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Penyunting menerima sumbangan tulisan yang belum diterbitkan dalam media cetak lain. Naskah diketik dalam spasi ganda pada kertas ukuran kuarto panjang 10-20 halaman 1 eksemplar (baca petunjuk bagi penulis pada sampul dalam bagian belakang). Naskah yang masuk akan dievaluasi oleh Staf Ahli. Penyunting dapat melakukan perubahan pada tulisan yang dimuat untuk keseragaman format tanpa mengubah maksud dan isinya.

THE USE OF VCD AS TEACHING AIDS TO SENIOR HIGH SCHOOL STUDENTS' LISTENING COMPREHENSION

FekyTalahaturuson¹

Abstract : Listening is very important in English learning. It is the ability to identify and understand what others are saying. This ability involves understanding a speaker accent, pronunciation, grammar, vocabulary, and meaning. Listening can not learned only from the teacher's voice. It should however be more helpful and valuable if Medias are used. Media video (VCD AND TV) can be used in teaching listening. In audio visual media students are not only listening to what the speakers are talking about but they are also seeing where the conversation takes place. In using video as a media for teaching listening, there are some steps which are also very common in foreign language teaching that the teacher have to follows. These steps are pre-listening / pre viewing, while listening / viewing and post listening/post viewing. Each step has its own task for the students to do. Pre viewing activities is aimed for building the students' vocabulary and prior knowledge relate with the topic given, while viewing activity is aimed for students to identify the details, the sequence and the language used in each sequence. The post activity is aimed for reinforcement in which student learn to use the language they hear for communication purpose.

**Keywords: VCD, teaching aids, senior high school students,
listening comprehension**

As an international language, English is learnt in Indonesia as a foreign language. Indonesian students in general find it difficult to learn English because grammatically it is different from Indonesian language. When students learn English, they have to learn four basic skills in order to use the language well. For that purpose, English is taught and learnt from elementary school to the university level,

In teaching and learning English that teacher are always concerns with four basic skills. These are listening, speaking, reading, and writing. These four basic skills cannot be taught or learnt at one time. At the early stage of learning language, listening activities are very important. "According to Krashen (1999). "Children acquire language by listening to any sound around them and try to imitate that sounds, means or even articulate the sound properly". It means that

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the children learn the language the first time by listening to it. For that reason they should be exposed to the language as much as possible.

In relation to foreign language teaching and learning, teacher's talk is very important. When teacher talk to students using English as a media of communication, they have exposed the students with the language that they are learning. However, it is not as easy as we can figure out because the teachers have to maintain their communication with students in a manner that the students can understand it. In this case, they have to pronounce English words clearly and correctly so that the students who listen to them can imitate that sound correctly too. They also have to use simple language that suit to the student's level when they communicate with the students. The language instruction like open the door, clean the white board, stand up, sit down etc. is considered very important to be exposed to students at the early stage of learning English.

When I did my preliminary study at SMA 7 AMBON, I found some problems related with teaching English at school. Even though that the teacher integrated some skills in teaching such as reading, listening and writing or listening and speaking, I noticed that, there were some shortcomings in presenting the lesson. In listening class, the teacher read a short text three times. After reading the text the teacher gave students, some questions to answer based on what the students hear. In this session, most of the students preferred to be silent. Some of them did not understand the text the teacher read to them. It can be understood because the teacher did not guide the students with appropriate technique such as brainstorm the topic or discuss with students some difficult words contained in the text. Another problem that the writer notices was referred to the teacher's voice and intonation, which did not attract the students' attention to his utterances. As a result, the class became passive and unmotivated. In order words we can said that the teaching become boring.

In my interview with the English teacher at that school, the teacher acknowledge that there are some problems faced by the students in mastering English due to the students' background knowledge of English while they were in junior high school. The students have no motivation to learn English. They are lack of vocabulary. The teacher also said that they do not have enough reference or books for teaching and learning English. However, the writer has different believe about the problem. The writer thinks that using interesting media and introduce variety of teaching model can motivate the student to learn English language. When the writer asked the teacher why he did not use media in teaching listening, the teacher stated that it was hard for him to find materials for training the students' listening comprehension. It was deplored for the teacher not to use any media and unfavorable for the students in learning because the school has those facilities such as tape recorder or laser focus computer.

