

## THE DEVELOPMENT OF LEARNING VIDEO FOR ENGLISH SPEAKING ABILITY TEACHING BY USING MOVIE MAKER PROGRAM AT ELEVENTH GRADE OF SMA NEGERI 1 BANYUASIN II

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### Abstract

This study was aimed to develop a speaking ability learning video by using movie maker program on eleventh grade English subject at SMA Negeri 1 Banyuasin II. This research was a developmental research. The objectives of this study were to: 1) develop a valid speaking ability learning video by using movie maker program on eleventh grade English subject at SMA Negeri 1 Banyuasin II; 2) develop a practical speaking ability learning video by using movie maker program on eleventh grade English subject at SMA Negeri 1 Banyuasin II; and 3) determine the potential effect of the video developed on learning outcomes of eleventh grade students at SMA Negeri 1 Banyuasin II. The students' pre-test result showed that 6 students (19.35%) achieved the passing grade and 25 students (80.65%) did not. After learning the video, the students' post-test result showed that all students (100%) achieved the passing grade. This means that there was a significant increase of the students' learning outcomes after learning the video. Besides, the percentage of the students' participation was 97.84% with very good category, and the students' average scores toward using the video were 82.85 with practical category. This study showed that English speaking ability learning video by using Movie Maker program developed was tested and proven the validity and the practicality, and also has a potential effect on students' learning outcomes. This learning video can be used as alternative media for teaching and learning English speaking ability by schools, teachers, students, and be developed on the next research.

**Keywords:** development, learning video, movie maker program, English speaking ability

### INTRODUCTION

English was regarded as an international language used as a communication tool among people in this world. Moreover, most of countries took it as a compulsory subject. As Nunan (2003) said, "English is a compulsory subject in the most countries has shifted down in recent years, a shift that is predicated on the importance of English as a global language." It was also regarded as a global language which contributed in developing and changing sciences and technology. Some works of science and technology listed in the English language. Consequently, the readers of the works must master the language as a tool in order to understand what the works are.

Then, learning English depended on the goal and orientation stated by decision makers of a country. As Dong & Li (2011) stated that the ultimate goal of learning English for

students is the the future use of English language. This meant that English should be learned and taught by focusing how the language use as a communication tool. The users and teachers of the language must realize some stages of development of English speaking ability mastery as stated by Rieger & McGrail (2006:11-12) such as: preproduction (silent stage), early production stage, speech emergence stage, and intermediate fluency stage in order to know how to design learning and teaching the English speaking ability in the class.

However, one of the problems in learning and teaching English was that the English speaking ability was not optimally taught and learned in order to cause some students who were not able to speak it fluently. Miliasari (2009) stated that the ability of the students of SMA Negeri 1 Pematang Jaya in speaking English was lower in terms of fluency, grammatical structure, asking and respond questions. This was caused that there was not enough in exercise and no learning media used to upgrade the speaking ability. Beside that, Roblyer & Doering (2010: 298) said that English was usually regarded as second or additional language for foreign students. This implied that there was no chance for the students to use the language as their communication tool and not suitable between input and output of the students' English speaking ability mastery.

Besides, we also need media in order to create an optimal learning and teaching the English speaking ability. Tafani (2009) said that we can enhance students' understanding and promote it where necessary by using various kinds of Media in the classroom. The use of audio and video with student teachers is crucial also in giving feedback and training, in reflective teaching, in analyzing and synthesizing, in tracking students' progress over time, etc. This means that using the media can optimize the learning and teaching and increase the students' interest and motivation. Also, Fukkink, et al (2011) stated that video media was very helpful in giving reinforcement and improved communication and interaction in education and training. In addition, Shrosbree (2008) said that video technology was very easy to access and edit in a computer in order to create attractive and interactive language class. The video visually showed a model how to speak well either in monologue or dialogue. The use of this media, of course, helped the students' language mastery as their communication tool. The media also gave the model how to pronounce, express some utterances, understand the meaning and grammatical structure.

Then, the writers had ever tested teaching the English speaking ability in eleventh graders of SMA Negeri 1 Banyuasin II by using a learning video containing love and sad expressions. The video had been downloaded from youtube and edited through movie maker program. However, the video had not been validated and given comments by some experts yet. The video had been presented to the students more than three times so that they could understand the expressions. The writer had observed that they had been interested in learning the expressions by using the video instead of the teacher had just showed them through books or the other written media.

