

**“THE SMILE SQUAD” VIDEO TO IMPROVE STUDENTS’ LISTENING SKILLS AT THE ELEVENTH GRADE OF SMAN 4 BANGKALAN**

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**Abstract:**

The research aimed at improving the listening skill of The Eleventh Grade Students of SMAN 4 Bangkalan by using “Smile Squad videos” as learning media. It aimed to find and implement some actions to improve the listening skills. The research method was collaborative classroom action research, which was a dynamic and complementary process that included four important steps: planning, implementation, observation, and reflection. The researcher and teacher collaborated together to identify hurdles and weaknesses in the listening learning process, identify certain issues, and plan and implement the proposed measures. The first cycle's findings showed that students' listening skills increased as a result of extensive listening exercise. It was also discovered that watching the “Smile Squads videos” more frequently can help them improve their English. Students steadily improve their ability to detect more spoken English words, distinguish the similar pronounced words and find information from a conversation. The indicators of the success of the implementation were: (1) the students were more enthusiastic in doing listening activities; and (2) the students' listening skill was improved. Furthermore, the findings were also supported by the means of the students' listening score which improved from 58 in the preliminary study test to 80 in the cycle test.

**Keywords:** Classroom Action Research, Listening skill, Smile Squad video

**Introduction**

Listening is an important skill when learning a new language which helps to understand the speaker's intentions and understand the meaning of what the speakers are saying. As Abbas & Narjes (2016) stated, listening is a significant language skill to develop in learning a second language. Listening is a very important aspect of learning English (Pratama, 2018). If we master the listening skill, our English ability will be on the next level and being able to respond/communicate with the interlocutors. To conclude, listening is a significant language skill to receive and interpret messages/information in the communication process accurately which plays a vital role in learning language. As the problem, most of the English teachers in SMAN 4 Bangkalan especially the Eleventh Grade only use the same method and strategy over and over again in teaching listening. Eventough the students can pass 75 point as the KKM (Students's standard minimum score) in the English subject, most

of them still struggle to achieve a good score in terms of listening.

Teacher often use the audio-based media to teach listening. As an example, conversation audios is mostly used media. Teacher let the students listen to a short conversation audio then answer some given questions. The way teacher helps the students who hardly understand what they have listened is only repeat the conversation audios several times. Meanwhle in this recent era, songs are most likely used to gain students' interest. Teacher will play a song and the students are told to write as much as English words they can recognize on the song. Thus, the students get bored and loose their interest in learning listening. Also, the problem that students usually face is that they struggle to identify words and catch the meaning of what they

have listened because they are not used to listen English words.

Eventough using the methods above, the students are still struggling to completely catch the meaning of the conversation audios they have listened. In addition, using songs as the media is only effective for only catching words not the meaning, as a lot of song writers use literature-based language style in their songs so it complicates students to catch the meaning of the song. Even more, teachers who always use the same conversation audio will only makes the students' vocabulary expansion became out of date as the English itself keep progressing each time. So we need a new media, strategy and method to teach listening skill.

There are so many Medias in teaching listening, such as songs, videos, movies, podcast, radio, etc. Teacher can choose one of those Medias to effectively teach listening on each competence which is being taught. Since using audio-only media could possibly bore students, the researcher will choose videos from a face book page 'Smile Squad's as the media in this research. Since the videos from the face book page mentioned are recent, those made the students used to *up-to- date* daily conversation. Students will have to watch some selected videos. They need to do the 'fill in the blanks' which teacher has made of conversation from the video and answer some questions based on the video.

As this review shows, the use of Smile Squad videos as media in teaching listening at SMAN 4 Bangkalan is never applied before. Therefore, this research aimed at to know how the use of Smile Squad videos can improve the 11th grade students' listening skills.

Listening is one of the daily activity that people do

in their every day lives. Listening is a person's initial language skill and serves as the foundation for all subsequent skills. According to Herbert J. Walberg (2004), he interprets listening skill as a very important ability for learning, because it helps learners to get information and insight while also achieving success in the communication process.

Video is an electronic media that is used to record, replay, copy, transmit, and display moving imagery (Hiddef, 2017). Video is a system that electronically captures moving objects/ images.