The problem that the writer explains above can be solved through the use of strategy or change the pattern of teaching that is interesting and motivating for student in learning English especially listening comprehension. For that reason, the writer comes up with the idea of using VCD as a teaching aid to create an interesting situation, to have students' attention and motivation while they are learning English in the classroom. Barends (2004) said that students are the young

people that always playing and having fun in their life. The form especially, in listening. From this context the writer believes that using video can solve the problem because when students hear the text or any conversation in the VCD, they can see the picture, look at what people are doing while saying something to each other. This audiovisual form help students knowing what vocabulary they hear, and in which situation they are used.

Listening cannot be taught and learned only from the teacher's voice. It should be however more helpful and valuable if medias are used. Media video (VCD AND TV) is one of several teaching aids used in teaching listening. In audio visual media students are not only listening to what the speakers are talking about but they are also seeing where the conversation takes place. They also learn about the gesture or the mimic the speakers use to clarify the meaning. In this Paper the writer discusses about the use of VCD in teaching listening. The discussion cover some components which among them are; the importance of listening skill, Principle of teaching listening comprehension , the use of VCD and its implementation in teaching listening.

Using VCD in teaching especially in listening activity as a way to improve students listening skill and maintain their interest in learning English is one of the alternative solution to the problem that most of the language teacher encounter these day. The writer's purpose to write about this topic is:

1. To inform the English teachers about the possibility of using VCD in their teaching as an alternative solution or way to develop their students' listening ability.
2. To provide the English teacher and students the insight of the importance of using VCD in learning and teaching English.

The Importance of Listening Skills

Listening is very important for casual chat, face to face conversation, telephone message, for enjoyment of radio and television program, formal lectures and many more activities in our daily life. Listening is classified as passive skill along with reading. It is a receptive skill because the focus of listening is on reception of information. HoweverThirumalai (2002) argues that listening can not be only regards as passive skill in view of the activities involved in listening that demand active participation from the listener. He gives an example like; listener expects and anticipates what will be the form and content of the message being delivered and listener avoids redundancies and focus on relevant and interesting points.

Listening is the ability to identify and understand what others are saying. This ability involves understanding a speaker accent or pronunciation, his grammar, his vocabulary, and grasping his meaning. Listening is very important in learning English. It comprises an ability to predict information based on linguistic context, and the situational and the topic of the message. Students who learn English as the beginner have to be exposed to the language through listen to it at the early stage of learning. As Howat&Dokkin (1998: 53) state that generally, children acquire language through listening. When the students are exposed to English as much as possible they will become familiar with its sound and

pronunciation and learn to imitate it. Howwat and Dokkin (1998) emphasized that learning requires listening. Learning effectively requires effective listening. Listening is one of the most important skills for effective learning. It is different from hearing. When we are listening to what someone saying we are not only hearing what they are saying but we are also processing what they are saying.

The Challenge of Teaching Listening Skills

Teaching listening skills is one of the most difficult tasks for any English foreign language teacher. This is because listening skills acquire lots of practice regularly (Beare. 2009). In addition many students find listening as a difficult subject or classroom activities. Case (2008) discusses some reasons of why many students have problems with listening comprehension along with some ideas on how to handle each problem. In this regards he said that students have problem in listening because

