



Implementation Of Telling Story Video Media In Teaching Listening Comprehension Class

Dwi Nur Hadiyansah ¹, Dardiri ²

Universitas Ibrahimy Situbondo Jawa Timur

Alamat: Jl. KHR. Syamsul Arifin No.1-2, Sukorejo, Sumberejo, Kec. Banyuputih, Kabupaten Situbondo, Jawa Timur 68374; Telepon: (0338) 451307

Machix.hardiansah094@gmail.com

Abstract

The use of Video Telling Story Media is a method that is applied in the English Dormitory listening comprehension class. This research is qualitative research, by conducting descriptive analysis using primary data and secondary data. This study uses data collection methods in the form of interview, observation, and documentation using data analysis techniques in the form of reduction (data reduction), data display (presentation), and verification (conclusion). Based on the results of research obtained in research and discussion, it is known that the implementation of Media Video Telling Story has a good impact on students, Students' listening skills increased rapidly because in the videos they watched there were subtitles that helped students guess vocabulary that was not heard.

Keywords: Video Telling Story Media, Teaching listening Comprehension

Abstrak

Penggunaan Media Video Telling Story merupakan salah satu metode yang diterapkan pada kelas pemahaman menyimak Asrama Bahasa Inggris. Penelitian ini merupakan penelitian kualitatif, dengan melakukan analisis deskriptif dengan menggunakan data primer dan data sekunder. Penelitian ini menggunakan metode pengumpulan data berupa wawancara, observasi, dan dokumentasi dengan menggunakan teknik analisis data berupa reduksi (reduksi data), penyajian data (presentasi), dan verifikasi (kesimpulan). Berdasarkan hasil penelitian yang diperoleh dalam penelitian dan pembahasan, diketahui bahwa penerapan Media Video Telling Story memberikan dampak yang baik bagi siswa, Keterampilan menyimak siswa meningkat pesat karena dalam video yang mereka tonton terdapat subtitle yang membantu siswa menebak kosa kata. itu tidak terdengar.

Kata Kunci: Media Video Telling Story, Pengajaran Mendengarkan

INTRODUCTION

Listening ability is the most important thing in understanding a language, especially when we communicate with our interlocutor, many people fail to understand in understanding the speaker's words due to weak listening skills, usually, it is due to lack of focus, weak grammar mastery, poor vocabulary or others. (Fatemeh Hemmati, 2015) Especially for English students, listening skills are very significant, therefore, improving listening skills for English language students is a must so that they can understand what native English is talking about. (Belmonte,

2014) Listening Comprehension is the subject to understand the meaning of some words that are heard and giving logical and accurate meanings. (Fatimah, 2017) Listening Comprehension must be mastered by English language students because a student cannot understand the text of English languages proficiency tests such as TOEFL and IELTS. (Dwiastuty, 2010) An English learner must be good in Listening Comprehension to understand what he is hearing and get a high score when testing English skills such as TOEFL and IELTS. (Dwiastuty, 2010) The teacher as facilitator and motivator of students is required to be more creative and innovative because the teacher is the class controller who regulates the course of learning activities. (Dipmarah, 2006) Managing a good class will make students comfortable in learning and will also make the class more active and conducive to the activities of the learning and teaching process. (Dipmarah, 2006) Teaching Listening is not something easy as we imagine, listening Subject is required elaborate information with other information that is heard from teachers, friends, and even from native English speakers by interpreting the sound and the data by the head and processed by the brain. (Hardiah, 2014)

In interviews with an English teacher, (David, 2022) it is known that in teaching English there are still several obstacles, one of which is that students still have difficulty understanding speaking from native speakers, students feel bored when attending lessons and the lack of learning media used. strategies that are still lacking in learning and media that are still monotonous. (David, 2022) These obstacles cannot be separated from the fact that the English language that students have to learn has a different structure and format from the mother tongue and the everyday language used by students. Therefore, students must study more diligently to master a foreign language. (Mulyasa, 2006) The teacher's lack of ability to maximize learning media in delivering material can affect students' mastery of speaking skills. When the media used is incomplete or lacking that takes a long time to understand the audio they hear and feel bored during the learning process. (Rahma, 2022) Such learning will have an impact on students' listening skills. Listening mastery will improve by using learning media that attract students' interest in learning English. (Belmonte, 2014) Media that can help students in carrying out English learning is very necessary, so one alternative media that can be used is Video Telling stories.

