



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN

PUSAT BAHASA

Jl. Soekarno Hatta No. 52 Telp/Fax. (031) 3092325 Bangkalan
e-mail: admin@stkipgri-bkl.ac.id website: www.stkipgri-bkl.ac.id

SURAT KETERANGAN

Nomor: 23 /B11/C/II/2022

Yang bertanda tangan di bawah ini

Nama : Arfiyan Ridwan, M.Pd

NIDN : 0723078802

Jabatan : Kepala Pusat Bahasa

Menerangkan bahwa artikel di bawah ini:

Nama penulis : Moh. Hafidz, M.Pd
Judul artikel : The Implementation of Screencast O'matic Video In
Teaching Listening Skill
Nama Jurnal : SELL Journal
Tingkat similaritas : 32%

telah diperiksa tingkat plagiasinya dengan menggunakan program *Turnitin* dengan hasil yang dilampirkan bersama surat ini.

Demikian surat keterangan ini dibuat dan digunakan sebagaimana mestinya.

Bangkalan 14 Februari 2022

Kepala Pusat Bahasa



Arfiyan Ridwan, M.Pd
NIDN 0723078802

The Implementation of Screencast O'Matic Video in Teaching Listening Skill

by Moh. Hafidz

Submission date: 14-Feb-2022 09:32PM (UTC-0600)

Submission ID: 1762659542

File name: 3_The_implementation.pdf (449.94K)

Word count: 2897

Character count: 16151

The Implementation of Screencast O'Matic Video in Teaching Listening Skill

Dimas Kamiliyanto Syahputra¹, Maulana Yusuf Aditya², Moh. Hafidz³
dimassyahputra705@gmail.com¹, aditya@stkippgri-bkl.ac.id², mohhafidz@stkippgri-
bkl.ac.id³

STKIP PGRI Bangkalan¹, STKIP PGRI Bangkalan², STKIP PGRI Bangkalan³

Abstract:

This study aims to know the implementation of Screencast O'matic video in teaching learning listening class, the researcher was chosen video screencast O'matic as media to deliver the material to the students. This study was descriptive qualitative research and conducted on Jun 21th – 22th, 2020. The participants of this research were the English teacher and the students of X IPA 1 at SMAS Islam YKHS Sepulu. The data were obtained by observing the students, the teacher, and the implementation of Screencast O'matic video in the listening class by making a transcript and screenshot of the result. The research finding indicates that the students like Screencast O'matic video because help them to know and learned about how to summarize, find the main idea from the video narrative, get a new vocabulary, how to speak like a native speaker and so on. The result of the observation indicates that the implementation of Screencast O'matic video in listening class makes the students more enthusiastic about the material and they can deliver what they have been heard from the video using their own words. Thus, Screencast O'matic video can be used as one of the alternative media for teaching students' listening skill in a fun way.

Keywords: Screencast O'matic Video, Listening Skill, Narrative, Students' Responses

Introduction

There are many skills for learning English, must be mastered by students, especially listening, speaking, writing and reading. For some type of skills, listening is one of the ways for students to increase the ability to learn English. 'Listening is a skill that must be possessed in learning English. This is because listening can increase students' knowledge and master other skills in learning English, such as speaking, reading, and writing Marleny [1]. Actually, not every one of the students liked listening, usually, they are showing saturated when they find the question of listening. Very a few of the students like a listening comprehension. Even though students who like it, they still

cannot determine the main idea and the topic of the speaker. another problem that appears in Listening was in terms of pronunciation and vocabulary.

Therefore the researcher wants to help them in their listening by using this strategy, which listens to video slide through Screencast O'matic for improving students' Listening Ability can make them the interest in following the lesson Irawati [2]. In this study, researchers will use the application Screencast O'matic (SOM) to create narrative videos that were interesting for students to learn listening comprehension. Because that can help, among others, build class spirit, the feeling that every student is involved.

