

# An Investigation of Video and Audio to Improve Students' Motivation in Learning Listening during Online Learning at Ban Pongneeb School, Thailand

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## Abstract

The importance and usefulness of incorporating video media elements to teach listening have become part of the general understanding and common place in education nowadays (Alonso, 2013; Garcia, 2012; Macwan, 2015). Videos have been widely used in education, with videos of students making it easier to understand the material, and also audio is media to give message toward hearing. As we know that students are always feel trouble before trying listening lessons, or they are always feel bored with listening lessons. The purpose of this study is to examine students' perception of their motivation in learning listening by using audio media and video media. Motivation is a crucial factor and very important factor in learning, students will not interest in learning if they don't have any motivation. The participant of this study was four grade students from Ban Pongneeb School, Loei, Thailand. The questionnaire and interview were conducted in collecting the data for this study. The result shows that the majority of the students perceive that video media is a great tool for improving their motivation in learning listening, but an occasional the use of audio media in learning listening should not be rejected.

Keyword: students' motivation, audio media, video media.

## 1. Introduction

Covid-19 causes significant changes in all sectors including in the field of education, it makes the learning process done by online and as a result forces teachers to feel challenged in teaching online. It happens also at Ban Pongneeb School, it is located on Phukradueng district, Loei province Thailand, and they are doing online learning because if they use offline learning there could be many risks. Online learning refers to a type of teaching and learning situation in which (1) The learner is away from the tutor/teacher (2) Learners take advantage of existing technology to obtain learning materials (3) students use existing technology to interact with tutor/teacher and other learning (4) some support needed by learners when studying online (Anderson, 2011). Much of this advice focuses on tools and materials that teachers can use to replace their face-to-face classes. Nevertheless, with the development of technology that is very adequate now teachers and students are made easier in the learning process, one of which is when students learn English, by using video or audio during online classes. Furthermore, the use of new methods can change the classroom atmosphere when learning takes place, one of which is by using multimedia tools such as video, iPod audio or game tools (Al Rajhi, 2016).

In this case students at Ban Pongneeb School get challenge in learning listening skills in English course because learning listening is not easy as people think about, when listening something listener try to understand and focus to what they listen and get the point, this is why learning listening is important because with listening it make people gain insight, knowledge, information and will make everyone fell easy to communicate with other people. Renukadevi (2014) mentioned that in learning a language for communicative purpose, listening plays a role, as it helps the language learner to acquire pronunciation, word stress, vocabulary, and syntax as well as the comprehension of message conveyed can be based solely on tone of voice, pitch and accent. In the other word, by listening it helps the learner to get the information as much as possible to comprehend what the message that is communicated by the



person through their pitch, voice and accent. Listening is the first step that must be taken in language learning process, before speaking, reading and writing listening is the first thing to do. In the other hand beside the four main areas of language skills, listening is the most important of all and it has an important role in the communication process. It means that, listening has an important role in order to acquire a language (Gilakjani & Ahmadi, 2011). However, there are several problems that often arise when learning listening, one of them is the listener have difficulty when they want to grasp the meaning of what they hear, as we know that the spelling of English is different with the pronunciation, and sometime they got the material monotonously it reduces motivation in learning listening. Bajrami & Ismaili (2016) state hypothesis that video material can be used as input of authentic material and as a motivational tool. In other hand students will find new experience when they are learning using video material because that would be more interesting, relevant, useful and somewhat motivate the students in classroom. Therefore, teachers and students are advised to use creative ways of using material videos in the classroom, to improve good learning outcomes and to provide a positive classroom environment.

Some of these recent advances, especially in the very rapid growth in the use of high speed internet access through places such as homes, schools and personal devices such as tablets or smartphones, have had a very significant impact in the impact they can change the learning environment of students and make the number and speed of use of video in some high education. Researchers claim that there has been an explosion in recent online courses that has made the understanding of videos change rapidly about how videos can be used effectively to enhance learning (Schneps et al., 2010). Now video has become an important part of higher education. It is integrated as part of traditional courses, serves as a cornerstone of many blended courses, and is often the main information-delivery mechanism in online courses (Brame, 2016). The use of video classes in distance learning, offers many benefits for teacher and students and contribute to an effective learning. In addition, using videos can stimulating stronger course performance in many contexts, and affecting student motivations, confidence and attitudes positively also can help students get information or knowledge that is difficult to obtain if it is conveyed through the explanation given, and video has its own charm, especially for elementary school students, videos have an appeal that can arouse emotional reactions of students so that they can help increase learning motivation even when using online classes.

