



The Use of Task Based Learning and Video to Teach Listening for Tenth Grade Students of Smkn 2 Madiun

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ABSTRACT

This research aims to analyse (1) the use of task based learning and video to teach listening skill for the tenth grade students of SMKN 2 Madiun. (2) The problems found in task based learning and video to teach listening for the tenth grade students of SMKN 2 Madiun. (3) The solution of the problem given in the use of task based learning and video to teach listening for the tenth grade students of SMKN 2 Madiun. The method used in data collection is qualitative method using observations, interview, and documentation. The subjects of this study were 10th grade X.OTKP 1 students of SMKN 2 Madiun. The results showed that (1) the implementation of the task based learning and video to teach listening consists of three stages of activity named: pre- activities, main activities, and post-activities. (2) The problems of the using of task based learning and video to teach listening as follows: first, Students find difficult to do listening test because the students barely given listening section in the class. Second, Students have difficulty in English vocabulary so that it requires the teacher to guide step by step. (3) The solutions to solve the problems in the use of of task based learning and video to teach listening as follows: First is the teacher walked approached the students to give them guidance and help them solve problems they found in listening test. Second is the teacher must use the video that more familiar, easier, and guide them slowly while using dictionary so the students not confused anymore.



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1. INTRODUCTION

Listening is the first communication a skill that anyone should learn. People listen based on many different purposes. Such like listening to information, scientific, education etc. purposes to obtain any purpose or required information. Tyagi (2013) said, listening skill is a key to receiving messages effectively. In the other hand Gilakjani and Ahmadi (2011) said that listening is the process of understanding speech and it concentrates on the role of linguistic units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject. They also mentioned that listening is the most important skill for four other skills in learning a language. If people are not able to listen, then they will not have an ability to speak. If they are not able to speak, then they will not be able to read, those explanations show how skills in language are related and influenced each other. However, listening is considered to be the most difficult skill for foreign learners. As Hamouda (2013) stated, the fact that the school pay more attention to English grammar, reading, and vocabulary to students face serious English listening problems. The teacher's role is to help students develop their listening skills. This will help students understand what the teacher said.

The previous pre-observation, the researcher found that there were still many students who found it difficult to master English listening skills well. Based on several students there saying that the cause was because in the class, they rarely practiced listening both in the class and outside of class. The main reason is that they are less interested in listening because it is very difficult for them. Therefore, researchers want to try to apply learning methods using video media so that they can attract students' interest in mastering listening skills. Therefore, students need to be

competitive listeners to understand the material as they listen (Palmer, 2013). Therefore, teachers need to find suitable ways to improve students' listening skills. Thus, through some strategies of listening lessons, how teachers can help students to be motivated, interested and focused so that they can apply their efforts in situations outside of school. In addition, teachers should use media to arouse learners' interest and automatically direct their attention to English learning. This is because the function of learning media is a tool of communication, whereas the functions of motivation, meaning, equality of perception, and individuality have different interests.

Giving different material and media can generate the students' motivation in listening. But good and appropriate listening materials at the school where this research was conducted were still less compared with other skill. In this case, the teacher needs to find the material and give effective techniques and media, so student can learn effectively. According to Woottipong (2015) video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. In other words, the students will be active and pay attention to the lesson if they are interested in the material. It is necessary to help the students understand the lesson well.

Students need to be more active on their own, the activities are typically in the form of performance and problem solving. This activity can be use with the task based language teaching method. In the application of TBL approach, the teacher tends to be more of a facilitator than a presenter or an explainer. It is up to the teacher to assign tasks in accordance with TBL's proper teaching methods. Then, the students are left to do the assignments on their own. Pedagogical tasks do not necessarily match actual world tasks (Nunan, 2004). TBL is centered on the real world or goal task by leveraging language. The previous study about this method has been done by Rika Nur Jannah, Nurdin Noni and Baso Jabu in 2022. The result shows that The researcher concludes that both TBL approach and CBI approach are effective to use to teach listening by EFL students. In this research, The researcher prefers to choose Video to teach listening since it is believed as a good way to teach listening and to improve students' listening ability. The researcher also takes SMKN 2 MADIUN as place to be observed. The reason behind it is because during the researcher following the teaching program at the school, the researcher found that there are some students have problem in learning listening skill. Based on the fact above, the researcher will focus on the research entitled "The Use of Task Based Learning and Video to Teach Listening for Tenth Grade Students of SMKN 2 MADIUN."

