**IMPROVING STUDENTS’ LISTENING SKILL BY USING BREAKING NEWS VIDEO**

**Agus Kusnandar – Amelia Fauzia Latiefah**

Bale Bandung University

**ABSTRACT**

The researcher investigated “Improving Students’ Listening Skill by Using Breaking News Video” to the second grade MA Yamisa Soreang students in 2020/2021 academic year. The aims of the research are to know whether breaking news video effective to teach listening to the second grade students, and also to know how the students response after taught by using breaking news video as the media. A pre-experimental design used to conduct this research. The population of this research is the second grade students of MA Yamisa Soreang. The sample of this study is 19 students. To get the data, the researcher gave the students tests, those were pretest and posttest. The pretest used to know how good the listening skill of the students before the treatment given. The posttest used to know the students listening skill score after the treatment given. After get the data, the researcher counted and analyzed with t-test formula. It is used to determine whether there was a significant different in students score before and after the treatment using breaking news video. The research finding showed that breaking news video is effective to improving students listening skill. It can be seen from the result of the research. The obtained t-test is 4.31 whereas the t-table is 2.101, the t-test value is bigger than the t-table (4.31>2.101). Based on the result, it means that the use of breaking news video as the media to improving students listening skill in the second grade students of MA Yamisa Soreang is effective. Furthermore, based on the questionnaire result, most of the students like being taught by using breaking news video and most of the students agree that breaking news video were useful.

**ABSTRAK**

Peneliti meneliti tentang “Meningkatkan Kemampuan Mendengarkan Siswa dengan Menggunakan Vidio Berita” kepada siswa kelas sebelas di MA Yamisa pada tahun pelajaran 2020/2021. Tujuan dari penelitian ini yaitu untuk mengetaui apakah video berita efektif untuk mengajarkan mendengarkan kepada siswa kelas sebelas, dan juga untuk mengetahui bagaimana respon siswa setelah diajarkan mendengarkan menggunakan video berita sebagai medianya. Penelitian ini menggunakan desain penelitian eksperimental. Populasi untuk penelitian ini yaitu siswa kelas sebelas dari MA Yamisa Soreang. Sampel dari penelitian ini sebanyak 19 siswa. Untuk memperoleh data, peneliti memberikan beberapa tes untuk siswa, diantaranya yaitu tes awal dan tes akhir. Tes awal digunakan untuk mengetahui seberapa baik kemampuan medengarkan siswa sebelum diberikan pengajaran. Tes akhir digunakan untuk mengetahui kemampuan mendegarkan siswa setelah diberikan pengajaran. Setelah mendapatkan data, peneliti menghitung dan menganalisis menggunakan rumus t-tes. Rumus itu digunakan untuk memastikan apakah ada perbedaan yang signifikan pada nilai siswa sebelum dan sesudah pengajaran menggunakan video berita. Hasil penelitian menunjukkan bahwa video berita efektif untuk meningkatkan kemampuan mendengarkan siswa. Hal tersebut dapat dilihat dari hasil penelitian. Hasil t-tes yang diperoleh yaitu 4.31sedangkan t-tabelnya adalah 2.101, artinya nilai t-tes lebih besar dari nilai t-tabel (4.31>2.101). Hasilnya menunjukan bahwa penggunaan video berita yang digunakan sebagai media untuk meningkatkan kemampuan mendengarkan siswa kelas sebelas MA Yamisa Soreang terbukti efektif.Selanjutnya, berdasarkan hasil dari kuisioner Sebagian besar siswa menyukai pembelajaran menggunakan video berita dan sebagian besar siswa menyetujui bahwa video berita tersebut berguna.

**INTRODUCTION**

Nowadays there are many people who like watching television and YouTube. Based on the data from IDN Research Institute in 2019, 89% of Indonesian people watch television. Their purpose is generally for killing time and to entertain. Actually, there are two activities on watching process, the first is paying attention to the movie and the second is listening to the speech. According to Madsen et al. (1985 cited in Gilakjani et al., 2016:124) “Listening is understanding the oral language”. In other words, by doing listening activity the viewers will try to understand and try to get the information of the speaker speech.

 In 2019 when the writer had a teaching listening activity in senior high school, at that moment, it could be seen that watching was the pleasant moment because the students enjoyed and paid attention to the video. So, they could understand all of the content of the activity.

