The Practice of Video Making Project in Teaching Listening for Academic Purposes

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Abstract
Listening as the first ability gifted to human beings is essential, especially in the language learning and teaching process. To evaluate students' listening ability, there is one test that is often used for measuring this ability which is TOEFL. However, the students experienced some difficulties in answering the test, particularly in part A listening section. Based on that problem, this study aims to investigate: (1) The implementation of Video Making Project in solving students' difficulties toward TOEFL part A listening section and; (2) Their achievement of TOEFL for the listening course. This study was designed as qualitative research which used Narrative Inquiry Study. This study also used the interview to collect the data. The data were taken from one English Education Department lecturer. The results showed that the lecturer is satisfied with the students' understanding, and the creativity of the students is also involved in making the video for their assignment. In conclusion, using the video-making project in teaching listening can help the learning process run smoothly and get better results for students' scores.

Keywords: Teaching listening; TOEFL; Video making project

INTRODUCTION

Listening is the first skill that humans found since they were young. Children always learn from listening. When they are in the adult period, people can give more attention to what they have heard by developing listening skills, they can also improve their English better than before. Students need listening skills to understand anything that the teacher taught. However, every student has a different level of listening ability, and the way to measure students' listening ability is by using a test. The teachers can use a test to diagnose
and evaluate the students’ strengths and weaknesses. It is used to identify the students’ progress and know how far the students’ understanding of the materials is.

In language testing, there are four types of tests and one of them is the proficiency test. Proficiency test has many kinds, and one of the types of those tests is the Test of English as a Foreign Language (TOEFL). TOEFL test is designed to measure the students’ ability in learning English including listening. TOEFL is an English proficiency test with the international standard has a difficulty level, hence, students should learn and apply good strategies in answering the TOEFL test. In Indonesia, many universities determine the TOEFL score as the graduation standard requirement for students who want to continue to study in higher education.

At UIN Antasari Banjarmasin, there are three subjects of listening class that must be finished by students in the English Department. There are listening I, listening II, and listening III. Listening I is the first class of listening. Listening II is the class listening taken by students after they successfully through listening I, and listening III is the class listening taken by students after they successfully through listening II, and also this is the last of the listening class. In this research, the researchers choose listening III class that learn about TOEFL. From a quick interview that was done by researchers with a lecturer on the Listening subject, the researchers got a piece of information that almost all of the students found difficulty in learning TOEFL listening comprehension, especially in TOEFL part A. When the researchers interviewed the lecturer, she said that when she teaches listening skills on TOEFL part A, almost all of the students get low scores although it has been explained repeatedly.

Concerning that problem, the lecturer sought a way to increase students’ scores and got to know about the video-making project. The lecturer initiated this project for the student to solve their difficulties in learning listening by allowing them to be in her position. This video-making project was expected to fix the students’ difficulties by giving them experience in explaining and positioning themselves as a teacher to teach listening particularly in part A in TOEFL. In short, the students practiced learning by doing, they are the ones who present and deliver the explanation about how to answer TOEFL Part A questions to others through video.

Hafner and Miller (2011) found that digital video project topics were very motivating for students. It is because student feedback on video projects showed that the topics allow students to think about their learning process and that video project is new, fun, challenging, and meaningful. Initiating video projects also encouraged students to collaborate in ways that promoted peer teaching.

Based on the background of the study, the researchers are interested in figuring out the answers to the following questions which are “how is the implementation of the Video Making Project solve the students’ difficulty in understanding TOEFL Part A?” and “how is the students’ achievement after they made the project?”. The results come from the lecturer’s view and experience in the whole process of initiating a video-making project. That process of initiation and intention of the lecturer as well as students' difficulties and achievements were portrayed in a form of narrative or stories which used the narrative inquiry method. In education, these narratives or stories are usually referred to as school classroom experiences or school activities (Lodico, et al., 2006).
LITERATURE REVIEW

Teaching Listening in English for Academic Purpose

Listening is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary, and grasping the speaker’s meaning. Teaching listening for academic purposes means exposing students to different kinds of academic listening in English. According to Huang & Finn (2009, as cited in Rahmiradad & Moini, 2015), several important academic activities required active listening comprehension abilities, such as listening to lecturers discussing some topics and tasks or listening to classmates’ questions, reports, and summaries. Listening to lectures is the most important basis for EAP learners, which is challenging for most students because of their likely low general English proficiency level or lack of English knowledge, and also problems in grasping and memorizing lecture content.