Therefore, English teachers are suggested to use the video as teaching media to teach their students in speaking class and it is also possible to teach other language skills or components. The limitation of this research was the kind of video. Since in this research the researcher used the instructional video, for other researchers are suggested to use other kinds of videos that are not used for instructional objectives Irawati [3]. On the other hand, Athena [4] about The Effectiveness of screencast O'matic in Listening Class (Intensive Course Program) explained screencast O'matic video can be reform and encourage students' motivation to develop their listening skill.

To find out the implementation of screencast O'matic video in teaching listening skill at SMAS Islam YKHS Sepulu (first class / X – IPA-I). To find out the students' respond of using implementation of screencast O'matic video in teaching listening skill. It may motivate the student to improve their interest in listening comprehension since they will found out that listening materials are not always complicated, boring, monotonous, and discussing with uninteresting ways only. The researcher gets knowledge and experience of motivation in learning English. This research is focused on the teaching listening ability using video with screencast O'matic at SMAS Islam YKHS Sepulu (first class / X – IPA-I).

Review of Literature

10

Listening Skill

There are some definitions to define what is listening. First listening is active, purposeful processing of making sense of what we hear, and listening is the mental process of constructing meaning from spoken input. And also listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking Marleny, L [5].

Types of Listening

Based on John [6] there are 5 types of listening they are informative listening is the situation where the listener's primary concern is to understand the message. Listeners are successful insofar as the meaning they assign to messages is as close as possible to that which the sender intended. Next relationship listening is either to help an individual or to improve the relationship between people. Then appreciative listening includes listening to music for enjoyment, to speakers because you like their style, to your choices in theater, television, radio, or film. Furthermore, critical listening is the ability to listen critically. The subject of critical listening deserves much more attention than we can afford. The last discriminative listening is the ability to discriminate among the different sounds. By being sensitive to changes in the speaker's rate, volume, force, pitch, and emphasis, the informative listener can detect even nuances of difference in meaning Qulman [7].

The Difficulties of Listening

The result of analyzing students' difficulties toward listening comprehension showed that listening is a very difficult skill for students who study a foreign language. It was based on three factors influencing their listening; they were listening to the material, listener factor, and physical setting. Therefore, accents, pronunciation, speed of speech, insufficient vocabulary, the different accent of the speakers, lack of concentration, and bad quality of recording were the major problems encountered by students' English Education Department.

Understanding students' difficulties enable the lecturer to help the students developing effective learning strategies and ultimately improve their listening. Solutions to overcome the problems were: the teacher should adapt and improve listening material, activate students' vocabulary, give the students variety of accent while practice listening in language laboratory, improve their pronunciation by training from native speakers, building students' knowledge about the topic, give some strategy in listening, and always motivate students. The solutions were made as a suggestion for the lecturers Darti & Andi [8].

Principles of Language Teaching

8 According to Mizan [9] Principles for Teaching Listening for the first Expose students to different types of processing information: bottom-up vs. top-down. The distinction is based on the way learners attempt to understand what they read or hear. With bottom-up processing, students start with the component parts: words, grammar and the like, second is Expose students to different types of listening, next is Teach a variety of tasks. Learners of listening need to work with a variety of tasks. Since learners do the task as they listen, it is important that the task itself does not demand too much production of the learner, furthermore consider text, difficulty, and authenticity. Spoken languages are very different from written language, and the last teach listening strategies. For many teachers listening for specific information means dictation.

Assessing Listening

7 Even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. The skills that can make the difference between minimal and effective communication can be taught, practiced and improved Jacqui, [10].

Definition of Video

5 Video is a technology for capturing, recording, processing, transmitting and rearranging moving images. Usually using celluloid film, electronic signals,

or digital media. Video is also said to be a combination of dead images that are read sequentially at a time with a certain speed. The images combined are called frames and the speed at which images are read is called frame rate, with fps (frames per second). Because it is played at a high speed, the illusion of smooth motion is created, the greater the frame rate, the smoother the movement displayed Qulman [11].