2. RESEARCH METHOD

The researcher used qualitative method mainly because the context - based analysis or interpretation of the written content is the main emphasis of this research . Qualitative research method involves exploring and actually understanding the significance that individual or group attribute to a social human problem by Creswell (2016.) This research is attempted to analyse the use of task based learning and Video to teach listening by using qualitative approach. The location of this research was in SMKN 2 Madiun which was located in 1. MT Haryono No.18, Mojorejo, Kec . Taman, Kota Madiun, East Java 63139. The researcher conducted research this school because the institution where the researcher conducted research had implemented learning using task based learning method and in the learning process as a media, and there are some students have some difficulties on the task, so that researchers were interested in further research on the application of task based learning method and VIDEO News as Media in learning to Listening.

3. RESULTS AND ANALYSIS

The results of the research regarding the use of task based learning to teach listening for the tenth grade students of SMKN 2 Madiun are adjusted to the research problem formulation which includes (1) the use of task based learning to teach listening skills for the Tenth Grade Technique Students of SMK N 2 Madiun. (2) the problem found in task based learning to teach listening skills for the Tenth Grade Students of SMKN 2 Madiun (3) the solution given in task based learning to teach listening skills for the Tenth Grade Students of SMKN 2 Madiun. The following is an explanation of the result obtained through observation, interviews with resource persons and documentation.

3.1. The Use of Task Based Learning and Video As Media To Teach Listening For The Tenth Grade Students of SMKN 2 Madiun.

In teaching listening using task based learning technique and video as media, there are three activities namely pre activities, main activities and post activities. From observations of classroom activities, the researchers concluded. That classroom activities using a series of video media and task based learning method following a lesson plan (RPP) were: This was directly expressed by M. Zhulfikri Z as a teacher who teaches listening using task based learning method as video as media. The data was obtained from the tenth grade students OTKP 1 at SKMN 2 Madiun, English lessons are given at 09.00 WIB and a week after their final exam. The total students on that class were actually 30, but the leader of the class was absent. All of the students were female. From the observations made, information was found regarding how the teacher taught teaching listening using video and task based learning. For the pre activities,

the teacher opens the class by welcoming students, checking student attendance and teacher gives motivation about what can be obtained (objective benefits) by studying the material: Procedure Text. The teaching learning in pre-activities were began with the teacher greeted the student "assalamualaikum good morning, class" and the students answered "waalaikumsalam good morning, sir" "how are you today?" "I am fine, thank you. And you?." The teacher answered "I am good, thank you."

Then, the teacher asked a prayer before starting the lesson. The teacher asked the leader of the class to lead the prayer "is the class leader present?" but apparently the leader was absent as students answered "no, sir she is on another meeting." then the teacher asked the co leader to lead the prayer "oke, co leader please lead the class to pray first." "yes, sir. Attention please! Let's pray together Finish." Then the teacher gives motivation about what can be obtained (objective benefits) by studying the material: Procedure Text. It started with "Okay students, before we go to the material, I wanna ask you something. what do you do if you want to do something but don't know how to do it?." The student answered with "Looking for a tutorial sir." the teacher continued with some questions "Good. do you prefer to see tutorials on google or on youtube?" "youtube sir." teacher asked the student why they choosed youtube over google "why?" "Because there is a step-by-step video right away so it's easy to understand." From that, teacher knew that all students prefer watch video to do something they can not. The teacher continued with the material and explained the things to be learned, competencies to be achieved, and learning methods to be taken. It was started with the teacher "Okay students, today we will study material about text procedures. Do you already know about text procedures?" the students already taught procedure text before as they answered "already know a little sir" but it seems that the students did not remember much about the material. Teacher continued with "Okay, that's okay, today we're going to study text procedures but this time using video? You said videos are easier to understand earlier, right?" and answered by the students with "yes sir?"