The previous study (Nurjanah, 2019) and (Chriss Jurvianto, 2018) showed good results in the digital telling story in listening skills but they thought a lack of description of the proses of the research. So the researcher will use a different method to get a different result for both of them.

METHOD

This Research used qualitative research in which a descriptive analysis design was used in describing the results. Based on (Sugiono, 2010) and (Moleong, 2022) Interviews, Observation and Documentation are the data of this research. The interview guide was used to ask the informant (Zuo, 2020) and the researcher also used a classroom observation sheet in collecting the observation data (Seaton, 2023). The Data will be collected, and then it will be reduced before it displays in the research (Moleong, 2022). The location of the research is on the English Listening Comprehension Class at a man Dormitory at the Salafiyah Syafi'iyah Islamic Boarding School in Sukorejo, Sumberejo, Banyuputih, Situbondo, East Java.

FINDING AND DISCUSSION

In a learning process, of course, the ability of a teacher to manage the classroom, as well as the ability to master and apply learning models that will support success in the learning process. Teacher is required to master learning models and teaching methods, one of which is following the characteristics of students.

The use of digital storytelling media can improve students' abilities ranging from listening, presentation, writing, using technology, interpersonal, problem-solving skills, and skills in assessing something. Media is everything that is used to launch directly or indirectly, the attention, feelings, thoughts, and willingness of students so that students grow enthusiasm for learning and achieve a spirit of achievement.

In listening comprehension learning through video telling story media, students are more enthusiastic in participating in learning in class in a fun classroom atmosphere and also a teacher is required to be able to make students active, and happy when learning English and also how to make students understand from audio heard. The application of the Video Telling Story Media by the English teacher in the listening class has a good impact on the ability to listen and understand the meaning of what is heard from the subtitle seen. Group learning also makes students relaxed in the process of transferring knowledge because after the students watch the video telling the story

Implementation Of Telling Story Video Media In Teaching Listening Comprehension Class

the teacher gives assignments and the Fish Listening Comprehension class simultaneously so that a sense of enthusiasm grows when participating in learning and also students are more active in listening, speaking and providing input. Related to the material being studied, and complement each other. As stated by Mr. Kholiqul Fatah as the General leader of the Foreign Language Dormitory :

“The application of Video Telling Story Media provides good progress in the classroom because students are required to be active, and the teacher is only a facilitator in the classroom. The application of Video Telling Story Media provides good progress in the classroom because students are required to be active, and the teacher is a facilitator in the classroom. With Video Telling Story Media and group learning models, students are no longer awkward in their opinions and of course, make it easier for students to complete the tasks given by the teacher and make it easier for students to understand the audio they are listening to. "In the application of the learning model through the Media Video Telling Story, it can grow passive students to become active. It also includes creating a lively atmosphere in the classroom that leads to English lessons. The teacher is expected to provide an easy understanding so that it can be digested well by students”.

Evidence of the statement that an application of learning media Media Video Telling Story has a positive impact on students' listening skills based on Mr. Wahid As a teacher at the English Language Dormitory :

“The ability of a teacher to carry out the learning process in the classroom will be more effective if using a model in which all students play a large role in the learning process so that students' interest in study will be even more active. For example, the Media Video Telling Story is applied in the English Dormitory listening class where students are required to try to understand the audio they hear and the text/subtitles they see and are also active in class. The implementation of Video telling story at the English Dormitory is quite good. Here we carry out lessons including The teacher playing the Telling Story Video using a laptop, the video is an animated video with subtitles to make it easier for students to know what they hear, all students listen to it then students are instructed to write unknown vocabulary. Then I made a group and all students translated the vocabulary that was heard with the group with the help of an English dictionary, then the students memorized the vocabulary that was written and translated, then it was submitted to me for those

who memorized it was initialled by me, then the Telling Story Video was played back, all students listen to it, then the whole group records the points they have heard then discusses in each group and all students retell what they hear in turn, for students who listen they are tasked with correcting in terms of grammar or content that is not following the video which is listened to and allowed to improve it and finally the students discuss the material together with the teacher”.

The results of the interview above, it is strengthened by the results of observation made by researcher.:

In this observation researcher want to convince to reader that agreement from Mr. Wahid as teacher in listening comprehension he totally done that steps start from opening, showing animation video to student, group dividing, memorizing, presentation and discuss together. Because of that method many students active and enjoyed in class and made students enthusiastic in learning englis specially listening comprehension.

