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The Improvement of Socio-Cultural Community Life Through Contextual art Education

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Art Education
Social Culture
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Cross Discipline in Art

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The Improvement of Socio-Cultural Community Life Through Contextual Art Education

Surakarta, 29 September 2021

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PREFACE

Praise be unto Allah the Almighty God for all the grace and guidance that has been given to all of us. As the Chairperson and on behalf of the organizing committee, I am delighted to welcome you all to the 4rd International Conference of Art, Language and Culture hosted by master program of Art Education, and Culture Studies Postgraduate of Universitas Sebelas Maret, Surakarta on Saturday, September 29th, 2021 at UNS Inn of Surakarta beginning from preparation until the implementation of this conference will hopefully be running successfully. And welcome back to all of you who once have ever attended the previous conference on ICALC 2017.

The purpose of this conference was to serve as a medium of academic communication for writers both graduate students and lecturers as researchers. In this activity, the authors present the insightful thoughts and study results discussed all together in the forum. Output activities will be presented in the selected paper published online by ATLANTIS PRESS Indexed by CPCI Clarivate Analytics (previously known as Thomson Reuters) and the online regular proceeding accessible in the website jurnal.uns.ac.id. with E-ISSN.

Current conference under the theme "The Improvement of Social-Cultural Community Life Through Contextual Art Education" which then elaborated to various subthemes among others: Education, Art Education, Social Culture, Language, and Cross Discipline in Art.

Based on such sub-theme, the conference participants comprising of various non-science disciplines from various countries of origin, among others: Spain, Bitain, Nigeria, Japan, Malaysia and some other leading universities in Indonesia: ITB, UNPAD, UNS, UDAYANA, UM, Universitas Jember, UNNES, UNESA, UKI, UNINDRA, ISI Surakarta, UNJ, Universitas Muhammadiyah Puworejo, UMP Purwokerto, UNY, UNILA, Universitas Bangun Nusantara Sukoharjo Central Java, and many others.

Art studies are not only monopolized by artists, but art can be studied from different angles and perspectives. Art education is expanding widely in society. In human life, art can be present and needed by human regardless of one's social status, age, or gender. It can be interpreted if art is identical with the beauty. Art as a product of beauty, we literally need to borrow the Herbert Read's opinion that art is equal to a term 'aesthetics' which means beauty. Even the beauty of art has long been used by Baumgarten (1762) a German philosopher up to the present day.

Everyone would love beauty; one's sensitivity must be different. Moreover, that "Allah Almighty is the most and loves beauty ". Allah is pleased to see His or Her servants who always remember the blessings bestowed on them. Everyone would love beauty, though each sensitivity towards the beauty must be different. Moreover, that "Allah Almighty is the Most beautiful and loves beauty ". God is pleased to see His servants who always remember the blessings bestowed on them: "*innallaha jamilun yuhibbul jamal*".

For that reason, this conference seeks to provide an answer in which the art or art education has a close relationship with other disciplines such as in the use of language both in school and community learning, social sciences and humanities, and other interrelated sciences.

Such is the preface that we wish to deliver as the committee. In this activity, we believe there are still many shortcomings in providing services to all parties and also the words of

love we cannot mention one by one. However, may Allah always give merit and abundance of kindness to all those who have helped the implementation of this activity. Finally, the lack of it, please forgive. All constructive criticisms and suggestions are always waiting for us to improve and improve our services in the future.

Surakarta, September 29th , 2021

The Chairperson

Dr. Edy Tri Sulistyo M.Pd

Mr. Edy Tri Sulistyo

ACKNOWLEDGEMENT

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CONSTRUCTING VIDEO-BASED SITUATED LEARNING ACTIVITIES TO IMPROVE STUDENT'S LISTENING ACHIEVMENT

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Abstract

The objectives of the study are to find out i) whether all the principles of video-based situated learning could be covered in the implementation, ii) To find out whether there was a significant improvement of students' listening achievement after being taught through the constructed video-based situated learning activities. The research used a qualitative and quantitative method. The subject was 20 students of X accounting 2 in SMKN 1 Simpang Pematang. The result showed that i) principle in video-based situated learning in listening can be applied. It was proven by the result of the observation checklist, ii) there is a significant improvement after being taught through the constructed video-based situated learning activities. It was proven from the result of the result of pair sample t-test. The significance value (2-tailed) was 0.00. As known, it is considered significant if $p < 0.05$. iii). Therefore, it is suggested for the teacher to pick an appropriate topic.
Keywords: Video-based Situated Learning, Listening Achievement.

