DEVELOPING CONVERSATIONAL VIDEO-BASED LEARNING ON "THIS IS MY WORLD" TOPIC

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Abstract

The pedagogical strength of Video-Based Learning (VBL) is presenting knowledge in consistent and attractive manner. The current research is aimed at identifying the needs of grade-7 students of SMP Negeri 4 Pontianak in the Academic Year of 2019/2020, in terms of English teaching and learning contexts and developing the appropriate conversational video-based learning. This study is called Research and Development (R&D). The subjects is grade-7 students of junior high school 4 Pontianak in the academic year of 2019/2020. The procedure adapted the ADDIE research design (Branch, 2010). The steps of research were: (1) conducting needs analysis, (2) designing a course grid, (3) developing materials and media, (4) evaluating the developed materials and media, and (5) revising the final draft of the materials. The needs analysis is conducted by distributing questionnaires to the students, -quantitative data, and interviewing the English teacher, -qualitative data. The mix method was applied in order to display qualitative and quantitative data. The findings reveal that students need more relevant materials and media to improve their communicative skills. The expected product is conversational video-based learning on "This is My World" material. The topics are derived from Curriculum 2013. The intended results of the evaluation show that the mean value will falls into the category of "Very Good". It implies that the developed conversational video-based learning is appropriate to be applied as a pedagogical instrument in English classroom.

Keywords*: Conversational video, Research and Development (R&D), ADDIE research design, mix method*

INTRODUCTION

Video-based learning (VBL) is now recognized by Technology-Enhance Learning (TEL) researchers as a powerful learning resource in online teaching activities. EFL researchers and educators (e.g., Secules, Herron & Tomasello, 1992; Terrell, 1993; Swaffar & Vlatten, 1997; Coniam, 2001; Yang, Chen & Jeng, 2010) have asserted the importance of incorporating video material in the learning of language. Videos expose students to authentic materials and to voices, dialects, and registers other than the teacher's and provide cultural contexts for that foreign language (Chung & Huang, 1998: 553). Furthermore, videos are thought to provide more motivation and interest to EFL students (Altman, 1989; Swaffar & Vlatten, 1997). According to Stempleski (1987), an authentic video is a rich and exciting source of video software for EFL/ESL classes (Stempleski, 1987:3).

Studies have shown that video can improve student's ability to remember concepts and details with effects that increase over time. As multimodal media, videos further offer a variety of stimuli for viewing comprehension, listening comprehension and reading comprehension, since the students have the opportunity to read visual as well listen to auditory messages simultaneously. Therefore, the case for employing videos for an integrated language skills approach and for teaching after the communicative approach cannot be turned down (Cummins, 1989; Ciccone, 1995; Coniam, 2001). However "Classroom video materials are also beginning to make an impact, but they are still largely used to illustrate rather than to instruct", despite the fact that recent research indicates an advance in utilizing video material for learning and teaching (Schulte, 1991:176).

The problem is that current EFL teaching paradigm and practice regard video material as supplementary to basic teaching material (Bieberly, 2008). Furthermore, researchers (e.g., Ndong-Ekouaga, 2002; Felhman, 1996) asserted that the contribution of video to students' English oral practice experience is still undocumented in research. In practice, as well, there is an occasional paucity in video documents trimmed for classroom applications. The review of literature conducted on the use of videos in second/foreign language teaching indicates that video use for instructional purposes together with televised curricula boomed in the late 1970s. But there was also a noticeable decline of published media-based material in the 1980s, with a subsequent resurgence in the 1990s due to the reintroduction of videos for instructional purposes across all skills in integrated skills instruction (Mejia, 1989; Mejia, & O'Connor, 1994; Singer & Singer, 1998; Stempleski & Arcario, 1992; Stempleski & Tomalin, 1990).