- 1) They are trying to understand every word. He suggested that it is not necessary for the students to understand every word. To handle this problem, he further suggested that teacher need to show them how to identify the important words that they need to listen out for by spotting words in the sentence that are stressed (spoken louder and longer). In practice teacher can ask students to identify, for example, the name of a famous person or spotting something that is mentioned many times?
- 2) They get left behind when trying to work out the meaning of the previous word. Case (2008) said that students often get lost of what being said by the time they try to remember what the word mean. To handle this problem he suggested having a brainstorming in pre –listening by getting the students to talk about the same topic in order to bring the relevant vocabulary for that topic area nearer the front of the students’ brain. Another thing is to have the students listen once or twice and get them to concentrate just on guessing words from context.
- 3) They do not know the most important words. He suggested that vocabulary brainstorming before listening and working on the skill of guessing vocabulary from context can help, but it is important teacher help their students by practicing with words that can actually be guessed from context. The other solution is simply to build up students’ vocabulary and teach them how they can do the same in their own time with vocabulary lists, monolingual dictionary use etc.
- 4) They do not recognize the words that they know. It regards with distinguishing between different sounds in English (e.g. /l/ and /r/ in "led" and "red"), or they do not know words like "there", "their" and "they're" are homophones. Other reasons are problems with word stress, sentence stress, and sound changes when words are spoken together in natural speech such as weak forms. Pronunciation is also important part of listening comprehension building.
- 5) They have problem with different accents. It deals with a variety of British, American and Australian accents. In order to build up students’ ability to deal with different accents in the longer term, the best way is just

to get them listening to a lot of English, e.g. TV without dubbing or BBC World Service Radio. Teacher can also think about concentrating their students' pronunciation by working on sounds that students need to understand many different accents rather than one, and on concentrating on listening with accents that are relevant for that particular group of students

- 6) They lack listening stamina or they get tired. To handle this teacher can give them a break or easy activity before they start listening lesson.
- 7) They have mental block. This could be not just a case of a student having struggled with badly graded listening texts in school, exams or self-study materials, but students' perception that listening to English is difficult. Whatever the reason students need to have their confidence. The easiest solution is just to use much easier texts, perhaps using them mainly as a prompt to discussion, and then give them easy listening comprehension task.
- 8) They are distracted by background noise. Being able to cope with background noise is another skill that does not easily transfer from L1 and builds up along with students' listening and general language skills. Choosing a recording with no street noise etc, you also need to cut down on noise inside and outside the classroom. Plan listening for when you know it will be quiet outside, e.g. not at lunchtime or when the class next door is also doing a listening. Cut down on noise inside the classroom by doing the first task with books closed and pens down. Finally, when they start to get used to it, give them an additional challenge by using a recording with background noise such as a cocktail party conversation.
- 9) They can not cope with not having images. Most students find not having body language and other cues to help a particular difficulty in a foreign language. Setting the scene with some photos of the people speaking can help, especially tasks where they put the pictures in order as they listen, and using video instead makes a nice change and is a good way of making skills such as guessing vocabulary from context easier and more natural.
- 10) They have hearing problems. Students who have general difficulty in hearing and need to be sat close to the cassette, you might also have students who have problems hearing particular frequencies or who have particular problems with background noise. As well as playing around with the graphic equalizer and doing the other tips above for background noise, you could also try setting most listening tasks as homework and/ or letting one or more students read from the typescript as they listen.
- 11) They can not tell the difference between the different voices that are clearly distinct to a native speaker can be completely confusing for a non-native speaker. I haven't quite worked out why those problems occur on some occasions and not on others, but the native speaker could be identifying a lisp, an accent or a difference in range of tone that escapes a student. You can avoid these problems by using texts with one woman and one man, or you can practice them with tasks where the students only have to count how many times the speaker changes

Principles of teaching Listening Comprehension.

The goal of teaching listening to beginner students (elementary or junior high school students) is different from those of post beginner students (Senior high school students). For beginner students listening is emphasis on discrimination of sounds and their combination as well as various other aspects of phrases and sentences. For the post beginner students, listening comprehension is more extent toward following the content of the message. Thirumalai (2002) proposes some principle in teaching listening. These are:

1. Teacher should be clear about the goal in teaching a lesson for listening comprehension.
2. Teacher should plan for a careful step by step progression in the material. In this case, teacher have to give direction to students as to what they should listen for, where to listen, when to listen and how to listen.
3. Teacher must insist on active overt student's participation
4. Teacher need to use cassette recorder or video as often as they can because the cassette recorder or video gives a change for students to listen to a variety of voices apart from the teacher's. Using cassette or video is a simple way of bringing native speakers' voice into his classroom.