Abstrak

Tujuan dari penelitian ini adalah untuk mencari tahu i) apakah semua prinsip dari pembelajaran situasional berbasis video bisa di implementasikan, ii) untuk mencari tahu apakah ada peningkatan pencapaian mendengar siswa yang signifikan setelah diajarkan menggunakan pembangunan aktivitas pembelajaran situasional berbasis video. Penelitian menggunakan metode kualitatif dan kuantitatif. Subjek dari penelitian ini adalah 20 siswa X akuntansi 2 di SMKN 1 Simpang Pematang. Hasil menunjukkan bahwa i) prinsip dalam pembelajaran situasional berbasis video bisa diaplikasikan. Hal ini dibuktikan dengan hasil dari centang pengamatan, ii) terdapat peningkatan yang signifikan setelah diajarkan menggunakan pembangunan aktifitas pembelajaran situasional berbasis video. Hal ini dibuktikan dari hasil dari *pair sample t-test*. Nilai signifikan adalah 0.00. Seperti yang diketahui, jika $p < 0.05$ maka dianggap signifikan. Adapun saran untuk guru agar memilih topik yang sesuai.
Kata kunci: Pembelajaran situasional berbasis video, Pencapaian mendengar.

INTRODUCTION

Listening is the first skill that we have to learn in learning language. Gilakjani and Sabouri (2016) imply that listening is very important because "the key to learn a language is to receive language input".

The two processes, i.e. Top-down and bottom-up, are very important in teaching listening. A new datum activates bottom-up processing. It runs from the smallest meaningful units (phonemic units) to the largest one (meaningful text). This happens while the listening is in progress. Top-down processing deals with the background knowledge students have about the topic of the text and it "constructs general predictions based on general schemata and then looks for information to fit into these schemata" and "context includes knowledge of the topic, the speaker or speakers, and their connection with the situation and with each other and previous happenings" (Gilakjani and Sabouri, 2016).

Meskill (1996) states, "Recognition of listening as complex activity and of its critical role in the

language acquisition process has greatly influenced contemporary language teaching practice." Enriching listening teaching with the involvement of technology is a good option since technology is an important factor in language acquisition because it is "perceived as an enhancement to the process". There have been studies that connected listening teaching to the use of technology in form of videos (Meskill, 1996; Woottipong, 2014; McCaughey, 2015). Watching videos is a good alternative since in the first step, students can watch first without thinking of what to say next because people are allergic to listening since they are "so engrossed in talking or thinking about what they are about to say next" (Woottipong, 2014). He believes that the media plays a vital role in the listening learning. The media involving such technology as a video is a very good one because a video "offers instructors a wide variety of resource material to be employed in EFL classrooms to improve students' listening comprehension".

There are some approaches that suit video-based materials. Instructional Approach is one of them. There have been several studies that deal with Instructional Approach (Perin, 2011; Rosenshine, 2012; Sallee, Edgar and Johnson, 2013). In reference to Rosenshine (2012), a good deal of instructional support needs to be provided by teachers in order to be the most effective teachers that make sure the efficiency of their students' acquiring, rehearsing and connecting background knowledge. That makes teaching listening through a method under Instructional Approach is also a good option since "engaged students allow teachers to expand student knowledge" (Sallee, Edgar and Johnson, 2013).

