

Teaching Listening by Using One Direction Video in Junior High School.

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Abstract

The purpose of writing this paper is to describe teaching listening by using One Direction. It is one of media that the teacher use in teaching learning process especially in teaching listening. Listening is one of the language skills and English that is aimed to improve students' ability to understand English. Listening is difficult for the students because they do not use English in daily activity and they do not usually hear English outside of the classroom. So the teacher has to be creative to find listening materials that the student are interested in. By using One Direction video, the students are intrinsically motivated as the material itself and the video interesting for the students. In this way, the students are expected to be able to learn listening based on the video given by their teacher. Before the class begin, the teacher introduces the title of the video and play on the DVD player. After that, the teacher asks the students to listen to it carefully and the teacher gives them some questions that are relating to the content of the listening and the teacher also asks the students to fill in the blanks while they are listening to the video. Video activity above helps the students to learn listening better.

Key Words : Teaching listening, One Direction video, and DVD player.

A. INTRODUCTION

English is important for everyone since English is often used as a means of an international communication. It is widely used in many activities all over the world. In Indonesia, it is one of the foreign languages that is taught at school as a compulsory subject for junior high school, senior high school and, at university. In learning English, students should learn four language skills namely: listening, speaking, reading and writing. The four skills are important. However, listening has received the least attention. While Harmer (2002:228) improving students listening skills is

important since it help students to gain many valuable language input. There are some reasons for the fact listening get lack of attention. They are a large size of class, lack absence of equipment, a avalaible, teaching materials, etc.

In addition, Nation and Newton (2009:37) states that over, fifty percent of time is spent for listening rather than the other skills. In fact, the student's ability in listening is not satisfactory although they have spent more time in this activity.

Listening is not an easy skill to learn for the students. They find many difficulties in this skill. Those difficulties are caused by

lack of vocabularies, limited knowledge, uninteresting materials, and uninteresting way of teaching listening by the teacher.

To solve the problems, the students should increase their vocabularies, and the teacher should also find the interesting materials and good teaching strategy and other aspects that are related to this. One of the interesting materials that can be used by teacher in teaching listening is One Direction video. This video is well known among teenager. Besides that, as a teacher we need to use innovative and stimulating exercise for our own pleasure and renew more teaching materials.

Concerning with the statements above, this paper focus on "Teaching Listening by using One Direction Video in Junior High School".

The problem of this paper is formulated as follow: "How does teacher teach listening skill by using One Direction video?"

The purpose of writing this paper is to describe the way to use One Direction video as one of useful techniques in listening class. It is important for students to practice their grammar, improve their pronunciation and vocabulary. It is also aimed to encourage the teacher to create and find interesting material for their students and make the students enjoy the activity.

1. Definition of Listening

As one of the four language skills, listening is the first step to learn English before speaking, reading, and writing. Listening is the most frequently employed skill in learning English. Rankin in Nazakian and Omoto (2007:2) states that people spend 42.1% of their communication

time for listening, while 39.1% speaking, 15% reading, and 11% for writing. From the fact above we know that listening is important in learning English.

There are many experts have discussed about listening. Nation and Newton (2009:37) listening is the natural precursor to speaking; the early stages of language development in a person's first language (and in naturalistic acquisition of the other languages) are dependent on listening. According to Rost (1991:3) listening is an active process. To become better listeners, our learners must employ active thinking as they listen.

Similarly, Richard and Rubin cited by Van Duzer (1997:3) argue that although listening is a passive skill it much an active process of selecting and interpreting informations from auditory and visual clues. These theoriticians make a distinction between hearing and listening, in which listening could be understood as receptive and passive skill, where the role of the listener is to understand the message rather than just perceiving sounds as hearing does, making listening an active process.

As Richard & Rubin cited by Van Duzer (1997:3) mention before, listening is an active process of undestanding messages. Celik (1999:1) adds that it is important to recognize the language components such as stressed syllables, tonic stress in an utterance, and tones. According to the previous information, it is important to recognize all of the language components that are required to understand the message, because it is a fact that students face those language components when they are exposed to real and non-real contexts.