"Smile Squad" is an American group of content creator fanpage/community page on *Facebook*. The "Smile Squad" fanpage has built an audience of more than 1.6 million subscribers on the platform. It is known for their videos that representing everyday life contains relatable moments with a touch of comedy.

## **METHOD**

This research is using Classroom Action Research (CAR) procedure. Kasihani (1999) as quoted by R. Nur Asyiah et al. (2019) described CAR as "practical research" with the goal of repairing flaws in classroom learning processes through action. Kemmis & Taggart (1992) explain that classroom action research is divided into two cycles, each of which includes four action elements of the study: planning, acting, observing, and reflecting. Some new difficulties may have emerged following the completion of the first cycle. Therefore, with the emergence of new difficulties from the first cycle, it was essential to move on to the second cycle, which utilize the same concept as the first cycle. If the first cycle has fulfill the aims of the research, there is no need to do the second one. In addition, the researcher with

validation of the English teacher gave the students two questionnaires in order to find out about how the students' thoughts about listening skill and their responds towards the implementation of Smile Squad videos as media in learning and teaching listening process. The procedure of this research will be shown in detail below,

1. Preliminary Study

In this phase, the researcher observe the students' listening skills before the implentation of planned action through pretest and gain data from the English teacher, including the problem which students facing while learning listening in the classroom.

2. Planning

This phase includes designing lesson plan, listening activities (pre-listening, whilst-listening, and post-listening), designing the material and determining the criteria of success. In this research, the researcher considered the considered to be successful if the 75% of the students in cycle score equals 75 points or higher.

3. Implementing

The researcher takes a cycle in meetings.  
The researcher takes only one cycle at first.

4. Observation

In this stage, the researcher observes the teaching learning activities in

class and the students' activities during the implementation of Smile Squad's videos in learning listening. It was conducted with questionnaire, observation sheet and tests as the instuments.

5. Reflection

During this phase, the researcher evaluate whether if the implementation of the action in this research successful (fulfill the success criteria) or not.

**RESULT AND DISCUSSIONS**

This part delivers the result of the research which contains of the result of listening test and the improvement of the students' listening skills during the learning process in preliminary and the cycle phase.

**1. Preliminary Study**

The data of preliminary study showed that most of the students still had low skill and less enthusiastic in learning listening. It could be seen from the results of the preliminary test. According to the results, among 29 students, only 10 students that passed the test and the others were failed. It may be stated that 34% of the students completed the test successfully and 66% failed in this preliminary test. It indicates that the Eleventh Grade students' listening skills was still not good. The researcher and the teacher found out that the students were weak at

spoken English vocabulary mastery, distinguishing similarly pronounced words and finding information from the dialogue. As the researcher also gave them questionnaire during preliminary study, the result will be shown in detail as follows.

According to the results of the questionnaire, the majority of students thought listening was a hard subject. Out of all students, 68% of the students agreed and in other hand, 28% of students disagreed. 78% of the students agreed and 10% strongly agreed that they had difficulty in catching English words. In catching and finding meaning of English words/phrase/sentence, the students find it difficult by showing that 75% of the students agree and 15% strongly agree. In term of finding important information or messages in listening practice, most of the students had difficulty. This shown by 70% of the students were found agreed and 5% of the students strongly agreed.

Even though there was a media that have been applied, 65% of students agree and 5% strongly agree that the applied media did not help them enough to overcome their problems in learning listening. Lastly, 88% of the students agreed and 7% of students strongly agreed in admitting that an alternative media in learning listening is needed.

## **2. Cycle**

Cycle activities took place on Monday, April 11th, 18th, and 25th, 2022. The first cycle's activities was completed in three meetings (2 x 45 minutes). In cycle stage, four phases were completed in relation to the research objectives. The procedures were as follows:

### **a. Planning**

In the planning stage, the teacher along with the researcher formulated the teaching learning design, which included organizing the lesson plan and strategy in order to solving students' problems in learning listening.

### **b. Acting**

In this phase, the teacher and the researcher agreed to make the acting stage into three meetings in order to more focus in solving all the three students' learning problems

#### **(1) The first meeting**

This meeting was conducted on Monday, April 11th, 2022. In this meeting the teacher was focused on one of the student's learning listening problems which is weak in spoken English words vocabulary. In this meeting, the teacher implemented the "Smile Squad's video" as the learning media with topic lesson "Song" and gave the students a worksheet in groups. In their task, they were



process.