One of the methods that work under the Instructional Approach umbrella is Situated Learning Method (Henceforth: SLM). SLM is the method that is very suitable with the teaching that involves videos because it is a method that offers "Situated learning is a mechanism by creating meaning from the real life activities where learning Occurs" (Gawande and Alsenaidi, 2015) .so that students have the opportunity to watch videos of real-life activities and see how the material they are learning is brought into the activities. This kind of learning is advantageous to students because "knowledge must be presented in authentic settings and relevant situations to be properly understood" (Mei and Sheng, 2011). Lave and Wenger (as cited in Sanchez, 2011) describe situated learning as the learning that "takes place in the same context as that in which it is applied in practice". In other words, SLM is a method that brings authentic activities containing the material students are learning with situations in which the students are likely to be while applying the knowledge.

Mohanan and Pereira (2014) found that situated learning method is more effective than a prevailing activity oriented method of teaching on achievement in English at primary level. On the same side, Chou (2014) found that by using situated learning as the theoretical framework, learn to tell English stories depicts the change in the students and instructor as well as in the student's Co-participation patterns by which the students moved from peripheral to fuller participation. Falconer (2013) found out that SLM enhances such factors as the sense of authenticity; these were facilitation, presence and authority, visual realism, socialization, comparative reality, engagement, active learning, generalizability and enabling learning from mistakes, while Gawande and Al-Senaidi (2015) came to the conclusion "Situated Learning paradigm can play a significant role in producing the graduates equipped with relevant skills". The study of Monroy-Licht *et al.*, (2016) came to the fact that SLM improves students' critical thinking. Nevertheless, Gawande and Al-Senaidi, in spite of the positive conclusion they drew, they also included the weaknesses of SLM, i.e. Real-life experiences are too many for SLM to cover, learners must have extensive pre-experiences, too expensive to implement.

Learning all the studies above, the researcher conducted a research on SLM and students' listening achievement because despite the various positive findings of SLM (Falconer, 2013; Chou, 2014; Mohanan and Pereira, 2014; Gawande and Al- Senaidi, 2015; Monroy-Licht *et al.*, 2016), none of them specifically connected SLM to students' listening. The researcher wanted to find out whether the teaching involving SLM was able to increase the students' listening achievement. This research was expected to enrich the techniques of listening teaching as well as the theories and findings about SLM and to be the starter of the connection between video-based teaching, SLM and listening. The researcher designed the SLM since there was not such a design as SLM for teaching listening yet and also to overcome the weaknesses of SLM affirmed by Gawande and AL-Senaidi (2015).

The researcher chose the first grade students of vocational school because the researcher had conducted a preliminary research and it was found that the students were afraid of the listening test because the frequency of learning listening was not enough which resulted in the students' confusion about and fear of the listening test which led to their poor listening achievement. The aim of this research are to find out whether all the principle of video-based learning activities can be covered in the implementation and there was any significant

difference difference after being thaught through video-based situated learning?

METHODS

This study was a qualitative and quantitative method. Twenty students in the tenth grade of SMKN1 Simpang Pematang has participated in this study. There are two kinds of the instrument employed by the researcher, they are observation and listening test. There are two observers in this study i.e. two English teachers of SMKN 1 Simpang Pematang Mrs. Galuh Anggraini, S.Pd and Mrs. Ellia Rahmawati, S.Pd. the researcher gave the observation checklist consist of principle from video-based situated learning activities. This principle is the result from the elaborated principle of situated learning (Herington and Oliver, 2000), teaching listening (Gilakjani and Sabouri, 2016) and video-based teaching (McCaughey, 2015).

Listening test was adapted from the British Council. There are 20 items divided into 2 sections. Listening test divided into 2 parts, pre-test and post-test. The pre-test was administrated before treatment and post-test administered after treatment. To answer the second research question, the researcher compared the mean of students' score and calculated through *pair samples t-test*.

RESULTS AND DISCUSSIONS

There are two results in this study. One result for each research question.

Principle Video-based Situated Learning Activities

The finding revealed that none of the principles was ignored. They were all applied to the activities. The students were influenced in several things.

It can be seen from the result of the observation that all the "yes" squares of the principles were checked. All the principles were actionable in the process of teaching through the constructed video-based situated learning activities. This result was found through the observation of the two observers to see how the implementation of the constructed video-based situated learning activities ran.