Moreover, listening skill is the process that allows the listener to understand

a determinate message, to identify the parts that contains the speech and it allows the listener to be an active participant in the society he/she is involved. For that reason, it is important to take into account the verbal communication characteristic established by the society that surrounds them. Therefore, the community requires processes by which second language learners are trained to be active listeners, and also to have a high role in an academic environment.

Based on the above explanation, it can be concluded that listening is one of the language skills in English that is aimed to know student's ability to understand the foreign language.

2. Component of Listening

Listening is primarily a thinking process about meaning. In order to define listening we can ask two basic questions: "what are components in listening and what does a listener do?". According to Rost (1991:3), the components of listening are: 1. Discriminating between sounds, 2. Recognizing words, 3. Identifying grammatical grouping of words, 4. Identifying "pragmatic units" – expression and sets of utterances which function as whole units to create meaning, 5. Connecting linguistic cues to paralinguistic cues (intonation and stress) and, to non-linguistic cues (gestures and relevant objects in the situation) in order to construct meaning, 6. Using background knowledge (what we already know about content and the form) and the context (what has already been said) to predict and then to confirm meaning, and 7. Recalling important words and ideas.

Rost (1991:4) says that a successful listening involves an integration of these

components skills. In this sense, listening is a coordination of the component skills, the individual skills themselves. This integration of these perception skills, analysis skills and synthesis skills is what we will call a person's listening ability.

All in all, there are some components of listening. As a result, the writer think that listening is an active process that needs high concentration to understand something that is talked by someone

3. Listening Comprehension Problems

Concerning comprehension problems encountered by learners in listening, Richard (2008:3-4). They are as follow:

1. Spoken discourse is usually happen instantaneous. Therefore the listeners must process it directly and there is often no chance to listen it again.
2. Spoken discourse strikes the second language listeners as being very fast.
3. Spoken text may be spoken with many different accents.

Furthermore , Underwood cited by Hanafi (2008:6) states that there are seven potential problems in listening. They are:

1. Lack of control over the speed at which speakers speaks
2. Being unable to get things repeated
3. The listener's limited vocabulary
4. Failure to recognize the signals
5. Problems of interpretation
6. Inability to concentrate, and
7. Established learning habits.

thus one of the reasons that makes listening difficult for the student is they do not use English in daily activity, and they do not usually hear English spoken outside of the classroom. So, teacher has to be creative to find listening material that the students are interested in.

4. Definiton of One Direction Video

One direction is English pop boy band from London, consisting of five member. They are: Niall Horan, Zayn Malik, Liam Payne, Harry Styles, and Louis Tomlinson. They a recruited by Simon Cowell's after being formed and finishing third in the seventh series to the British televised singing competition The X Factor in 2010. Based on the world wide success by the power of social media, one direction's two albums Up All Night and Take Me Home, released in 2011 and 2012 respectively, broke several records, topped the charts of most major markets, and generated hit singles, including their single "what makes you beautiful and live while we're young". One direction embodies the British spirit, they offer us an innovative way to teaching. Students on an individual basis in a listening lab classroom, using video tape or DVD's can view them..

One Direction video may contain language, content, or themes that are controversial. It takes time for the teacher to preview and select One Direction video and prepares activity for learners. As the language use and context of One Direction video are not controlled, teachers will need to take time to explain these.

One direction video is a new teaching material that has greatly enhanced learning, especially for listening classroom. According to Schafer (2011:20) students

may be able to grasp a content much easier if the video nicely vizualized and the other hand there are more motivated lesson. therefore, it is important to select materials appropriate for the students and increase their motivation, by using One Direction video that are within the students grasp.

From the explanation above, it is clear that One Direction video is intrisically motivating as the materials itself and the video is interesting for the students. The range of material is growing everyday. It is important to search and develop some materials, One Direction videos provide a useful and interesting way of sharpening students listening skill.