In some schools some teachers only use audio as the media by asking the students to listen and write what the teacher says. The teachers do not explore their creativity to teach listening. If the teachers teach listening with audio visual media, the process of learning will be more interesting for the students. The matter causes the students to have a good value on listening skill. So here the teacher needs to find the good and up to date media to teach listening for the students. One of the good media is breaking news video. According to Gates (2018), breaking news is happening right now and you can expect live coverage or something in very quickly. So, breaking news is the fresh news that we can find in the television or YouTube video. In addition, breaking news video can increase the perceptions, understandings, knowledge and memory of the students.

Relating to the background above, the researcher is wondering whether breaking news video will give a best experience for the students on improving listening skills. Therefore, this research will be entitled “Improving Students Listening Skill by Using Breaking News Video”.

**LITERATURE REVIEW**

Listening is the first language skill that every person learned and it is the first step to comprehend another skill. According to Munadi (2008), 70% of our conscious time is used to communicate. When the time is divided then the results show 42% used for listening, 32% for speaking, 15% for reading, and 11% for writing. Based on that research, listening has the biggest percentage in communication comparing to other skill. It means that we do more listening than the other skill. Listening is the process of receiving, constructing meaning from and responding to spoken and/or nonverbal messages (Brownel, 2002). It means that listening is the important skill in communication. While listening skill is an ability that all of people need to comprehend it. Listening skill is a language skill that has a very important role as the beginning of other skill (Loren et al., 2017). According to Kline (1996), there are six ways to improving listening as follows:

1. Want to listen.
2. Delay judgement. You need to appreciate the speaker and find the benefit from the speech because there are times when you must be critical listeners.
3. Admit your biases. Bias from past experience can influence what you hear and the meaning derive from it. If you want to be an effective listener, you must know and admitted your biases.
4. Don’t tune out “dry” subjects. If you think it will be boring or useless, remember that you cannot evaluate the importance of the message until you have heard it.
5. Accept responsibility for understanding. The good listeners are good because they accept the responsibility for listening and understanding.
6. Encourage others to talk. This point applies to those situations in a small group discussion in order to listen something if no one is talking then give positive feedback.

In real life the researcher can use a media to improving students’ skill. In teaching and learning process the existence of media really helps and facilitate especially for the students to improve their skill. Nowadays media is used as a tool to make the learning process understandable and effective. According to Harmer (2007), a range of objects, picture and other things can be used for media to presenting and involving student in activities. It means that all of the things that can facilitate the learning process is called teaching media.

According to Bertram et al. (2010), popular print media offer good opportunities for improving learners reading and writing skills in particular. Popular electronic media provide teachers with excellent resources for improving language skill, such as listening and speaking. It means that there are so many media source for teaching listening skill. One of the good media is breaking news video. Breaking news video is basically a fresh piece of news which is released through different mediums like tv, online media or radio for an immediate transmission of vital information (Sonaskhi, 2016). Here the student will be watching the video while listening to the speech.

Every media in teaching listening has their own advantages especially video. According to Garza (1990 cited in Ntombela, 2016:79) the incorporation of video in a foreign language curriculum is encouraged because of its ability to allow ‘for both audio and visual modalities of information input’… which are ‘more accessible to the learner’”. Therefore, the use of breaking news video as the media to improving students listening skill has several advantages as follow:

1. Breaking news makes the students know about the newest information.
2. Breaking news can make the students critical thinking.
3. English breaking news makes the students know more about vocabulary, stress and how to pronoun the word rightly.
4. English breaking news will make the students accustomed to listen English words even not in a normal speed.
5. Breaking news makes the students interesting on improving listening.

**RESEARCH METHOD**

This research is conducted using pre-experimental research design. Pre experimental research design is a research design that need one experimental group for pre-test and post-test. According to Ary et al. (2010:26), experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The aims of the research are to find out the result of pre-test before the treatment and to find out the result of post-test after the treatment. Furthermore, the result will show the significance difference in students score before and after the treatment whether the score increase or not.

**Population and Sample**

The population of the research is very important for the researcher to get the data based on the research questions. The population on this research is the second grade students of MA Yamisa Soreang 2020/2021 academic years. The second grade consisting of two classes (XI-A and XI-B) and having 20 students each. So, the total is 40 students.

Sample is a group that purposively choose from the population. The group that taken as the sample will become an experimental group. The sample of this research is one class of the second grade (XI-A) which conducts 20 students for experiment group. The researcher chooses this sample group with purposive sampling by shuffle the rolls of paper with written population inside.

**The Data Collecting Instrument**

In this research the researcher will give two tests that are pretest and posttest. Pretest is the first test that show how good the student’s skill before the treatment given. While posttest is the last test that will show the students score after the treatment given. The researcher also collects the data by questionnaire to know how the student’s response about breaking news video as the media to improving their listening skill.