In relation with teaching listening, there are some tips for teacher to help them in their teaching. These tips can be explained as follow:

Listen for meaning

Listening for meaning means that students should be able to identify the main idea, concept or subject being addressed and the relating issues. They have to listen for explanations, descriptions and clarifications. Students do not need to write down everything but rather they just listen to what is important and try to understand the concept.

Steps in teaching listening

The above discussion has given us some hint at how listening should be teach and learn by students. As language teachers there are always problems that confronting us in teaching. Therefore we need to recognize our students and organize listening lesson in such a way that it maintain the students' interest in learning. In designing a lesson there are some stages that teachers need to take as a model. These stages are:

Pre- listening

Pre- listening is the preparation stage for while listening. The most important thing in this stage is to provide sufficient context to match what would be available in real life and to create motivation. This can be realized by helping students become conscious of the purpose of the upcoming listening input. As Brown (1990) said that "listening is always with a purpose or some reason, because listeners are "limited processors". Therefore, teachers should help their

students narrow down their attention for the upcoming input and focus their attention on the relevant part so as to lessen the load of listening. Pre-listening activities can be brainstorming, discussing the topic of the listening text, predicting and pre-teaching vocabulary. This stage should be restricted to a few minutes. Concerning pre-teaching, presenting some vocabulary especially key words is necessary for understanding the text.

Another important function of pre listening is to give full play to learners' initiatives by activating their background knowledge. Learners are not passive in their listening rather, they are active "mental builders", always ready to draw inferences and make predictions with the help of their "internal resources" (Anderson & Lynch, 1988 cited in Brown 1999). Teachers can divide learners into groups to discuss and predict what they are going to listen to with certain clues. In doing so, learners can be motivated and activated to take part in the classroom activities and consequently can stand more chance of becoming active and successful listeners.

While listening

While listening should be a stage at which listening is accompanied by carefully designed activities and experience the pleasure of success. In this section, it is suggested to provide task-based activities as they encourage the students to listen. Students are required to finish some tasks with the information they have extracted from the text. Tasks can be labeling, selecting, form-filling or completing a grid. Students are thus expressing agreement and disagreement, taking notes, making a picture or a diagram according to instructions. Compared with traditional multiple choice questions, task-based exercises can encourage students to use different kinds of listening skills and strategies to achieve understanding in an active way. Task-based activities of this kind reflect much more closely the type of response that might be given to a listening experience in real life. They also provide a more reliable way of checking understanding and the task of filling forms, labeling diagrams on making choices oblige every learner to try to make something of what they are hearing.

Afterwards teachers can provide necessary clues such as contextual information of the speakers or the relationship among speakers, etc to help learners to cope with their problems they come across in the process of listening

While-listening is not only a stage to encourage listeners to demonstrate their comprehension and to make their problems plain to the teacher rather than hide them, but also a stage for teachers to teach and help learners build up their listening skills and strategies so as to increase listeners' chances of success in listening tasks.

Post-listening

Post-listening is a part that deals with some activities such as problem solving, summarizing, group discussion and writing as a follow-up activity after listening. Post-listening activity is given as a means of reinforcing recently learned material. The teacher can play the text again and ask the students to compare their understanding of it in pairs or in groups, encourage them to

disagree with each other, and increase their motivation for a second listening. After playing the text for the second time, students can revise their views. Instead of telling them who is right and who is wrong, the teacher can ask students to provide evidence to support their views. In this way listening becomes a much more interactive activity. We can also take the chance to let students practice speaking and writing. First they can have discussion and presentation, which at the same time can serve as a pre-writing activity. After sharing ideas, they can write something related to the passage.

At the end of the stage, teachers can provide some necessary feedback in relation with the students' performance in listening.

Using Video (VCD) in language teaching.

There are several kinds of audio visual which can be used for teaching. These are television, slide, film and video. The use of video tapes has been a common feature in language teaching for many years. These days, many publisher produce major course book with video component added in it for language learning. For some people, video tape is merely a glorified version of audio tape, and the use of it in the classroom is not just for listening purpose. There are many reasons why video can add a special, extra dimension to the learning experience. Hamalik {as quoted by AzharArsyad 1986:15} stated that "pemakaian media video dalam proses belajar mengajar dapat membangkitkan keinginan dan minat yang baru, membangkitkan motivasi dan rangsangan kegiatan belajar, dan bahkan membawa pengaruh- pengaruh psikologis terhadap siswa. Similarly, Sudjana and Rival {cited in Azhararsyad 1992:25} also stated that "manfaat media video dalam proses belajar mengajar antara lain untuk menarik motivasi belajar dan bahan pengajaran akan lebih jelas maknanya.