5. Advantages of Teaching Listening by Using One Direction Video

The advantage of teaching listening by using One Direction video provide a purpose for the listening activity. Having a purpose provides students with a reason to actively listen. By giving students a task in the listening activity, teachers can also measure how well the students understand the task. Finally, task oriented listening activities contribute to students motivation. Students without puprose for listening will exhibit less motivation for succeeding. According to Harmer cited by Jhoana (2010:13) one major advantage of video is that learners not only can listen the language but also they can see visualized, in order to support their comprehension, videos contain visual clues such as gestures and interpret the video in a deeper way. Because learners can see the language in use from natural contexts; they can make connection between words and images which help them to analyze their own use of the language or even to learn new language.

One Direction video offers significant advantages. These are as follow: 1. Students are able to comprehend the message from the video song by getting some help from seeing the video, 2. By using One Direction video, the student can increase understanding of learning british accent and culture that could be attractive to the students or audience, and 3. One Direction video also help that they do not have to buy like they doin buying books. This video is already avalaible online and for everyone to download. There are those that come with a minimal fee and there are also those that can be downloaded for free.

In conclusion, there are variety of benefits to use one direction video in listening classroom. One Direction video provides real language and cultures information.

6. The Procedure of Using One Direction Video in Teaching Listening.

There are a lot of good One Direction video courses published, with accompanying material. Some focuses on helping student listen and understand better; some aim to teach grammar or function. Problem may arise over the liryc of the video. If the word is too difficult for the student; it is possible for the teacher to turn off the sound track and supply the dialogue himself. It is necessary for the teacher to preview a video carefully to find motivation for the students, possibly including background discussion, and to anticipate and explain difficult vocabularies.

In general the procedure of using One direction video in teaching listening can be described as follows: 1. Go first over the instructions with the class, making certain

that One Direction materials understood by all the students, 2. Pronounce the words or phrases at least two times in a clear and distinct voice and at normal speed, 3. Where the questions precede the text, read the question twice in order to direct the students attention. Then, read the entire text two times at normal speed. Teacher should feel free to vary the speed reading text according to the abilities of the students, 4. With longer texts, it is advisable for the teacher to write guide questions on the board or dictate them to the students. The questions should help in understanding the general ideas in the text rather than detailed knowledge. The teacher then reads the text for the first time, 5. After giving the students enough time to answer the guide questions she/he discusses the answer with them, 6. The teacher continue with more detailed questions for the students to answer either in the written or oral modality. Discussion follows the above activity, and 7. Other possible related activities for the further intensive practice can be carried out such as: a. Summarize the passage orally, b. Formulating questions which the students will ask their classmates to answer with long or short response, and c. Write a short summary at home. These are the procedure in teaching English by using One Direction video.

B. THE PROCEDURE OF TEACHING LISTENING BY USING ONE DIRECTION VIDEO

1. Preparation

There are some steps of preparation in teaching listening by using One Direction Video, they are:

1. In teaching listening by using One Direction video, the teacher should choose the appropciate material

before teaching and learning process in the classroom.

2. The teacher need to prepare the speakers and DVD player, play the video.
3. The teacher is required to prepare the task sheet has a question and to fill in the blank

2. Presentation

The procedure of teaching listening by using One Direction video is composed of three phases: Pre – Teaching Activities. Whilst – Teaching Activities and Post – Teaching Activities. The procedures are as follows.

- **Pre-Teaching Activities**

Class: The second year (VIII) of junior high school
Time: 2x24 minutes

On this activity the teacher should follow the following procedures:

- a. **Motivation**

- The teacher greets the class and takes attendance. Teacher also needs to motivate the students before studying. It can be done by giving or showing them funny audio that is related to the material that will be taught.

- b. **Apperception**

- The teacher tells the students the objective of the lesson. For example, students will have some new vocabularies about the word in the video that they will hear. therefore, they will make themselves to

be ready to find those new vocabularies.

- c. **Introducing the Competence**

- The teacher should also tell the students about the competencies that will be achieved. By knowing the competencies the students can be prepared to understand the material.

- **Whilst-Teaching Activities**

In the video presentation

- Teacher plays the video on the DVD player
- Ask students to listen to it carefully
- Teacher gives them some questions that are related to the content of the listening.
- Teacher distributes the video is text with some missing word.
- Ask student to fill in the blanks while listening to the video.