In assisting students to acquire academic English or EAP, teachers have to give relevant and engaging materials like video material containing speech or conversation from excellent native speakers that can lead to accurate English utterances and help students become fluent in English. It is expected that the utilization of authentic video, especially in listening, can assist EAP students in properly establishing linguistic knowledge so that they can succeed in their learning. (Abdulrahman, 2017). Other than the video, there are also some learning sources used in listening courses such as listening texts and listening audios.

Listening in TOEFL

TOEFL (Test of English as a Foreign Language), is an English test as a foreign language to know the ability of a person’s English language that includes Listening Comprehension. The purpose of listening comprehension is to test your ability to listen and understand the spoken language. Many people said that listening comprehension is the most difficult part of the whole test. This is because the English language in our country is applied as a foreign language, and not as a second language.

Listening comprehension has 50 questions to be completed within forty minutes. There are three parts to the listening section, namely part A (short dialogue), part B (long conversation), and part C (Talks). Some various topics or skills appear in the listening section, for example, Ashra and Nira (2017) mentioned the topic that appeared in their research of TOEFL Listening part A as restatement/synonyms, listening to conditional, negatives, almost negatives, idiom, suggestion, and agreement. In part A, students’ ability is tested by listening to a conversation or short speech in English through tape or other audio media provided by the TOEFL test committee or the teacher. There are thirty questions in this section, they will hear short dialogues between two people, wherein at the end of the conversation, there will be mentioned a question related to the content of the conversation.

Students’ Difficulties in TOEFL Listening Section

The active contribution of the listener’s comprehension process comes not only through using his linguistic knowledge but also his nonlinguistic sources, and of course, the communicative value of his involvement depends on the situation and the social relationship.
In addition, the difficulties encountered when doing listening comprehension are usually due to unfamiliarity with listening to English spoken form. According to Purwaningisih (2016), grasping words, understanding grammar and context, recognizing accent or pronunciation, and good interpretation skills are all examples of listening difficulties. In addition, not acknowledging the topic, foreign words, anxiousness, unfamiliarity with diction and grammar, repetitions and pauses, wide imagination and missing specific information, lack of focus, lack of understanding of English accents, defining verbatim, unawareness of vocabulary and pronunciation, inability to differentiate certain words and sounds are some other issues that frequently arise when taking the TOEFL listening test. (Tira, 2021). Similar to Parni and Yuli (2021)’s study, the results mentioned four difficulties in the TOEFL listening section, which were lack of vocabulary, lack of concentration, length and speed of listening, and the last one is the physical condition.

**Video Making Project to Solve the Difficulties**

Listening comprehension is, in general, the weakest element in language learning. The most important part is for learners to build their learning goals and make significant progress in listening. The use of video is not only for stimulating the enthusiasm towards the study and paying more attention but also to “widen their horizon, deepen the impression, inspire their imagination” (Rubin, 1975 as cited in Chen et al, 2014). According to Nikitina (2009), video projects allow language learners to practice the target language in a more meaningful way while also developing effective ways to support their learning process.

Furthermore, Masats et al. (2009) view video making as an effective learning tool because it involves students in a collective approach that provides a good opportunity to integrate all students into the class. Besides, video projects also provide opportunities for students to engage in language assignments, take responsibility, and be proud of their accomplishments (Masterman, 1980). In addition, using video in teaching listening helps students with different learning styles by combining sound and picture, audio and vision, and language and scenes (Chen et al., 2014).

**METHOD**

The purpose of this study was to examine the implementation of video making project in solving students' difficulties in the TOEFL part A listening section and to find out the students’ achievement in the TOEFL listening course. The researchers used qualitative research and narrative inquiry in the research design of this study. According to Lodico et al. (2006), narrative inquiry is a qualitative procedure in which researchers describe people's lives, and collect and tell their stories. This study was carried out in one of Banjarmasin's Islamic universities, which has Listening III as one of the courses taught to the third-semester students of the English education department.