The Microsoft Encarta encyclopedia (2003) explains some of the important components in relation to the use of video or VCD in language teaching. Among the components are:

1. Steps in Teaching Listening

In view of the language in use the Microsoft Encarta encyclopedia (2003) explains that one of the main advantages of video is that students do not just hear language but they see it too. This media greatly helps comprehension because general meaning and moods are often conveyed through expression, gesture, and other visual clues. Students can observe how intonation matches facial expressions. These paralinguistic features give valuable meaning clues and help students as viewers to see beyond what they are listening to, and thus interpret the text more deeply.

2. Cross cultural awareness.

In view of cultural awareness, the Microsoft Encarta encyclopedia (2003) explains that video is uniquely allows students to look at the situations far beyond their classrooms. This is useful especially if the students want to see, for example, typical British 'body language' when inviting some one out, or how American speaks to waiters. She adds that video is also of great value in giving

students a chance to see such thing as what kinds of food people eat in order countries, and what they wear.

3. The power of creation.

What it means by the power of creation is to have students to use video cameras themselves to create something memorable and enjoyable. The task of video-making can provoke genuinely creative and communicative uses of the language, with students' findings themselves 'doing new things in English'.

4. Motivation

What it means by motivation is that the students 'level of interest will increase when they have a chance to see language in use as well as hear it, and when the activity is combined with interesting tasks.

The importance of using VCD in language teaching has also been proved in several studies conducted both in Indonesia and in foreign countries. Lekatompessy has made a research on the use of video in speaking class and found that the students' speaking ability improved. The other research was made by a Japanese whose findings confirm that the use of video materials are a powerful motivating tool and can improve not only students' listening comprehension, but also reading and vocabulary development.

The Benefit of Using Audio Visual.

There are some benefits of using audio visual media in teaching and learning process. Asher Arsyad 1992:25 stated that "Manfaat audio visual media dalam process belajarsiswayaitupengajaranakanlebihmenarikperhatiansiswa. bahanpengajaranakanlebihjelasmaknanya. metodebelajaranakanlebihbervariasi. siswadapatlebihbanyakmelakukankegiatanbelajar.

Implementation of VCD / Video in teaching listening

Students listen to understand as part of using English for communication. In listening comprehension students are usually asked to listen to a sentence, a dialogue, a conversation, a passage or a lecturer and asked to answer questions which normally presented in the form of true/false statement, multiple choice question, and fill in blank or short answer. In teaching listening, there are some steps or format that teacher should follow. These are:

1. Select the teaching point for listening comprehension lesson.
2. Introduce the topic before the class begins to listen to the passage. In this manner the teacher bring the students' attention to focus on the material to be listened to.
3. Give guiding questions before students begin to listen to the passage.
4. Divide the listening into stages, such as listening for the main idea at first instance, then answering some guiding question and then followed by listening for details.
5. Repeat the passage or listening text so that the students can follow the text more fully.

In relation with using the video or VCD in teaching listening, the above steps can be divided into three main stages of activities these are: previewing,

viewing, and post viewing or we can also put it in another words as pre-listening, while-listening and post-listening.

Previewing activities is aimed at preparing the students to watch the video by tapping their background knowledge, stimulating interest in the topic, and lessening their fear of unfamiliar vocabulary. One way of doing this is by announcing the situation and asks the students to predict the content. For example, students are told that they will see a scene showing a man buying a plane ticket at an airport, and are asked to write down five items under each of two headings : sights (things they expect to see) and words (words they expect to hear).