The Advantages and Disadvantages of Using Video For Learning Listening Skill

According to sakina [12] there are five advantages of video is repeatable can be read many times by storing it or deleting it. The analysis is sharper, can make people really understand the contents of the news with a deeper analysis and can make people think more specifically about the contents of the writing. Can overcome the limitations of experience possessed by students. Video allows interaction between students and the surrounding environment. Then it can arouse new desires and interests also can increase students' attractiveness and attention. The disadvantages of video are low prices and more variety of programs than on TV. It is easy to move. It can be used together with a radio recorder so that it can be repeated or played back. It can stimulate the active participation of students' hearing and can develop imagination power such as writing, drawing and so on.

Screencast O'matic

Listening in screencast o'matic apps has great potential for the field of education because it is easy to use and provides simple ways of adding text. Generally, screencast create a more interesting atmosphere in which to study online Hasanuddin & Fitria, [13].

Method

In this research, the researcher conducts a descriptive qualitative research. Oktalia, ngadiso, & supriyadi [14]. stated that in here just describing the situation or condition the object/phenomenon without a view to take some conclusions generally. Suryabrata [15] stated the aim of descriptive research is to make systematical description, factual, and accurate about fact

and the characteristic of population. Based on the definition and descriptions above the writer conducted descriptive research to know the phenomenon and fact of the students' difficulties in learning listening skill with collect and accumulate the basic data in description way.

The research involved the English teacher and the students at class X IPA of SMAS Islam YKHS Sepulu as the participants in the academic year of 2019/2020. There were 22 students in the class, but the researcher took several students to become subject of research. Based on the observation and some interviews with the English teacher, some of students was active in teaching English class even thought sometimes they did not understand what the teacher talked about, but they were very enthusiast in the classroom. The research conducted in the 10th grade of academic year 2019/2020. The observation conducted on Jul 20th - 21st, 2020 after the final exam. The study took place according to the online class schedule via *WhatsApp* which the 90 minutes or 2x45 of each meeting.

The data collected in the form of qualitative data. The qualitative data was obtaining by interviewing the students also the teacher by make a transcript and to know the implementation of Screencast O'matic video in listening class. Each technique followed by the instruments. The researcher got details the instruments of the research below:

Table 3.4: Instruments of the Research

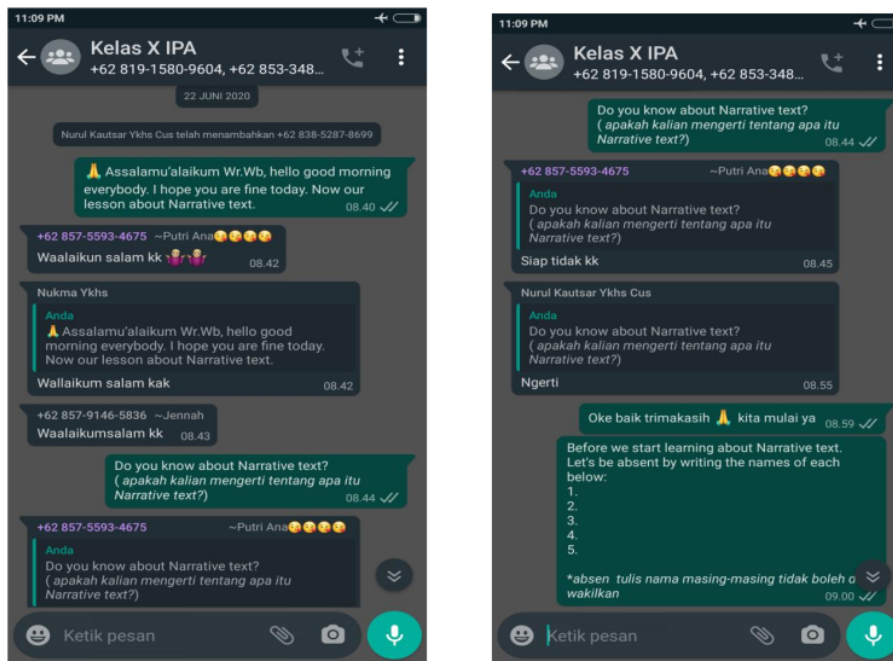
NO.	INSTRUMENT	RESULT
	Observation	Script
	Interview Guideline	Transcript