In this digital era, videos are further used interactively in fashions that provide realistic experience and intuitive and interesting interactions and controls, opportunity to receive feedback, and the possibility for multiple users on the same system simultaneously (Rand et al., 2005; Sun & Cheng, 2009). This is now referred to in the literature of CALL as Video-capture Virtual Reality (Weiss et al., 2004; Yang et al., 2010), which can help in learner-centered language learning or even in minimally scaffolded learning, such as the use of YouTube video segments for learning foreign languages. The use of video media, especially with the help of CALL, can contextualize as well as personalize the language learning process. In addition, videos clipped off live radio and television programs, especially these designed for foreign language self-instruction are also being widely used (Umino, 1999); these provide self-instruction involving the use of self-instructional broadcast (SIB) materials which have been proven to be effective in foreign language learning across the skills of listening comprehension and speaking (Umino, 1999; Flavell & Fearn, 1996; Gutierrez, 1993; Rybak, 1983) However, in spite of the putative merits of video, there is a dearth of research comparing the effects of audio and video modes in teaching English as a foreign language.

In this study, the problem is reflected in the fact that the majority of EFL teachers in Pontianak rarely provide video-based learning during the process of learning and teaching. Generally, they use text-book as a learning resource. From

this matter, some other problems occur in EFL classroom. First, students do not take part in EFL learning class. They have low learning motivation and interest. They feel shy, nervous, and lack of confidence when answer questions from their teacher. Second, students are easy to feel bored on the lesson. They learn to acquire EFL only from their teacher, theirs friends and the text-book. They have no other model. Therefore, they tend to be passive during the learning and teaching process. Third, the atmosphere of the class did not support any speaking activity. The teacher used a monotonous teaching style that makes the students bored and lose interest in the subjects which affect the students' ability. The teacher also seldom creates some instructional media to facilitate students to speak. As a consequence, the students were reluctant and unmotivated to improve their integrated skills.

Therefore, the key purpose of the present study is to develop conversational video-based learning on "This is My World" topic. The topics are derived from Curriculum 2013. In the same token, the researcher intend to demonstrate that the inclusion of viewing comprehension using conversational video serves to enhance the learning of English as a foreign language.

METHODOLOGY

Research and development model is ADDIE with quantitative-qualitative data analyzing method. According to McGriff (2000), ADDIE model consists of five main stages: Analysis, Design, Development or Production, Implementation or Delivery and Evaluations. Analysis stage is the process of defining what is to be learned. Design stage is the process of specifying how it is to be learned. Development stage is the process of authoring and producing the materials. Implementation stage is the process of installing the project in the real world context. Evaluation stage is the process of determining the adequacy of the instruction. This development model procedure was chosen because it has systematic and appropriate steps used to develop learning products, such as media-based animation video. Data collection was obtained from validation results by media and material experts, educational partition and student legibility. Validators were English lecturer as media and material experts, field partition is English teacher of SMP Negeri 4 Pontianak, and grade-7 students as trial subject for product legibility to determine the validity of the product.

Subject of research is 32 students grade-7A of SMP Negeri 04 Pontianak. SMP Negeri 04 Pontianak is located on Jl. Tanjung Raya I Gg. Mulia kecamatan Pontianak timur. This researcher is conducted in the first semester of Academic Year of 2019/2020. The trial product for the sample and the implementation of the revised product is in November 2019.

FINDINGS AND DISCUSSION

In the analysis stage, there was problem identification process that students require real model to practice on "This is My World" topic l. Besides, 69.16% students have difficulties to have a conversation on "This is My World" topic. Hence, the development of interactive media related to "This is My World" is needed. In the design stage, there was planning to develop the conversational

VBL which may help student develop their pragmatic competence.

Furthermore in the development stage the VBL was construct with six main menu scenarios: 1) Basic Competencies related to "This is My World" topic, 2) elaboration of basic competencies as the scope of the material in the video; 3) materials as a discussion in the class and self-supporting materials for each student; 4) author profile; 5) quiz; and 6) bibliography.

Moreover in the implementation stage is the validation process of conversational VBL by media and material experts, educational partition and student legibility. Then in the evaluation stage is the process of determining the adequacy of the media instruction by analysing the result of validation.