The hypothesis testing had also explained that Ho was acceptable if not all of the "yes" column were checked. In this case, all "yes" column were checked, so that H0 was rejected. It can be concluded that Ha was accepted because H0 was rejected. The result of the observation checklist from raters in Appendix 1.

It is not earth-shattering that all the principles are coverable since various prior studies, as a whole, are in the reinforcement of these principles. The following is the elaboration of the principles along with the studies in favor of them.

For first principle, in line to the theory from Howard and Major materials should be contextualized to topics and themes that provide meaningful, purposeful uses for the target language. Referring to the result of the observation, it was found that the materials used in this study provided the requirement of contextual materials. Therefore, the materials suited the need of the students in exploring their listening ability. Besides, Wootipoong (2014) stated that in order to choose video material for the classroom, topics must be chosen based on students' interest and their level of English proficiency. In this case, this study had prepared the selection of the video material that was used in teaching listening. The selection was referred to the students' perspectives in terms of interest and level. The suitable material, in this case, means to bring the video material about a certain situation. The researcher brings the video with a simple topic such as shopping at the market. They had ever had a transaction at the market and see the situation at the market. The researcher avoid difficult topic such as politics because make them think hard and being bored. The researcher chooses suitable topic to the students. The conversations in the videos are not too long and not too fast, so they can follow the conversation. The students also had learned some expression before such as "would you like some dessert?" one expression of offering something in restaurant topic.

For second principle, point checked in the observation sheet and it supports the theory from Chin and Osborne (2007) who said that students'' questions play an important role in meaningful learning and scientific inquiry. They are a potential resource for both teaching and learning science. Despite the capacity of students' questions for enhancing learning, much of this potential still remains untapped. The teacher gave time to students to ask questions. In the first meeting on of students ask "Apakah offering something hanya digunakan untuk menawarkan makanan dan minuman? (is offering something only used to offered food and drink?)". Initially, the teacher gave some examples of offering food and drink. Then the researcher also explains that offering something also can be used to offered help such "can I help u?".
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For the third principle, the teacher gave direct question, written question and asked to perform. The researcher also gave video among exercises. This activity is to avoid getting bored when they

were continuously asked to answer questions. In role play, they divided into small group and pair group. Learn in a group made them can exchange ideas and make it more fun.

For the fourth principle, this supports the theory according to Hossain (2015) Teachers should arrange a variety of listening activities for practice and audio and video lessons should be demonstrated. Then, as Harmer (2007) said, "video is richer than audio tape. Speakers can be seen. Their body movements give clues as to meaning, so do the clothes they wear, their location etc. Background information can be filled in visually." The teacher gave lecture of material at the beginning of study. It consisted of some expressions used in the topic such as how to offer something, how to describing something at shopping at the market. Two videos with the same topic made them looked directly the transaction at the market and how to bargain in shopping at the market, how to offer help friendly at the hotel.

For fifth principle, The researcher gave two videos with the same topic to enrich students' knowledge about a certain situation. In the video of shopping at the market, the researcher gave about buy vegetables in the traditional market and buy electronic in the modern market.

In the principle number six, Harmer (2007) stated students need to be made ready to listen. This means that they will need to look at pictures, discuss the topic, or read the questions first, for example, in order to be in a position to predict what is coming. This is not just so that they are in the right frame of mind (and are thinking about the topic), but also so that they are *engaged* with the topic and the task and really want to listen. Besides, Vargaz and Gonzalez (2009) also mentioned when learners use top-down processes, they should listen to the speech and take the general idea of the text. They can use their background knowledge to predict what is going to be said next by the speaker. They also stated that applying bottom-up and top processes, learners face diverse difficulties that make the spoken discourse difficult to understand. Before opening the subject, the researcher gave warming up such as "have you ever go to a restaurant?" most of the students answer yes. Then the researcher asked "what do you know about a restaurant?" they answer place to eat, a place to gather, food, drink etc. Those examples of questions to warm up knowledge and students' memorized about a restaurant. The researcher also tells them about some expression used in the topic such as how to offering something, how to order something, how to ask the bill etc. Those type of activities included in the top-down process.