Viewing activities is primarily aimed at facilitating the actual viewing of the video. They involve playing and replaying the entire sequence or relevant parts and requiring students to focus on important aspects such as factual information, plot development, or the language used in a particular situation. In general, it provides activities that focus on the basic situation first. For example, with a drama sequence, teacher asks students to watch and look for the answers to questions such as: where are these people? Why are they there? What is their relationship? What is going on? After this more global viewing activity, teacher then have students do a series of tasks that require them to concentrate on specific details, such as the sequence of events or the particular utterances used.

Post viewing activities. This requires students to react to the video or to practice some particular language point. The range of post viewing activities is enormous and includes things such as discussion, role-play, debate, writing activities, and related reading.

Sample lesson for listening by using video

The following is an example of lesson design for listening activities by using video.

Topic: Traveling

Teacher	Students.
<p>Pre-listening / previewing activities</p> <ul style="list-style-type: none"> - Stick a map (world map or local map) on the whiteboard and have students to look at the map and show some of the places the teacher asks. Exp. - Where is Jakarta / Bali/ Singapure/ French/ Holland/ America/ on this Map? or where is Ambon/ Tulehu / Saparua on this map? Etc. - How do we get from Ambon to Tulehu? Or how do we get from Ambon to Saparua? Or how do we Get from Jakarta to Bandung etc. - How do people from America get to Ambon? - Why do people from America come To Ambon? Etc. or why do people 	<ul style="list-style-type: none"> - Students look at the map and show the Places based on the teacher's questions. - Expected answer: By car, by boat, by train, by plane. For holiday. <p>Expected answer from the students</p> <p>Sights words</p> <p>Lobby welcome, thanks</p>

<p>/tourists go to Bali etc.</p> <p>After the students guess the topic the teacher announce to the students that they are going to view a video about a tourist check in at a hotel. Before they watch the video the teacher do some pre-viewing activities by having students to predict the content in this case the teacher have the students to write 5 items under two heading</p> <p>The sight words While-listening/viewing activities</p> <p>Global viewing. Questions to guide students;</p> <p>Where are the man /the woman / the party? What is he/she/ are they doing? What is their relationship? What is going on? Etc.</p> <p>Replay (listening for details)</p> <p>Task 1. List the sequence of events / plots</p> <p>- - - - -</p> <p>Task 2 Listen for a particular utterance or language used in a particular situation</p> <p>Post-listening / post viewing</p> <p>React to the video or practice some particular language points / discuss/ role play.</p>	<p>Bellboy, take, etc.</p> <p>Front desk hotel rate Room Discount</p> <p>Single/double bed Extra bed</p> <p>Bed room Lights</p> <p>TV/Video/Toilet</p> <p>Toilet Towel/toilet paper Water, tap</p> <p>Restaurant waitress, menu, Food ,bill, etc</p> <p>Expected response:</p> <ul style="list-style-type: none"> - at the lobby - check in at the front desk - friends/ family etc. - standard rooms are full <p>Expected response:</p> <ul style="list-style-type: none"> - The man/woman/the party enter the hotel room - check in with the front desk - check the bed room - check the toilet - go down to the restaurant <p>- Expected response:</p>
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These activities represent just an example from a wide range of possibilities. Teacher can also design, select, or adapt activities that evolve naturally out of the video sequence itself to meet the students' needs. I doing so, teachers can promote active viewing and increase student comprehension.

Conclusion

Listening is very important in English learning. It is the ability to identify and understand what others are saying. This ability involves understanding a speaker accent, pronunciation, grammar, vocabulary, and meaning.

Listening can not learned only from the teacher's voice. It should however be more helpful and valuable if Medias are used. Media video (VCD AND TV) can be used in teaching listening. In audio visual media students are not only listening to what the speakers are talking about but they are also seeing where the conversation takes place. In using video as a media for teaching listening, there are some steps which are also very common in foreign language teaching that the teacher have to follows. These steps are pre- listening / pre viewing, while listening / viewing and post listening/post viewing. Each step has its own task for the students to do. Pre viewing activities is aimed for building the students' vocabulary and prior knowledge relate with the topic given, while viewing activity is aimed for students to identify the details, the sequence and the language used in each sequence. The post activity is aimed for reinforcement in which student learn to use the language they hear for communication purpose.

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