The researchers also discovered that the English lecturer at this Islamic university used video-making project activity in teaching a listening course. The participant was one English lecturer from UIN Antasari Banjarmasin. Researchers used criteria such as an English education department lecturer who had to experience teaching listening and had certain teaching techniques to be applied to her students.
This study's data was gathered through interviews, narrative frames, and documentation. This study used interviews to gather information about the implementation of a video-making project in solving students' difficulties in the TOEFL part A listening section and to find out the students' achievement in the TOEFL listening course. The interview instruments were adapted from Brinkmann (2013), and they covered three stages of experience: a) life history for presenting the past, b) contemporary experience for presenting the present and c) reflection on meaning for presenting the future. Following the collection of data from interviews, the researchers used a narrative frame to cross-check all information and data from the interviews.

A narrative frame, according to Barkhuizen et al. (2014), is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths (p. 45). Barkhuizen et al. inspired the narrative frame for teachers (2014). The researchers provide an empty box with appropriate prompts at the beginning and end of the actual sentence starter frame for the participant to write freely any additional information they wanted to share. The narrative frame was regarded as narrative data ready for re-storying. The documentation technique in this study conveyed the results of students' video projects that have been submitted to the lecturer. Finally, data were analyzed using narrative analysis, which is used to develop an in-depth understanding of participants' experiences and perspectives on the phenomenon.

FINDINGS

This was a story from a lecturer that has been teaching listening subject for about 8 years. She was also consistent in conducting research about listening since undergraduate until master degree that made her accepted to work in English Education department, “My senior lecturers asked me to teach listening subject because the topics of my undergraduate thesis and my master thesis were related to listening especially teaching techniques.” Once in her listening class, there was a topic about proficiency test which included TOEFL. She taught and focused on listening parts which are part A, B, and C. The first part of TOEFL listening section, part A was introduced as a part with many strategies to answer the questions, it caused confusion for the students since that was their first time listening to native American conversation, she said “...they got confused in differentiating some strategies which are very similar, they lacked of English vocabulary and sometimes they asked me to repeat the audio many times and tried to listen again and again until getting the answers.” Because of that, she thought that they should practice more outside the classroom.

She then tried a new technique to decrease her students’ confusion which was video making project. She believed that the project can help the students understand the strategies to answer questions in part A, “I initiated that because I thought that by practicing the lesson that they did not understand by themselves, they will get many benefits and will understand the content in their own ways and learning styles.” She was sure that her students can carry out the video projects because they are determined to make video based on their own creativity. “I decided to ask the students to make video projects in group and pretended as the master of TOEFL listening part A, they had to explain the strategies by themselves.” Her students were surprised because that was new for them, she added, “they did not expect before that listening
subject will have video making projects, but after getting explanation from me and of course I showed them on how to do video project, they agreed to do that and the results are very creative and unbelievable.” From an interview the researchers hold for the lecturer, she briefly explained the technical implementation of this project in these following steps.

1. The lecturer assigned the students into several group and explained about the video making project.
2. The lecturer gave the explanation and example of video that has been made by the senior students and the students watch the video together in the classroom.
3. The lecturer distributed the TOEFL listening part A strategies into some groups and gave them the listening audio for learning independently.
4. After that, the students answer the questions related to the audio and gave clear explanation about the answers in form of video.
5. The students submitted the video to the lecturers and then watched the videos together in the classroom and gave some comments and suggestion related to the videos.

As an addition, she also gave the reasons why she chose this project to solve the problem. The first reason was video making project is suitable for heterogenous language classroom, The second was video making project allows the entire learning experience to take place in a less threatening environment that can boost their self-confidence due to the entertaining nature of video. The last was because video making project improves many abilities, “(It) increases students’ learning motivation, academic achievement, ability to communicate, students’ skill in managing learning resources (improve library research skill), fun learning, students’ attitudes toward learning, creativity, lowers students’ anxiety level in the learning process, increases problem solving ability and resource management skills.”