Video has several important roles in language because it has the advantage of engaging in certain ways, as well as emotional engagement and specific involvement as a whole. On the other hand, video can also be a barrier. Kim (2015) found that audio-visual materials could make lessons easy to understand and concluded that using visuals during language lessons was always helpful for the learners. Furthermore, Anitah (2012) said that audio is media to give message toward hearing. Audio language is something combine some voice elements, sound, and music that contain of abstract value. Audio media is very helpful to beginner, audio media can give language learning experience, and for physical defect of student (blind or illiterate) can learn toward audio media. Anitah (2012) also state that sometimes using audio media make the learning process to be bored for students, because students listen to the some audio in long time without variation learning.

To decrease students' problem in learning English especially in listening, teachers must be able to create a favorable condition in teaching and learning process in order to make the students motivation and use English easily. The author chooses listening ability to this research because the author believes before speaking we have to understand what is being said by others who use English. So the aims in this research were to know and compare the effectiveness of using video and audio media in motivating students in learning listening.

## 2. Methodology

This research was used descriptive qualitative research, Qualitative research is concerned with the nature, explanation, and understanding of phenomena. Unlike quantitative data, qualitative data are not measured in terms of frequency or quantity but rather are examined for in-depth meanings and processes (Labuschagne, 2003). Qualitative research is about interpretation (Blumer, n.d.; Denzin & Lincoln, 2013; Strauss, Anselm L., n.d.), or *Verstehen* [understanding] (Nachmias, n.d.)

### 2.1 Instrument and participant

This research was carried out in the scope of the Primary school at Ban Pongneeb School located in Phukradueng district, Loei Province, Thailand. The Likert scale questionnaire was given to the students, the participant of this



research was students at fourth grade at Ban Pongneeb School in academic year 2020/2021. The total of the students was 10 students. 7 students were male and 3 students were female.

## 2.2 Data Collection Procedures and Analysis

The data collection instrument chosen was observation, questionnaire, and interview. The researcher used Indirect Observation - Requires observing and processing behavioral data as the result of an interaction or process. Using the questionnaire from (Goctu, 2017) with consist of thirteen items that related to students' response in terms of their motivation in learning listening. For the interview, Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain respondents to questionnaires, e.g., to further investigate their responses (McNamara, 1999).

### 2.2.1 Observation

The observation was done by using indirect observation in class, the researcher observing how the students learn in class especially in listening class, and observing are they interested in learning using audio and video media in listening class.

### 2.2.2 Questionnaire

After observation in class, a questionnaire was distributed to 10 students in the class. This questionnaire aimed at measuring the students' response of their motivation. The questionnaire has 5 point Likert scale 1 meaning "totally disagree" 2 meaning "more or less disagree" 3 meaning "do not have opinion" 4 meaning "more or less agree" and 5 meaning "totally agree".

### 2.2.3 Interview

The next instrument was interview. The researcher did the interview to get more information and to strengthen the result of questionnaire. The question delivered to 10 students in classroom, there are 7 question prepared and from this interview the students give more specific answered.

## 3. Finding and Discussion

### 3.1 Finding

After applying the questionnaire from (Goctu, 2017) to the students and calculate the result of the questionnaire, the result can be obtained as follows, the first question is related to listening at the class carefully, 10 students were totally agree means 100% totally agree that they are listening intently in class. In general students are obliged to listen attentively. It is clear that they are motivated extrinsically in learning listening. For the second question the students were 10% totally disagree 50% more or less disagree 20% more or less agree and 20% totally agree, it means that the students are motivated in listening only for the part of lesson not freely listening by their own. The students that answered the question number three were 10% totally disagree 10% more or less disagree 30% do not have opinion 40% more or less agree and 10% totally agree, it shows that every students have different consideration in learning listening English just for homework, but we can imagine that they are also learning other things too in English.