**The Data Analysis**

The collected data will be analyzed by using t-test for dependent group with the following formula:



Where:

$\overline{X}\_{1 }$ = the mean of the pre-test scores

$\overline{X}\_{2}$ = the mean of the post-test scores

$∑D^{2}$ = the sum of the square of the difference between the pre-test scores and the post- test scores

(∑D)2 = the sum of the sum of the difference between pre-test score and post-test scores

N = the number of pairs of scores

Furthermore, to analyzed the questionnaire data the researcher needs to follow this formula:

$X = \frac{Y}{Z} $x 100

Where:

X = percentage (quality of the answer)

Y = give amount (the total of student’s answer)

Z = total amount (the total of students)

**FINDING AND DISCUSSION**

The study findings indicate that after several treatments it is proved by the obtained value after computing the t-observed is 4.31 the value of t table is gained from degree of freedom (df), to count the df is df=N-1, which N is the total number of samples, so df=19-1= 18 at three level of significance of .05 for two tailed test is 2.101. It is show that t-observed is bigger than t-table (4.31>2.101). There is significant difference in student’s scores before and after the treatment.

Meanwhile from the questionnaire data, it indicates that most of the students like listening to English in general, they thought that breaking news video were useful and interesting. Furthermore, the students thought that their listening skill improved and they will be able to use listening strategies to the news, movie, and music. Most of the students also thought that breaking news video makes the process of understanding easier.

**CONCLUSION**

According to the findings, it is concluded that the use of news video was effective in teaching listening. This finding is in line with Nilsen et al. (2002) saying that teaching is a process whereby a teacher guides a learner or a group of learners to a higher level of knowledge or skills. Furthermore, the result of questionnaire shows positive perception, they feel that news video was useful, interested and improve their listening skill. This finding is in line with Bertram et al. (2010) saying that popular electronic media provide teachers with excellent resources for improving language skill, such as listening and speaking. The questionnaire result has proven this right because most of the students like being taught by using breaking news video.

**BIBLIOGRAPHY**

Ababio, B. T. (2013). Nature of Teaching: What Teachers Need to Know and Do. *International Journal for Innovation Education and Research*, 37. Retrieved from https://ijier.net/index.php/ijier/article/download on Aug 11, 2020

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). *Introduction to Research in Education.* Canada: Wadsworth. Retrieved from https://b-ok.asia/book1172639/c4305f?regionChanged=&redirect=10000874 on Mar 9, 2020

Bertram, C., Ranby, P., Adendorff, M., Reed, Y., & Roberts, N. (2010). *Using Media in Teaching.* Saide. Retrieved from https://www.oerafrica.org/FTPFolder/Website%2520Materials on Mar 12, 2020

Buol, R. A. (2020, 1 17). *Zona Utara*. Retrieved from Milenial Indonesia Masih Menonton Televisi: https://zonautara.com/2020/01/17/milenial-indonesia-masih-menonton-televisi/ on Feb 19, 2020

Gates, V. (2018, 12 3). *Quora*. Retrieved from What is the definition of breaking news?: http://www.quora.com/what-is-the-definition-of-breaking-news on Feb 19, 2020

Gilakjani, A. P., & Sabouri, N. B. (2016). Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review. *English Language Teaching*, 124. Retrieved from on http://dx.doi.org/10.5539/elt.v9n6p123 Oct 29, 2019

Harmer, J. (2007). *The Practice of English Language Teaching.* Pearson Longman. Retrieved from https://www.academia.edu/25472823/The\_Practice\_Language\_Teaching\_4th\_Edition\_Jeremy\_Harmer on Mar 12, 2020

Kline, J. A. (1996). *Listening Effectively.* Air University Press. Retrieved from https://media.defense.gov/2017/Jun/12/20011761382/-1/-10/AU-4.PDF on Mar 12, 2020

Loren, F. T., Andayani, & Setiawan, B. (2017). The Use of Learning Media on Listening Skill in Teaching Indonesian to Speakers of Other Language (TISOL). *Lingua Didaktika*, 1. Retrieved from http://ejournal.unp.ac.id/index.php/linguadidaktika/index on Mar 8, 2020

Ntombela, B. X., & Yusuff, N. (2016). The impact of video-viewing in a listening class. *HRMARS*, 79. Retrieved from http://dx.doi.org/10.6007/MAJESS/v4-i1/2050 on Jun 8, 2020

Solak, E. (2016). Teaching Listening Skills. 30. Retrieved from https://www.researchgate.net/publication/309293240\_Teaching\_Listening\_Skills on Feb 12, 2020