Results and Discussions

Research Finding

In collecting the data, the researcher *employed* an observation and observed students also learning process of online class via *WhatsApp* through

screenshot the process of teaching. As result of observation, the researcher described in the following discussion.



The researcher used interview guideline to answered the 2nd research question to know the students problem in mastering Listening skill and the implementation of Screencast O'matic Video based on the teachers opinion, then interview to know the students respond after used Video in Listening class. The researcher used 2 different of interviews guideline between the teacher and the students.

The researcher chose 15 students in interview. The students did the interview on the 2nd meeting at afternoon then gave it back to the researcher. As a result of students responded, the researcher found several respond of students based on the interview the used of Video Screencast O'matic in listening class such as all of them said Video Screencast O'matic was very helpful in learning English.

14 Discussion

In this part, the researcher discusses the result of the findings that have been analyzed. From the findings, the researchers got the implementation of Screencast O'matic Video and the students responses toward the use of Screencast O'matic Video. found the implementation of Screencast O'matic Video in teaching listening class based on the observation in online class that have been done on Jun, 21th-22th, 2020. As result all students were very enthusiastic with the material that gave by the researcher. They answered the question correctly and quickly.

Conclusion

This research uses descriptive qualitative as a research design. It was conducted in SMAS YKHS Sepulu. The subject of the research was the ten grade students of SMAS YKHS Sepulu. The data of this research was obtained from the observation and interview. Based on the result of the data analyzed in this research, the researcher concludes:

Implementation of Screencast O'matic Video on Teaching Listening.

The researcher used Screencast O'matic Video to teach personal letter in the Ten grade. During the learning process, the students were asked to listen to a video of material sent by researcher throught online *whatsapp* group about narrative text created with Screencast O'matic Video. Meanwhile, in the second meeting, the students were asked to see examples of narrative text video and give assignment to students by answering questions and retelling the story in the video by writing it on paper, and then collecting it through whatsapp. Likewise, The researcher corrected and evaluated the results of their answers sent via *Whatsapp*.

Students Responses Toward The Use of Screencast O'matic Video Implemented by The Teacher on Teaching Listening.

Screencast O'matic Video is a learning media that are very easy to apply to students and are very effective at increase listening skill in students. Nevertheless, this media has advantages and disadvantages when applied by the researcher in teaching writing. This media very easy to understand and fun

when applied is Screencast O'matic Video advantage, meanwhile the disadvantages of Screencast O'matic Video are on the internet connection because here researchers used online research that not all of the students have good internet facilities, and editing process for researcher or teacher.

Based on the conclusions that have been presented, the researcher wants to suggest to : first, for the teacher, The teacher should be able to introduce this video Screencast O'matic media to the students so they are more interested in learning English. Remember the students are very enthusiastic when the teacher uses fun media in the class. So, the teacher has several methods of teaching English especially listening skill. Second, The students should be more confident when learning listening skill, even if they do not understand grammar or lack of vocabulary. As long as they dare to convey the ideas they have, they will be able to listen and speak English without shy to the teacher or their friends. Even though the listening skill is difficult activities to master, but the students should not be fixated on grammar and vocab because other things also support speaking skill that is listening skill. Through listening, we are required to understand the words of others.

