based on the theory, Abram (2015) state that “benefit to using video in classroom is videos can provide real-world context and cultural relevance for lessons.”

From the discussion/ table above is very clear that many students who chose answer ‘B’ to all questionnaires. It means that students’ response towards the use of video in teaching listening at the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin is good.

2. Interview on the use of video in teaching listening at the English Department of Tarbiyah and Teachers Training Faculty at Antasari State Institute for Islamic Studies Banjarmasin.

The Questions that given in this interview there are 15. In this interview, questions number 1-6 are basic questions, and questions number 7-15 is the main questions. Because to add information, the writer only choose the main question.

Based on questions number 7,8 and 13, the writer asked about what media that is used in teaching listening, and the lecturer answered about some of the media that used the lecturer, such as audio, songs, movie, podcast and one of them is video. Question number 9 on the suitability of the circumstances and conditions of media that used in teaching, and the lecturer answered it should adjusted.

Question number 10 describes the difficulties experienced, because that is taught are still the basic listening and students are taught

is also very easy to cooperative. Question number 11 and 12 on the understanding and interest of students to the video is very good.

Question number 14 on the purposes of teaching listening by using the video, the same as the answer to the lecturer which is to make teaching more interesting and more listening attract students in teaching by using video media listening. And then, question number 15 on the teaching procedure using the video.

The conclusion of the interview questions is that the use of video in teaching listening is very good, because based on the interview with lecturer, the lecturer stated the video media can increase interest and as a media that is very easy to use, and more useful, because for listening itself not only audio, but also with visualization in this video.