Then, for the question number four the students were 10% more or less disagree 10% do not have opinion 40% more or less agree and 40% totally agree that they are like listening to song and radio program, it shows that they are like using audio media for listening whenever they are not only at the class or at home. For question number five they were 40% do not have opinion 40% more or less agree and 20% totally agree that they always practice listening to get high score in listening English class. But, the half of them don't think about that, they just practice listening to improve their skill. Students who answered question number six were 100% totally agree that the statement for they practice a lot because listening is important in the future. Even though some student are not interested with listening and said that listening is difficult for them but they were still believe that listening is Important. Richards and Renandya (2002) Listening is thus fundamental to speaking. Therefore, listening is the prior skill in foreign language learning, because the first step that the students must do in language learning process is listen. Before the students learn, they should listen first before they speak, read, and write. Also Pollard (2008) argues that: "Listening is one of the receptive skills and as such it involves students in capturing and understanding the input of English. Then, the students who answered to question number seven were 30% more or less disagree 40% more or less agree and 30% totally agree for the statement, some students were disagree. It means that not all of the students are like listening to TV program or YouTube video (video media). As we know from the question number 4, some of them prefer to like listening by



using song or radio program (audio media) to develop their knowledge or their skill. It became surprise for the researcher because usually children at elementary school they prefer to something interesting when they learn, like video animation. But from this we know that some students are like learning using audio. For question number eight the students were 10% totally disagree 10% do not have opinion 20% more or less agree and 60% totally agree, it shows that they are have motivation and they feel enthusiast when they are learning listening, they are have interest in learning listening English. Students who answered question number nine were 40% more or less agree and 60% totally agree that listening exercise is enjoyable lesson activities, we can figure it out that they are enjoy doing listening exercise, they can doing the exercises even though sometime they got difficult when doing the exercises. Then for number ten students who answered the question were 10% totally disagree 20% do not have opinion 40% more or less agree and 30% totally agree, it means that they are liked learning listening or practice listening using video rather than audio. The next question is number eleven the question is about the reason why they are practiced listening whenever they can. Students who answered the question were 10% do not have opinion 70% more or less agree and 20% totally agree, it means that they have motivation in practice listening only for listening examination, because they are afraid of fail in examination. For next question number twelve students who answered were 40% more or less agree and 60% totally agree that listening is difficult for them, so they decided to learning or practicing listening very hard. Last question is number thirteen, in this question students who answered the question were 10% totally disagree 10% do not have opinion 10% more or less agree and 70% totally agree, it shows that they have motivation in learning listening, they are interest in learning listening even though when the researcher asked them, they said that listening is difficult but they want to learn or practice it a lot so they will not get difficult anymore.

### 3.2 Discussion

The conclusion that can be obtained in the finding is that almost all students agree that learning listening is an enjoyable activity, even though they agree that learning listening is difficult but they will work hard because listening is very important, they have great motivation when learning listening because learning listening is interesting. They prefer to learn listening using videos because videos are more fun than audio, they also say that they are often practiced learning listening using videos from YouTube.

Based on finding there are several main point that contribute to students' perception in learning listening.

#### 3.2.1. *Their interest in learning listening.*

All of the students expressed that they are interest when learning listening, they are very happy because when they are at home all of them like listening music and also watch movies or videos on YouTube. Kay & Kletskin (2012) reported benefits of video include that they are enjoyable to watch, they are satisfying, motivating, intellectually stimulating, useful and helpful for learning. When they are learning listening by using video or audio they said that they got more new vocabularies. It is according to Cooper & Higgins, (2015); Ramlogan et al., (2014) stated that students can learn from field experts having the opportunity to view close-up expert illustrations, and with the option to view them repeatedly if necessary.

#### 3.2.2. *Their motivation in learning listening.*

The students, most of them said that they have very high motivation in learning listening in English because by learning listening they can get new things such as gaining new information or knowledge and even getting new vocabulary, they also said that when they learning listening they will automatically learn how to pronounce the word properly. They are also motivated in learning listening in English because they want to learn more about English Language.

When the researcher asked "Do you often listen to audio or watch video in English at home?" most of the participant said that sometime they listen or watch audio and video using English language. Goctu (2017) said that there are some external factors which motivate students such passing listening exam or getting high grades and studying for it, for their homework, continue studying abroad, necessary listening for their future profession. There are also some cases which bolster and motivate students intrinsically on listening skill, listening not only as part of listening class but also listening for pleasure, some students think listening is one of the most enjoyable language skills comparing the others.