Validation questionnaire of conversational VBL consist of two aspects, namely general principle and appropriateness. The result is shown in table 1 that the conversational video-based learning on "This is My World" topic is very effective.

Table 1. Validation Result by English Lecturer (Expert)

Indicator	Obtained score	Maximum score
General principle		
Concept of VBL	20	20
Appropriateness		
Effectiveness of design	38	40
Total Score	**58**	**60**
Precentage	**96,7%**	
Criteria	**Very effective**	

Validation questionnaire of the material or topic consist three aspects, namely material aspect, designing aspect and linguistic aspect. The result is transformed in table 2 that the conversational video-based learning on "This is My World" topic is very effective.

Table 2. Validation Result by English Lecturer (Expert)

Indicator	Obtained score	Maximum score
Material aspect		
Content	23	25
Designing aspect		
Learning activity	20	20
Linguistic aspect		
Use of language	10	10
Total Score	**53**	**55**
Precentage	**96,4%**	
Criteria	**Very effective**	

The validation results showed that the product is valid. The percentage of product validation of VBL is 96,7% from English Lecturer (with addition of a suggestion), and 96,4% from English Lecturer (with revision of content), 84.61%

from educational partition (with addition of basic competencies at the beginning of video as a suggestion), and 84.61% from student legibility (with enlargement of text font and attributed with music as suggestion).

Based on data analysis, conversational video-based learning is valid and feasible to use after revision. The product has many advantages as expressed by validators, educational partition and students, include 1) giving innovations in learning, 2) attractive design 3) clear and concise material texts, 4) easy operation, 5) more interesting and easy to understand. Students also revealed that conversational video-based learning on "This is My World" topic is more attractive than using book, because it is able to provide a visual appearance of various context and abstract information that lead to improvement of learning process and learning outcomes (Anjarwati, et al., 2016; Hegarty, 2004; Kennewell & Beauchamp, 2007; Paik & Schraw, 2013). Students become more interested in learning EFL as stated by (Saragih, 2012) and (Nugroho, 2015) that video used in learning can improve students' learning motivation.

Increasing of learning motivation in students is a good indicator to improve the learning process and learning outcomes ((Leow, 2014; Pruneski & Donovan, 2007). Conversational video-based learning is more efficient to conduct in the class. Teachers can assign tasks to students to learn "This is My World" topic independently modelling the conversational video-based learning.

The developed conversational video-based learning in this study can run by laptop or computer with Windows, Linux, and Android operating system, so that teachers do not need to prepare many intricate teaching materials to achieve students' communicative competence. By utilizing the conversational video-based learning, student can assess materials independently, this can be an advantage for schools that do not have a laptop facility for every student, and economically this learning material is cheaper and affordable for most schools in Indonesia. As an independent learning material, students can use this resource without limited space and time by entering animation video on laptop or gadget. For students, the availability of easily accessible and interesting learning materials will be able to be a positive motivation to continue learning EFL in everyday life.

CONCLUSION

VBL is a rich and powerful model used in TEL to improve learning outcomes as well as learner satisfaction. Based on the results of the research and development, it can be concluded that conversational video-based learning on "This is My World" material is valid of the criteria and feasible to use after revision.

The students actively involved in learning activities and had high motivation to acquire EFL. Video provide realistic experience, intuitive interaction, interesting controls, and opportunity to receive feedback. In addition, watching videos also unconsciously help the students learn grammar in an automatic way. They got well-input and model from native speakers in the conversational video. There is, however, a tendency that users of VBL environments rate interaction and learner satisfaction significantly higher than in traditional classroom environments.

Several tools were used in VBL to increase interactivity, collaboration, and learners' satisfaction with the VBL environment. Annotation tools are utilized in searching, highlighting, analysis, retrieval, and providing feedback. To increase interactivity a number of authoring tools were used. These include lecture note synchronization and content summarization tools as well as video libraries and forums. However, additional research needs to find out how to design more open models of conversational VBL as well as to investigate the benefits of new ways of VBL based on new learning concepts such as personal learning environments and network learning.

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