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Key words: Videocast, listening skill, STAIN Palopo

The development of technology has influenced English teachers and students to improve their abilities in utilizing the technology in the teaching and learning process. Teachers have strong demand to utilize the information technology from the Internet as medium in the application of classroom teaching process. Because the use of technology has an important role as teaching and learning aid, Videocast is proposed to solve some problems encountered in the teaching of listening skill.

The preliminary study conducted at STAIN Palopo, South Sulawesi, showed that the ability of the students in listening skills such as note taking, finding main ideas, finding detail information, and summarizing still far from what was expected by the curriculum. To solve these problems, the researcher used Videocast as an instructional medium by implementing three steps in the teaching of listening, i.e. pre-listening, whilst-listening, and post-listening activities.

This study utilized a collaborative action research design in which the researcher and the collaborative teacher worked together in designing the lesson plan, implementing the action, observing the action, and making reflection. The subjects of the study were the fourth semester students of English Department in State College for Islamic Studies (STAIN) Palopo in the academic year 2009/2010. This study was conducted in two cycles by following the procedure of the action research i.e. planning, implementing, observing, and reflecting. The instruments for collecting data consist of test, field notes, observation sheets, and questionnaire.

The activities performed in the pre-listening step using Videocast were: giving explanation about the objective and assigned tasks, showing students the video screen, finding some important words, brainstorming on the topic learnt, setting the students into groups of five, and giving models of expression. In whilst-listening, the activities were: playing an English Videocast while doing note taking and discussing the main idea of the topic, playing again the Videocast while continuing the note taking activity and then discussing for finding detail information and summarizing, asking students’ opinion and then checking and discussing their answers. Post-listening activities were conducted by reviewing on the grammatical/structural rules and asking students’ feedback. As extensive listening, the follow-up activities were conducted by asking students to listen two new topics downloaded from the Internet and then answering the worksheets about note taking, finding main ideas, finding detail information, and summarizing for each meeting.

The findings of the study show that the use of Videocast can improve the students’ listening skill. The improvement can be seen in the increased score of the students’ listening from the preliminary study and the score after the implementation of the teaching of listening using Videocast in Cycle 2. The students’ average score in the preliminary study was 66.23, while the average score in the end of implementation of this study was 74. More specifically, there were 26 students (86.7%) got higher than or equal to 61 in the end of the study while in preliminary study 17 of the students (56.6%) got the score higher or equal to 61. Despite the score of the students’ improvement in listening skill, the findings also indicated that the students had positive responses and were actively involved in the teaching of listening using Videocast. The average score of students’ responses was 86.27% and the average score of students’ involvement was 80.3%

From the findings, the following suggestions are proposed to the English teachers and for further researcher. English teachers are suggested to implement the teaching of listening using Videocast. This instructional media can be used as both intensive listening and extensive listening activities to retain the message that has been heard longer. The teachers should provide a variety of appropriate materials according to their level and provide various strategies in order to improve the learning process and results. In addition, the duration of Videocast playing should be made appropriate with the students’ level. Further researchers can conduct more intense research study by developing Videocast materials which are downloaded from the Internet by considering the students’ level and their interest using different research design such as Research and Development (R & D) design. Developing their research on the use of Videocast in integrated way is also possible. In addition, one of the Videocast facilities is that the students can record themselves to speak in front of the computer and then other students can access their performance through the Internet. Researchers are recommended to develop this research by using the recording system of Videocast in the Internet to improve
the students’ interest and their speaking skill.

The use of videocast to improve listening skill of english departement student of STAIN Palopo / Syamsudarni

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