As she mentioned before, the results were creative and unbelievable, she was satisfied because by doing this project, her students got a chance to learn independently outside the classroom. She implied, “I think the implementation of this project were very helpful for improving listening ability of my students because they should have deeper understanding for explaining the answers of the listening questions and they have to listen many times to the audio given to them”. The students learnt independently outside the classroom but of course, they still need her helping in consulting the correct answers first before making video and submitted to her completely. Overall, her thought and opinion towards this project was positive, “I think my students can do their best in doing video making projects and they showed good collaboration, creativity, and using English fluently in giving explanation of the TOEFL listening Part A based on their own classes and groups.”

In the middle of the story, she showed us the documentation of students’ achievement which was the students’ score in listening subject. It specially improved in assignments score which this project took part in it. Not only their score got better, but they also got better understanding to differentiate the strategies to answer the questions in listening part A. The lecturer expected that in the future video making project can be applied to other listening classes in different levels of students’ ability and for different listening materials so that it can support students’ independent and collaborative learning. Lastly, she concluded, “...by using video making project in my TOEFL listening course can solve my students’ problems in listening especially on TOEFL listening Part A and their listening score also improved at the end of the course.”
DISCUSSION

Based on the finding, the students’ confusion brought the lecturer to try new teaching technique in order to improve their ability in particular part of listening section in TOEFL. The lecturer’s initiation to seek for new technique was a right decision because it was beneficial for the students. Basically, teaching techniques are helpful for TOEFL preparation. According to Khobir & Qana’atun (2020, as cited in Tira, 2021) the benefits were divided into four. First, teacher’s teaching techniques can support the students to become speakers and listeners more confidently. Second, it also put the students at ease while doing TOEFL. Third, listening to native speakers frequently can help students comprehend the language better. Fourth, the students have to be more active during TOEFL preparation process so eventually the students will understand how to answer type of questions on the TOEFL. Therefore, the students’ problem in differentiating strategies in answering TOEFL part A listening section could be fixed by using a new technique.

The new technique that the lecturer applied to her students was video making project. Her consideration to try this project was because of three reasons that were mentioned in findings. They were the suitability for heterogenous classroom, creating a less-threatening atmosphere that made the students felt confidence, and increasing many abilities such as creativity, learning motivation, communication, and so on. This is in line with Woottipong (2014), he stated that for language learning, video could be a very useful tool. The benefits of this tool include providing real-life communication examples, motivating language learning, and promoting language proficiency. Related to this present study, video project was pretty effective in providing explanation from the students to other students about the strategies used in listening TOEFL part A, they showed good collaboration, creativity, and fluent English.

The lecturer mentioned that this project allowed the students to learn independently and practice more outside the classroom. According to Portnoy (1985), students would be able to practice real-life language not just among themselves but also with other speakers of the language outside the classroom as they took on creative roles while working on authentic real-life topics in their video. Furthermore, Puspa (2016) in her study explained that since students were required to finish their project work, they grew to become more independent and had to initiate activities outside of the classroom on their own. To conclude, the implementation of the project allowed the students to become independent and in control. In addition to a deep understanding of English, this project has inspired students utilizing the language and being involved with technology. It also helped the learning process run smoothly.

The result of this project showed that the students improve their listening skills and got better score. Moreover, the lecturer expected that this project could be applied to other listening classes in different levels of students’ ability and for different listening materials so that it can support students’ independent and collaborative learning. This is in line with Aksel & Fatma (2014) that stated video project assignments can be seen as an important media in language learning and “should be given more emphasis and thus implemented more in EFL contexts”. To sum up, video making project is valuable in developing students' listening comprehension, not only for EFL context but also in EAP.
CONCLUSION

This research aims to investigate the implementation of the Video Making Project in solving students’ difficulties toward TOEFL part A listening section and from the story of the lecturer, it is found that the lecturer successfully taught the students to be independent by doing the project. The students’ achievement of TOEFL for the listening course is also increased by having this video-making project and they can learn better about listening by doing it by themselves. Video making project also brings many benefits to the students, they get to improve several abilities such as creativity, collaboration, communication, and so on.

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