This statement was made by Vicko, Erro, Akas, Affan and Fatah as listening class students:

“Learning Media Video Telling Story is more encouraging and fosters student enthusiasm in learning and is also able to increase active-passive student studies because through group learning, students learn together in a relaxed manner and can collaborate together with group studies will create a new spirit, along with that students will feel satisfied and more excited and can give each other gifts between study groups”.

In this case, the researcher can conclude that English teacher must be able to master various types of learning so that when carrying out teaching activities students can be interested and enthusiastic about participating in learning activities. The most important thing in learning activities is that an effective learning process will foster student interest in learning English skills, especially in the field of Listening Comprehension. Like the excerpt from the interview with the Leader of the Foreign Language Dormitory delivered by Mr. Kholiqul Fatah :

“A first-time teacher should create a pleasant atmosphere by starting with the easiest questions. Then the teacher invites one of several students to review the lesson at the previous meeting, then a teacher asks another student and asks for clarification on what his friend said so that a teacher can conclude the lesson, therefore a teacher is required to use simple language so that it is easily understood by students. Students will more easily understand English lessons if a teacher has good

Implementation Of Telling Story Video Media In Teaching Listening Comprehension Class

teaching skills, teaching strategies that are relevant to students' abilities, and also media for teaching that is qualified. The goal is to apply video-telling story-learning media so that students are more active in participating in learning activities. Therefore, English teachers are required to be able to foster new motivation for students to increase students enthusiasm in mastering English skills and make passive students more active in receiving English lessons”.

From the above statement, an English teacher must have provisions in teaching because a teacher must be able to bring students to learn comfortably and pleasantly. So the teacher must have provisions in teaching so that students can follow the lesson well.

In line with what was conveyed by the Leader of the Foreign Language Dormitory and confirmed by Mr. Wahid as a teacher at the English Language Dormitory :

“When I enter class, I motivate and give stories or experiences related to the subject, then I ask one student to explain again about the previously studied material in front so that their mentality is formed and dares to appear in front of their friends even in class. in front of the public. And I do this so that students can appear and make passive students active. Then at the end of the lesson students are asked for conclusions about what they have learned”.

However, this is evidenced by the results of observations made by researcher as follows: Before learning begins, Mr. Wahid started the lesson by giving motivational stories related to the material to be studied. Things related to *Listening Comprehension lesson*, the goal is that students know what they will learn next and are more enthusiastic about learning English. Based on the statement above, the researcher concludes that the use of video telling story media in the English dormitory listening comprehension class is quite good and has a positive impact on students, so the media is very suitable if applied continuously.

Differences in the Situation in Class Before And After Application of Video Telling Story Media in the English Dormitory Listening Comprehension Class.

- a. The classroom situation before the Implementation of video telling story media in the English dormitory listening comprehension class.

Learning conditions in the listening class can be said to be not good because students are passive in class and lack enthusiasm in learning it has an impact on the progress of students' listening skills, this is based on a statement from the listening teacher in the English dormitory :

“The condition of the class before the application of video telling story media was arguably not good because many students were passive, lacked enthusiasm for learning and the progress of their English skills was very slow. Maybe that's because of the method I use and also the media that only uses active speakers”.

This is reinforced by statements from students named Vicko, Affan, Erro, Fatah, and Akas:

“Considering the condition of the class, before we applied the video telling story media, we could say it was not good because we were passive and less enthusiastic in learning English, this was due to less innovative methods and media”.

This was reinforced by the researcher's observations before the video telling story media was applied which was held :

- 1) Many students are passive because the method used does not require active students in class.
 - 2) The development of students' listening skills is slow because they only hear audio from speakers without any script assistance.
 - 3) Students lack enthusiasm for learning due to inappropriate media and monotonous methods.
- b. The classroom situation after the Implementation of video telling story media in the English dormitory listening comprehension class.

The use of digital storytelling media can improve students' abilities ranging from listening, presentation, writing, using technology, interpersonal, problem-solving skills, and skills in assessing something. Media is everything that is used to launch directly or indirectly, the attention, feelings, thoughts, and willingness of students so that students grow enthusiasm for learning and achieve a spirit of achievement.

The application of video telling story media in the listening class gave good changes to students, both from the activeness, enthusiasm of students and the progress of students' listening skills which increased so that the conditions in the class were very good because many students were active.

This was stated by Mr. Abdul Wahid as a teacher at Listening Class :

“Teaching uses effective learning and can make students interested in learning. The media used is Video Telling Story Media so that students can learn comfortably and don't feel bored when

Implementation Of Telling Story Video Media In Teaching Listening Comprehension Class

learning takes place, therefore by using this learning model students play an active role in teaching and learning activities. The method I currently use is the group work method and *Retelling Story*, where in this method students are required to play an active role in class. Seeing that most students are embarrassed to ask questions and express their opinions. Then the method of group work and *retelling stories* is hoped that students will play a more active role in asking and expressing their opinions in class because this method is very suitable to be applied in class”.