For the main activities. The teacher asks several questions to students related to the topic as the teacher started with "okay, student's today we will learn about procedure text using video and you have a little bit knowledge about it. Procedure text itself is a text that explains or helps us how to make or use something. Its social function is to describe how something is completely done through a sequence of steps. The communicative purpose of this text is to describe how something is made through a sequence of actions or steps. One example of a procedure text is a tutorial on making food. What is your favorite food?" Student answered with some of their favorite foods "Seblak, sir" "Meatballs, sir" "Spicy noodles sir" teacher noticed the students liked food that already booming. Then continued "Okay okay, looks like you guys like spicy food huh?" "I really like it sir." The teacher tells students about their favorite food. "Okay, my favorite food is meatballs. Sometimes at home I also make my own meatballs. To make my own meatballs, I also watch video tutorials on YouTube. Surely you have also been like me, right?" students answered the teacher's questions "yes sir" "Have you ever made your own favorite food at home?" "Yes, sir" the other student answered with "I want sir, but I'm lazy" from that, we know that some students already tried to make their favorite food by watching the procedure on the youtube.

Then the next step, the teacher demonstrates how to do a listening test "All right, I said earlier that we will do lessons using videos. The reason is, apart from being easier to understand, you will also learn the listening test today. Have you ever taken a listening test before?" but students apparently barely given listening test as stated by the student answered "Yes, sir, but it's been a long time." "Yes sir." the teacher continued "while you watch the video tutorial, I will also provide you with questions in the form of Fill in the spaces" Then the teacher gives a short presentation by let the students watch the whole video first "you can watch the video until it's finished first, after that you will work on the problem. The video is short, only 4 minutes." Students ready to follow the teacher instruction by answered "ok sir" "Ready sir." "Can you understand, students?" students ready to do the test "Yes sir." The teacher distributed listening answer link because the answer form was on the gform for the efficiency and the video also on the gform because the projector on that class was broken. Also with that, the students can watch the video personally and hear clearly by their smartphone. The teacher asked the students to play the listening video. The video was a short video with duration only 2 minutes and 44 seconds. It started with the teacher "Alright students, now I play the video. please pay attention to the video well okay. are you all ready?" the students ready to do the test by listening by answered "yes sir." "ready sir."

Teacher started the test. But before starting the test, The teacher makes sure to provide a Listening video link so that it can be studied outside of class hours and asks students to answer questions. Teacher asked the co leader to share the link to the group by "co leader, please share the link video to in the class group, so you can study outside of class." co leader shared the link to the group "ok sir." The teacher continued "this time I will play the video while you answer the questions" The teacher monitors student activity in doing the test and checked the student who was

having difficulties by asked to the students “Any of you having difficulties?” “Me sir. Number 7 and 9.” there was some students who was found it difficult in several numbers. The teacher helped the students who was having difficulties. Because the time is almost ended, teacher ask the students “okay, time is up, guys. Please collect your answer!” There was some students who were not finished yet, but the teacher still waited those students.