#### 3.2.3. *The media used to improve motivation in learning listening.*

All of the students have decided their choice in determining the right media that can help them in learning listening comfortably and can improve their motivation when learning listening in English, most of them said that they are motivated in leaning listening when they are using video media, the students said that they like video, because video is fun, because there is picture in video even though when learning listening using video they should focus in listen



and watch but the students will not get bored. Lector, (2013); Sarani et al., (2014); Woottipong, (2014) highlighted that students' perception on using video media was positive because by using video media, their listening became better and they were more interested and motivated to learn the skill and the language. This is due to the use of authentic language in the video. It is reported by a previous study (Taslibeyaz et al., 2017) in the context of medical education from 2000 to 2014, predominantly case studies, showed that watching videos was beneficial for gaining clinical skills, changing attitudes, encouraging cognitive learning and retaining knowledge. It is different when they are using audio media they said they were got bored and not only got bored audio is also difficult for them.

#### 4. Conclusion

Based on the implementation of using video and audio media to improve students motivation in learning listening it conclude that the majority of the students perceive that video media is a great tool, video is very helpful to improve students motivation in learning listening but audio is also irresistible. Videos have been widely used as learning and have proven to be a very helpful tool in learning languages, videos also provide real, natural, meaningful and authentic life contexts so that it makes it easier for students to learn using videos.

(Schreiber et al., 2010) note the benefits of video in enhancing learning according to these theories. The visual and auditory nature of video stimulates the dual processing channels to enhance learning; the limitations of the working memory are eased by the ability to pause, rewind and repeatedly watch video; and finally video provides opportunities for interacting with interesting material, through attentive engagement with video content, which can be organizing and integrated.

Motivation is a crucial factor and a very important factor in learning, especially in learning foreign languages, more precisely in learning listening. Actually it is important for teachers to know what students need by being aware of and paying attention to the personalities and interests of their students, such as knowing how to increase student motivation when learning.

Students demonstrate their increasing need to become more independent in control of their learning journey and also to create a "personalized learning environment" inside the classroom and outside the classroom and using video can provide these opportunities for students

to take complete control of their learning, both the flexibility of the video as it is watched, but also as a tool for make video material as part of their learning act. (Rasi & Poikela, 2016).

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Appendix 1. Students preference in learning listening using media  
Questionnaire from (Goctu, 2017)

No	Aspect	Assessment %				
		1	2	3	4	5
1	I am motivated to listen intently in listening class.	0	0	0	0	100
2	I am motivated to listen to audio and watch TV and video in English at home (not as part of the lesson	10	50	0	20	20
3	I learn listening in English at home only for homework.	10	10	30	40	10
4	I like listening to songs, and radio programs in English whenever I am.	0	10	10	40	40
5	I regularly practice listening to pass the English lesson (to get a high score in English).	0	0	40	40	20
6	I practice listening because listening is important in the future.	0	0	0	0	10
7	I like listening to TV programs, YouTube videos in English to develop my general knowledge.	0	30	0	40	30
8	I am very enthusiastic in learning listening	10	0	10	20	60
9	Listening exercises are one of the most enjoyable English. lesson activities.	0	0	0	40	60
10	I like practice listening using video rather than audio.	10	0	20	40	30



11	I am afraid of fail in listening exam. So I decided to practice listening whenever I can.	0	0	10	70	20
12	Listening is difficult. This is why I learn very hard.	0	0	0	40	60
13	Learning listening is interesting. I have big motivation in learning listening.	10	0	10	10	70

## Appendix 2. Interview's question

No	Aspect
1	Are you interested/happy when learning listening? Why?
2	You prefer to learn listening with video or with audio? Why ?
3	Do you often watch video or audio in English at home?
4	Are you motivated when learning listening with video or audio ? Why?
5	What is your motivation when learning listening ?





- 6 What kind of topic do you like? Is it easy for you?
- 7 So, learning with Video will improve your motivation in learning listening ?
- 8 So, learning with Audio will improve your motivation in learning listening ?