Third, the researcher has been done this study via online class WhatsApp, the researcher thought this study has many deficiencies for example because of the Covid-19 pandemic the meeting could not happen like normal conditions till the implementation of the media was poorly. The researcher believes to the next researcher can analyze the implementation of Screencast O'matic video with the use of another research design, deeper and better analyses, and the result of this study may be used as early information to conduct further research.

References

- Marleny, L. (2015). Improving Students Listening Comprehension Of Narratives By Using Movies As Media At Grade XI IPA 5 Of SMAN 2 Bangkinang. *Jurnal Obsesi*.
- Irawati, D. (2016). Supporting Students' English Speaking Achievement Using Video. *International Journal of EFL*.

- Ishihara, N., & Julie, C. (2000). Authentic Video in the Beginning ESOL Classroom: Using a Full-Length Feature Film for Listening and Speaking Strategy Practice. *Geocities*.
- Athena, T. (2016). The Effectiveness of Video In Listening Class. *Journal of English Teaching Adi Buana*, 163-172.
- Marleny, L. (2015). Improving Students Listening Comprehension Of Narratives By Using Movies As Media At Grade XI IPA 5 Of SMAN 2 Bangkinang. *Jurnal Obsesi*.
- John, A. K. (1996). Types of Listening. *Listening Effectively*.
- Qulman. (2008). Definisi Video. *Pro-Talk – Call Minds*.
- Darti & Andi, A. (2017). Analyzing Students' Difficulties toward Listening Comprehension. *Eternal*, (3).
- Mizan, M. (2012). *Principles of Teaching Listening in L2 and Classroom Techniques*. Principles of Teaching Listening in L2 and Classroom Techniques: <http://englishstudyhelp.blogspot.com/2012/06/principles-of-teaching-listening-in-l2.html>.
- Jacqui, M. (2017). Technology in the Classroom: Why, How to Screencast. *Technology in the Classroom*.
- Qulman. (2008). Definisi Video. *Pro-Talk – Call Minds*.
- Sakina, H. (2013). Advantages and Disadvantages Media Visual Audio. *Media Visual*. http://sakinahunpak.blogspot.com/2013/07/a_9.html.
- English Club. (2006). *English Club*.
- Oktalia, Ngadiso & Supriyadi. (2018). Listening Material in the 2013 Curriculum English Textbook: What Do the Teachers Think. *Journal of English Education*, 69-77.
- Abdullah, S., Esmail Zare Behtash, Z., & Saieed Moslemi, N. (2014). The Effect of Video-Based Tasks in Listening Comprehension of Iranian Pre-intermediate EFL Learners. *Dialnet*.

The Implementation of Screencast O'Matic Video in Teaching Listening Skill

ORIGINALITY REPORT

32%
SIMILARITY INDEX

30%
INTERNET SOURCES

8%
PUBLICATIONS

23%
STUDENT PAPERS

PRIMARY SOURCES

1	journal.uin-alauddin.ac.id Internet Source	6%
2	www.scribd.com Internet Source	5%
3	repository.ar-raniry.ac.id Internet Source	3%
4	id.scribd.com Internet Source	3%
5	digilibadmin.unismuh.ac.id Internet Source	2%
6	englishstudyhelp.blogspot.com Internet Source	2%
7	baadalsg.inflibnet.ac.in Internet Source	2%
8	www.slideshare.net Internet Source	2%
9	jobsesi.blogspot.com Internet Source	1%

10	unimuda.e-journal.id Internet Source	1 %
11	assets.vmou.ac.in Internet Source	1 %
12	es.scribd.com Internet Source	1 %
13	Submitted to Universitas Bakrie Student Paper	1 %
14	eprints.iain-surakarta.ac.id Internet Source	1 %
15	Submitted to Northcentral Student Paper	1 %
16	Submitted to University of Indianapolis Student Paper	1 %
17	repository.uinbanten.ac.id Internet Source	<1 %

Exclude quotes Off
Exclude bibliography On

Exclude matches < 10 words