Learning in the classroom is more fun and can increase students' enthusiasm to learn depending on the teacher using what kind of learning model so that students more easily catch the lessons given by the teacher. Evidence of this statement can be seen from the statements of Vicko, Erro, Akas, and Affan Dan Fatah as listening class students :

“Teacher in listening class in teaching always create a pleasant atmosphere, from the media used in the form of the video telling stories and also methods in managing classes that require students to be active, this makes students feel happy and enthusiastic in following lessons and being active in class”.

This is reinforced by the results of observations made by researcher :

Students are more active in class because the learning method uses group work, presentations one by one, and question and answer so that inevitably all students are active in class.

- 1) The progress of students' listening skills is increasing because in the video telling story there are subtitles that help students to know the words spoken by the speaker and also students are required to write unknown and translated vocabulary so that all students understand all the words of the speaker.
- 2) Students enjoy class happily because apart from students learning, students can watch fun telling story videos.

With some of the statements above, with the implementation of video telling story media, there are significant positive changes to class conditions and students' abilities in listening comprehension lessons. Starting from students being more active, enjoying the class and understanding the meaning of the stories contained in the video.

CONCLUSION

Based on the results of research on the Implementation of Video Telling Story Media in the English Dormitory Listening Comprehension Class, it can be concluded that the Implementation of Video Telling Story Media can present a pleasant atmosphere in the classroom because this learning is carried out in groups by actively involving students.

The comparison of conditions before and after the implementation of Video Telling Story Media in the Listening Comprehension Class is very clear, initially before the implementation of the media students were passive, embarrassed to ask questions, and felt bored in learning and the progress of students' abilities was very slow and after the media was applied, all students were active, not ashamed -embarrassed to ask questions, and the progress of students' listening skills is increasing.

This can reinforce teacher to pay attention to the media used and the methods applied in teaching. So that this can be a reference for teachers so that they can improve their students' abilities, especially in listening comprehension lessons and students' activeness in the classroom.

REFERENCES

- Belmonte, M. I. (2014). Using Digital Stories to Improve Listening Comprehension with Spanish Young Learner of English Using Digital Stories to Improve Listening. *Language Learning and Tecnology*, 87.
- Chriss Jurvianto, H. A. (2018). The Use of Digital Storytelling in Teaching Listening Comprehension. *English Language Teaching Worldwide*, 6.
- David, J. (2022, Februari 20). Listening Skill. (A. Wahid, Interviewer)
- Dipmarah, S. B. (2006). *Strategi Belajar Mengajar*. Jakarta: PT Renika Cipta.
- Dwiastuty, N. (2010). Some Techniques to Improve Listening Skills. *Deiksis*, 235.
- Fatemeh Hemmati, Z. D. (2015). The Effect of Teachers Storytelling and Reading Story Aloud on the Listening Comprehension of Iranian EFL Learners. *Theory and Practice in Language Studies*, 1482.
- Fatimah, S. (2017). *Using Shadowing Technique in Teaching Listening To The Eleventh Grade Student*. Palembang: Universitas Raden Fatah.
- Hardiah, M. (2014). Improving Student Listening Skill by Using Audio Visual Media. *Al lughah Language Journal*, 40.
- Moleong, L. J. (2022). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya.
- Mulyasa, E. (2006). *Kurikulum Tingkat Satuan pendidikan*. Bandung: PT Remaja Rosdakarya.
- Nurjanah, S. (2019). *USING DIGITAL STORYTELLING TO IMPROVE STUDENTS LISTENING SKILL*. Makasar: Universitas Muhammadiyah Makasar.

***Implementation Of Telling Story Video Media In Teaching Listening
Comprehension Class***

- Rahma, V. (2022, Februari 20). Listening Knowledge. (A. Tarmidzi, Interviewer)
- Seaton, J. (2023, may 20). *Twinkl*. Retrieved from [www.twinkl.co.id:
https://www.twinkl.co.id/teaching-wiki/classroom-observation](https://www.twinkl.co.id:https://www.twinkl.co.id/teaching-wiki/classroom-observation)
- Sugiono. (2010). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.
- Zuo, Y. (2020). *The Definitive Guide for conducting expert intrrerviewed*. Los Angles: DeepBench.