(2) Students' response

It was found that the students' responses were welcoming the teacher's interaction in class, gained their interest in learning listening, and have improved their listening skill. It proven that they could master more spoken English vocabulary, distinguishing similar words, and gaining information from the dialogue they had listen.

d. Reflecting

After the entire activity was completed, the teacher along with the researcher examined the students' listening results. The following was the outcome of the listening test during the cycle phase.

Based on the result above, out of 29 students, 22 students accomplished the test and 7 students were failing the test. The aggregate of students' scores in the first cycle was 80, up 22 points from the preliminary test average score. It can be said that 76% of the students passed and 24% failed in this first cycle, which meant that the first cycle was succeed as the success criteria of this research is that if 75% of the students got point passed the cycle test with 75 point or more. Meanwhile the result of the questionnaire can be conducted as follows.

According to the results of the survey, the majority of students thought their listening

skills improved after watching Smile Squad videos. Moreover, 95% students in agreement that Smile Squad's Videos can boost their desire to study English. In addition, the large majority of students (17% strongly agreed and 65% agreed) thought Smile Squad's videos were entertaining media.

The students seems all agree that by using Smile Squad's videos, their vocabulary mastery also gotten increased. It proven by 74% students chose agree and the other 4% students chose strongly agree. Lastly, most of all students recommend teacher to use Smile Squad's videos in their listening classroom. It can be concluded that the first cycle already passed the success criteria of this research, so cycle 2 was not needed.

**DISCUSSION**

As stated in the preceding chapter, the researcher's intention in this study was to address the implementation of using Smile Squad's films as a media to increase students' listening skills and it succeed. Also, the students' motivation to learn listening was boosted, as evidenced by their actions. It is shown by how the students really paid their attention on the video as the new media they would be use in their learning activity and adhered every learning activity. As Septiansari (2022) stated, materials and media are important, so inseparable in teaching learning process.

Attracting students' attention is one of the tasks of media in the teaching-learning process. In learning activities, teachers used Smile Squad's videos as the media along with several learning techniques to help students learn English without boredom. In this case, using video really help in attracting student's attention so the teaching learning process can be carried out well.

Supported by Lonergan in Septiansari (2022) he aims that video represents combination of sound and vision where the information in the video can be viewed by the viewer or people language learning is easy to recognize. Also, video is able to give images where can move and sound simultaneously.

After performing preliminary and cycle test, it can be seen that there was a significant difference in terms of average scores with a formula as follows:

Average of students' score

$$= \frac{\text{Total score}}{\text{Numbers of the students}}$$

Average of students' preliminary test score =  $\frac{1695}{29} = 58$

Average of students' cycle test score =  $\frac{2330}{29} = 80$

Based on the calculatioan above, the average score of the students got increased from 58 to 80 which indicate that the implementation of Smile

Squad's videos as a learning media is beneficial in improving students' listening skill.

**CONCLUSION**

Based on the results presented above, it is possible to infer that the outcome of this study is satisfactory. This research was effective in its goal of improving students' listening skills by employing the use of Smile Squad videos along with some supports actions such as, giving the students motivation, applying some listening excercises, giving the students tips how to differentiate similar words based on the context, etc. After conducting the research at SMAN 4 Bangkalan, the researcher concludes that Smile Squad's videos can improve The Eleventh Grade students' listening skill.

**SUGGESTION**

Concerning the suggestions from the conclusion, the researcher makes some proposals for certain vocations. First of all, for teachers, they can make the teaching and learning process more interesting in order to attract students' interest and make it easy for students to understand in learning listening, also be able to examine students, how well they comprehend the material in each meeting. Second, for the students, they are expected to be more active in the teaching and learning process so it goes along well. Moreover, they get a better result.

The third is for other researchers who can use the results of this study as a reference for other

research with different skills or subjects such as listening (improving spoken vocabulary, catching information from dialog, etc) to Junior or High School Students. Lastly, for the reader, the researcher believes that his thesis is by no means flawless. Thus, the researcher absorbs good comments and constructive criticism to complete this thesis perfectly. The researcher also hopes that the thesis will be useful and bring something of value to the researcher himself and to all readers in general.

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