The last step was post-activities. The teacher gives learning reflection activities by asking several questions to students. It started with the teacher asking several questions about the material and the test “so, is anyone having trouble?” The students answered with “Still a bit difficult sir.” “Quite difficult sir.” Teacher continued “OK, what video did you see earlier.” Student answered teacher’s questions “How to make gado-gado.” Then teacher asked the student what they knew from the video. “good. Anyone know what the ingredients were?” Students know some of the ingredients by answering “Tofu, Cucumber and....” Another student added “Peanut butter, garlic” “eggs.” The teacher gave concluding statement for the material “yup, that’s true even though it’s still incomplete. At least you can identify the ingredients section and the steps. Which is included as part of a procedure. And you guys have also practiced for the listening sesction today.” The teacher ends the meeting by saying thank you and greetings “okay guys, that’s all for today, thank you wassalamualaikum wr wb” Students answer the greeting from the teacher and the section ended “you are welcome sir, waalaikumsalam wr wb”

3.2 The Problem Found in the Use of video as Media and Task Based Learning Can Improve Student’s Listening Skills for The Tenth Grade Students of SMKN 2 Madiun

The data interview of the use of task based learning and video to teach listening for the tenth grade students of SMKN 2 Madiun is gotten in verbal communication with the English teacher. Based on the results of interview the researcher asks the question to answer the second research problem. The teacher explains the problem of implementing task based learning and video as media. when learning using media video students can only observe and identify with bahasa and when they listening, students have difficulty in English vocabulary so that it requires the teacher to guide step by step. The strength data as follows: “The problem is that the vocabulary mastered by students is limited so that to compose sentences it is still necessary to ask the teacher for many times”. (Rusharsana,2023) (INT-T2) From the data interview above it can be explained that the problem from teaching listening using video and task based learning is students are limited on vocabulary, they had difficulties in organizing their writing.

The data interview with the students is gotten in verbal communication with the tenth grade students of SMKN 2 Madiun. Based on the results of interviews with the question some students said that the difficulties was on listening itself. They still found it hard eventhough the media was interesting for them. They also say the problem is the very limited vocabulary makes them confused to write the correct answer. This was strengthen by Andini and friends. “Sometimes I do not know the English words and sometimes my opinions for writing ideas different from friends and we confuse if the word right or not and it is takes a lot of time” (Andini Okta et al.,2023) (INT-S4) From the data above some students have limited English vocabulary and confused about the word that they heard from the video. The results of observations regarding the use of task based learning and video as media to teach listening for the tenth grade students of SMKN 2 Madiun are adjusted to student’s work, the student’s interest to listening had improved, but there were still certain areas that needed fixing, such as vocabulary and mechanism. In conclusion, video were able to improve the students’ interest but there is some difficulties.

3.3 The Solution Given in The Use of Task Based Learning and Video to Teach Listening Skills for The Tenth Grade Students Of SMKN 2 Madiun

The data interview with the teacher of the use of task based learning and video to teach listening for the tenth grade students of SMKN 2 Madiun is gotten in verbal communication with the English teacher to answered the third research question. Based on the results of interviews with teacher, the teacher stated that the media can improve student’s interest to listening section based on their ideas. This was the answer of Rusharsana as the teacher “Yes. Because with this media student can see the visualization of the material being taught. It can be an example and when they see a pictures from the video they can imagine what the correct word. I think it can improve their abilities”. (Rusharsana, 2023) In addition, the teacher explains about the solutions to the problems found during learning listening using video and task based learning techniques and video as media that the teacher must sometimes guide students to write the correct word. “by using video that are appropriate and easy to understand, using a dictionary to make it easier for them to write ideas from video. and also guide them so they are easier to write the answer”. (INT-T3) From the data above it can be explained that the solution from teaching learning using the video as media and task based learning can improve students’ listening skills is the teacher can use the video that more familiar, easier, and guide them slowly while using dictionary so the students not confuse anymore. The data interview with the students is gotten in verbal communication with the tenth grade students of SMK N 2 Madiun. Based on the results of interviews with the question most of students answered that they more interesting with the media and disadvantages itself are stated as follows “advantages: for the video it is little easier to understand the word that had been spoken from the video and more interesting because we can see the illustration. disadvantages:

sometimes i don't know what was the object that had been shown in the video, it's unfamiliar for me". (Amelia et al., 2022) From the data above some students stated that learning using the video as media and task based learning can improve students' listening skills is well beside that the media is still have to choose an easier video as a solution.