For the seventh principle, the principle in this observation point was in line to Brown (as cited in Vargaz and Gonzales, 2009) who suggests that learners should be exposed to both bottom-up and top-down processes in Bottom-up listening strategies order to understand the spoken language. The researcher gave the students time to construct and remember what they are hearing. The researcher also gave a video without and with a caption. After they watch a video without caption there is break before they watch the video with a caption. It helps students to check their understanding about a situation in the video.

For the eighth principle, Hossain (2015) stated that activities such as dialogues in real life situation, monologue by a marketing officer, audio quizzes, telephone conversations, airport announcements, hotel reservation via telephone are very good ways to enhance listening capacity of the learners. Besides they hear the conversation, they also watch the body movement and facial expression. It enriches their knowledge about topic much more than just hear the conversation. Perform the dialogues of real life situation to make sure the students' understanding. For example the way of waitress offering food to the customer.

For the ninth principle, In the first and second meeting, the teacher gave the topic for the next meeting. The teacher wants the students to prepare themselves. They can search the dialogues about the topic shopping at the market or watch the movie which has the market in the scene.

For the last principle, This has mentioned by Harmer (2007) the more students listen, the better they get at listening and the better they get at understanding pronunciation and at using it appropriately themselves. One of our main tasks, therefore, will be to use as much listening in class as possible and to encourage students to listen to as much English as they can (via the Internet, podcasts, CDs, tapes, etc).

To make them get better listening, the teacher encourages students to have enough listening such as watch movie or listen to the music. It can make students familiar with native pronunciation.

Students' Listening Test
The result is there is an improvement of students' score. The table of students' score as follows:
1. Table of comparison between pretest and posttest

	Mean	High	Low
Pre-test	56,5	70	45
Post-test	70	80	55

Based on the table above, we can see there is any improvement. However, the research question was is there significant improvement of students' listening achievement after being taught through the constructed video-based situated learning activities? So the researcher uses pair sample T-test to know whether any significant improvement or not. The result showed that the mean score was 14 and the significance level was 0.00. So, this table indicates that there was a significant improvement of the students' listening achievement after the treatment because the significance value (2-tailed) was 0.00. As known, it is considered significant if p < 0.05. In short, the second hypothesis is accepted because the students' listening achievement significantly improved.

This finding agrees with Mohanan and Pereira (2014) who found out that situated learning method is more effective than the prevailing activity-oriented teaching method on achievement of the primary level.

Sarani, Behtash and Arani (2014), found out that Teaching listening on the basis of video-based tasks has a significant effect on learners' listening comprehension in realizing and understanding the authentic language more effectively on the same side, infer that *t*he language situation presented on video can be both authentic and meaningful because an important part of the overall message is conveyed by the visual image.

The finding also goes with the idea that enriching listening teaching with the involvement of technology is a good option since technology is an important factor in language acquisition because it is "perceived as an enhancement to the process". The case for multimedia as a technology that supports listening skills development in another language is strong (Meskill, 1996). In this research, the researcher used video as technology to support situated learning activities, since video can enrich the students' knowledge more than just pronunciation but also body movement, do the clothes they wear, their location etc. That is can be filled their background information.

In consideration of the findings of this research, the researcher came to the conclusion that the teaching through the constructed video-based situated learning activities is worth applying since it is proven to be able to improve students' listening achievement significantly and the teaching does not disregard any of the video-based situated learning principles. It is true that there are still emerging problems for students in the process, but the benefit is greater than these problems in the listening achievement sphere.

With regards to the results of the research, the researcher provides several suggestions for English teachers. Firstly, English teachers should apply the constructed video-based situated learning activities in teaching listening because it is proven effective to significantly improve students' listening achievement if the subject was appropriate. Secondly, the teachers who want to base their listening teaching on the constructed video-based situated learning activities should pick appropriate topics.

Additionally, the researcher provides some suggestions for further research who are interested in conducting relevant research. The researcher thinks that it would be consequential for them to stretch the research to the other three skills, i.e. writing, reading and speaking, not only listening. Lengthening the time of treatment and widening the population along with the samples are also among the counseled actions.

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