Here the example of transcript of the song with missing words:

*You're _____
So half of four
Your old _____ are not what they
Were before*

Add two threes, it's fun for us

Cause we're _____ and we can still
_____ stuff

Everyone else can by _____ sixty
_____ else can add two

Now take off one _____ and add on 24
Then _____ by two and add on seven more
And if you're _____ now it's not hard to tell
You don't know, oh oh
Your math skills are _____

If only you had a _____ like me
You'd _____ how to divide
The _____ by three
And then just add on the age of this AOP
You don't know, oh oh
Your math _____ are terrible

It's really kinda _____

Taken from : One Direction Video

- To check it, teacher plays the video one more time.
- Collect their work and class discussion or students can do peer's discussion to check their answers together.
- Check students' work
- Ask students make the right song's transcript or fill in the blanks
- Give them time to finish the exercise
- Point one of students to write it on the board.

Here the correct one
Your Math Skills Are Terrible
(By One Direction)

You're insecure
So half of four
Your old brains are not what they
Were before

Add two threes, it's fun for us
Cause we're young and we can still
Remember stuff

Everyone else can multiply by sixty
Everyone else can add two
Now take off one hundred and add on 24
Then divide by two and add on seven more
And if you're struggling now it's not hard to
tell

You don't know, oh oh
Your math skills are terrible

If only you had a mind like me
You'd understand how to divide
The sum by three
And then just add on the age of this AOP
You don't know, oh oh
Your math skills are terrible

It's really kinda pitiful

• Post-Teaching Activities

Testing section

- Play the video for the last time
- Ask students to listen to it more seriously
- Ask students to answer the question in order to test their comprehension about video.

As post-listening activity, ask the student to answer the questions based on the video.

- a. What does the video tell you about?
- b. Do you like math?

- c. Do you memorize all of the multiplication s?
- d. Can you do counting fast?
- Give time to the students
- Check the students answers together

Besides that, video can improve student's grammar, vocabulary and pronunciations such as:

- Phonological aspect
Remember/ri'membe(r)/
Divide/di'vaid/
Understand/,Ande(r)s taend/
- Grammatical aspect
 From the example of the song in this paper, teacher can take example several tense; one of them is simple present tense. E.g. your math skills are terrible.
 Lexical aspect
Skills – kemampuan
Brain - otak

C.CONCLUSIONS AND SUGESSTIONS

1. Conclusions

Listening is essential not only in an effective communication but also in learning language. One way to make teaching listening communicative is by using video such as English video that can used to increase the students' ability in listening, because the students are familiar with the video.

By using English video with the procedure explained previously we can make students pay attention to what they have listened. The students' skills like pronunciation, spelling, grammar, and vocabulary are improved because the video. The procedure does not only has one activity but has many various activities such as fill in the blank, answering question that can grasp the student interest to study listening

4.2 Suggestions

Video can be implemented in a classroom by using dvd player. It is suggested for the teacher to choose an English video that is suitable with student's level of understanding. In addition it is suggested students that Junior High School have a specific time to get listening class since listening is an important skill in acquiring language. Hopefully the teacher would use these materials to increase students' interest and motivation in learning English and teachers can modify this technique or find other techniques in teaching listening by using video.

ACKNOWLEDGEMENT



Alhamdulillah, the writer expresses her sincere thanks to ALLAH SWT who has blessed her in finishing her paper. This paper is aimed fulfilling one of the requirements to get S-1 degree at English Department of FKIP Bung Hatta University. The writer's deepest gratitude and appreciation are also addressed to first Advisor Dr. H. Welya Roza, M.Pd and the second advisor Dr. Lely Refnita, M.Pd. who

has guided her in completing this paper. His advices and supports were very valuable for him during his study. She would like thank dean of FKIP Bung Hatta University Drs. Khairul Harha, M.Sc. and chairwoman of English department of Bung Hatta University, Dra.Ernati, M.Pd. The writer's sincere thanks are also extended to all lecturers of English Department who have taught and guide her tenderly.

Finally, special word of appreciation is also expressed to her family for their supports and encouragement during her study at the English Department of Bung Hatta University.

Any mistakes in this paper remain the writer's. The writer is looking forward to receiving correction from the readers.

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