3.4 The Data of the Use of Task Based Learning and Video As Media To Teach Listening For The Tenth Grade

Based on the result of data collected in the chapter IV it can be seen from the data observation, interview and documentation of the use task based learning and video as media to teach listening for the tenth grade student of SMKN 2 Madiun is done by preparation and teaching learning process consist of syllabus and lesson plan. The researcher conduct that the teaching learning process are suitable with observation check list and the lesson plan.

The second result of data collected based on interview and observation. It can be seen that the data observation There are several problems found in the process of teaching listening. The first problem is students find difficult to do listening test because the students barely given listening section in the class. Students said it's been a long time ago since their last listening test. This was supported by the student statement when the researcher ask the student when is the last time they given a listening test. The second problem is when learning using media video students can only observe and identify with bahasa and when they listening, students have difficulty in English vocabulary so that it requires the teacher to guide step by step. This was supported by Rusharsana as the teacher during interview section. The students also strengthen this statement because they still found it hard eventhough the media was interesting for them. They also say the problem is the very limited vocabulary makes them confused to write the correct answer.

The third result of data collected based on interview with teacher and students and observation. the researcher describes the solution are found that can be used to overcome the problem of using task based learning and video as media to teach listening for the tenth grade student of SMKN 2 Madiun. The first solution is the teacher guide the students slowly so the students can follow step from what the teacher explain. The teacher walked approached the students to give them guidance and help them solve problems they found in listening test. In this task, most of them find it easier to answer because of the provided video. They know what they are going to write by looking at the video. They still ask for some words they do not know. However, the teacher asked them to try search words in the dictionary and then ask them when they do not find in dictionary The solution from teaching learning using the video as media and task based learning can improve students' listening skills is the teacher can use the video that more familiar, easier, and guide them slowly while using dictionary so the students not confuse anymore. This was also supported by student's statement. They stated that learning using the video as media and task based learning can improve students' listening skills is well beside that the media is still have to choose an easier video as a solution.

The previous study about this method has been done by Rika Nur Jannah, Nurdin Noni and Baso Jabu (2022) The result shows that The researcher concludes that both TBL approach and CBI approach are effective to use to teach listening by EFL students. This also has similar result as Woottipong stated in (2015) that video can contribute positively to language learning and processing. It helps learners in developing listening skills, in learning new lexical terms and in encouraging autonomous learning. In other words, the students will be active and pay attention to the lesson if they are interested in the material. It was having similar result that the students found interesting with the media. Besides, in this research the researcher combines the visual media with another strategy which is task based learning technique. Based on the discussion above, the researcher concluding that the use of task based learning an video as media was suitable with the instrument, as a visual media, video make the students were more focus and interest with the media combine with task based learning technique but still found many problems that consist of student's vocabulary, arranging the ideas that consist of grammar. The solution also given to the problem in this research that the teacher must guide and controlled the students person by person and ask them to use dictionary.

4. CONCLUSION

The implementation of the use task based learning and video to teach listening consist of three steps of activity, namely: pre activity, main activity and post activity. In the pre activity, the teacher greets, prays together, checks student's attendance list. In main activity, the teacher applies a listening test using video to the students. There are several steps in applying task based learning and video to teach listening. First, the teacher explains the material (procedure text), The teacher gives a short presentation. The teacher told students to watch the video first and listen carefully. After that the teacher will play the video and students will be asked by the teacher to answer questions about the video The problem found in the use of task based learning and video to teach listening skill for the tenth grade student of SMKN 2 Madiun are presented as follow: (a) Students find difficult to do listening test because the students barely given listening section in the class. (b) Students have difficulty in English vocabulary so that it requires the teacher to guide step by step. The solution of the problem found in the task based learning and video to teach listening for the tenth grade student of SMKN 2 Madiun presented as follows: (a) The teacher walked approached the students to give them guidance and help them solve problems they found in listening test. (b) The

teacher must use the video that more familiar, easier, and guide them slowly while using dictionary so the students not confuse anymore.

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