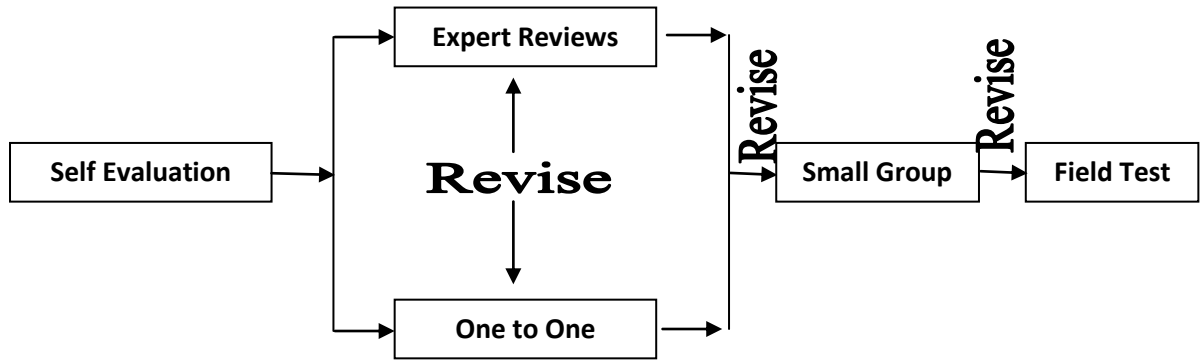
Based on the explanation above, it was important to do the study dealing with the development of learning video for English speaking ability teaching by using movie maker program at eleventh grade of SMA Negeri 1 Banyuasin II. The problems of this study were: (1) How to develop a valid learning video for English speaking ability teaching by using movie maker program at eleventh grade of SMA Negeri 1 Banyuasin II?; (2) How to develop a practical learning video for English speaking ability teaching by using movie maker program at eleventh grade of SMA Negeri 1 Banyuasin II?; and (3) How was the potential effect learning video for English speaking ability teaching by using movie maker program at eleventh grade of SMA Negeri 1 Banyuasin II?

### **THEORETICAL FRAMEWORK**

This study had been based on two early studies, namely: (1) Gromik (2011) with the title, "Window Movie Maker in the English as a Foreign Language Class", and (2) Masson (2010) with the title, "Using Video Messaging as a Tool to Develop Students' Speaking Ability: A Preliminary Study". The study of Gromik (2011) was aimed to develop the learning procedures by using recording video edited in Movie Maker program so that the students could develop their speaking ability in English. They published their recording in the internet and reflected them in order to improve their pronunciation, grammatical structure, and fluency in English. Then, the second study of Masson (2010) was aimed to develop language learning video assisted a computer. This study was designed by recording the students' comments and review to online journal in the video. Then, the video was sent to the teacher through gmail, and the teacher gave comments and reinforcement to the video sent back again to the students.

Those studies gave inspiration for the writers to develop the learning video by using Movie Maker Program for the English speaking ability. The video was collected by downloading some videos from youtube related to the opinion expressions material, and then edited in Movie Maker Program. The practicality and validity of the video was tested by using Rowntree model and Tessmer formative evaluation. Prawiradilaga (2008) stated that Rowntree model was the model oriented to a product especially producing a learning media. This model consisted of planning stage, developing stage, and evaluation stage. The planning stage contained instructional analysis, need analysis, learning aim formula, and learning indicators. Then, the developing stage contained topic development, draft arrangement, prototype production of a product. Last, the evaluation stage contained testing the product prototype and revision based on one to one evaluation, small group evaluation, and expert reviews.

Then, Tessmer (1998) stated that there were five main stage or procedures in formative evaluation, namely: (1) Self Evaluation; (2) Expert Review; (3) One to One Evaluation; (4) Small Group Evaluation; and (5) Field Test. The scheme of the Tessmer evaluation can be shown below:



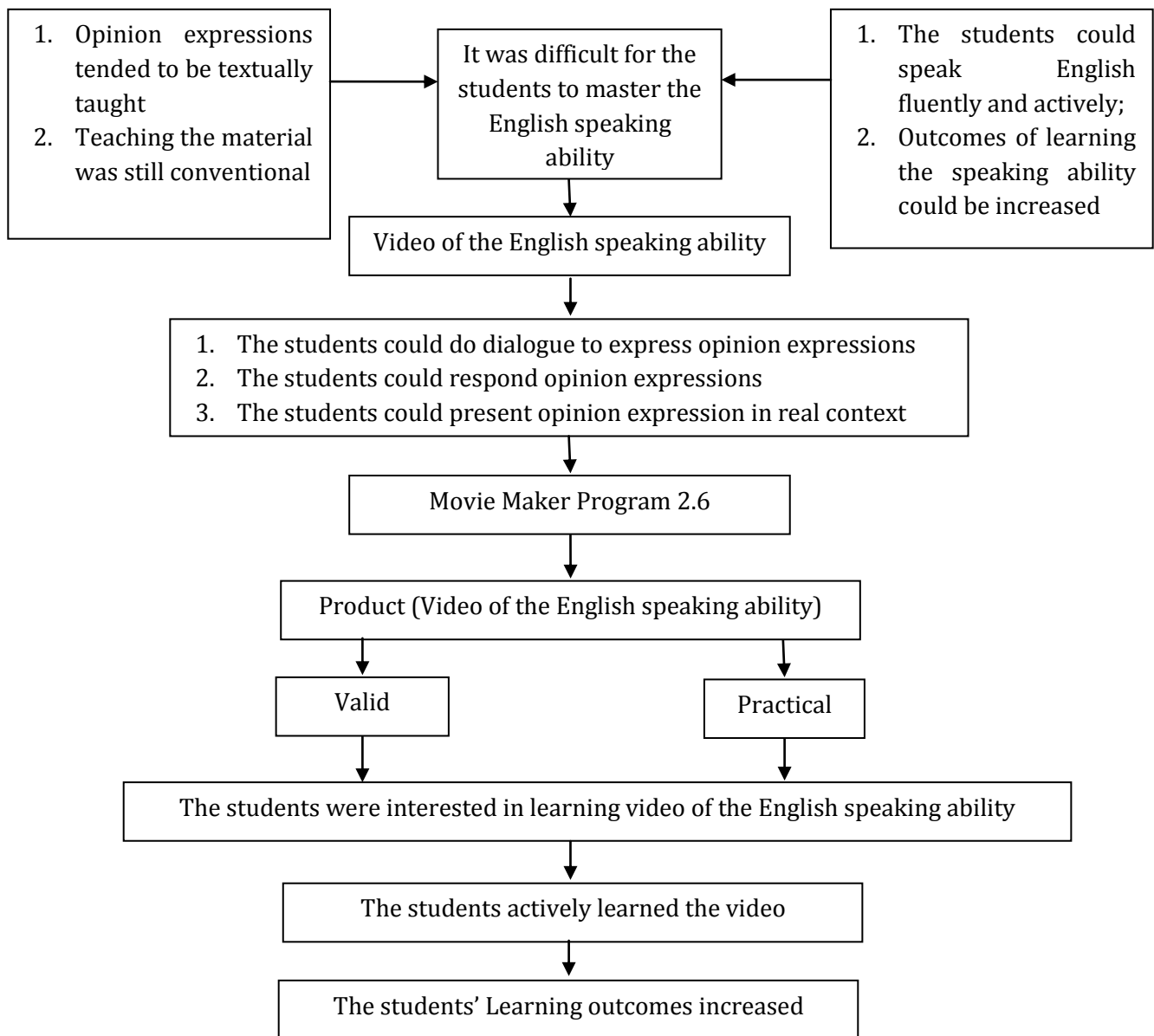
**Picture 1. Tesser Formative Evaluation Procedures Scheme**

Self evaluation consisted of first analysis and design arranged by the writer. The analysis and design was then validated, evaluated, and revised by expert reviews, one to one evaluation, small group evaluation, and field test. Expert review was an evaluation that the experts learned and reviewed the analysis and design with or without the evaluators' present. The experts focused on material, language, instructional design, and media. This evaluation was to know the strength and weakness of the media designed. Then, one to one evaluation was an evaluation involving 1 up to 3 students in giving some comments to the media developed. After revising the media according to one to one evaluation, next evaluation was small group evaluation. It was an evaluation involving 8 up to 12 students in mini learning and teaching in order to get some comments from the students. After that, the media was then revised and tested in the real teaching and learning or field test.

In order to understand the framework of this research, the writer viewed the scheme of the study as follows:

**Facts**

**Hopes**



**Picture 2. The Scheme of the Study**

**METHOD**

This study belonged to a development research by using Rowntree development model. According to Prawiladilaga (2008), this model is a model oriented to result a product especially teaching and learning material. There are three stages in this model namely: 1) Planning stage; 2) Development stage; and 3) Evaluation stage. On the evaluation stage, the writer used Tessmer formative evaluation model which consisted of self evaluation, expert review, one-to-one evaluation, small group evaluation, and field test.

This study was conducted in SMA Negeri 1 Banyuasin II that all eleventh grade students year 2012/2013 became the sample of this study. In order to get the validation, it was

done by the experts of material, language, media, and instructional design in order to gain the accuracy of content or material, media, and learning design of the developed video. The criteria in determining the experts was based on the experiences of the experts in assessing the product. In order to get the practicality, the questionnaire was given to the students after using the video. The questionnaire was used for one to one and small group evaluation. In order to get the potential effect, the test instrument was given to them. The instrument contained the test for speaking ability.

## RESULT AND DISCUSSION

Teaching the English speaking ability by using the video made the students able to learn individually and attractively. From the writer's study observation during learning and teaching process by using the video, there were some points that the writer looked at the attention to the students, namely:

1. They seemed that they had rarely used the learning video for the English speaking ability;
2. They seemed that they could understand the material containing opinion expressions;

In the experts' review, the material expert gave the score 2.60 with valid category, the language one gave the score 2.70 with valid category, the instructional design one gave the score 4.09 with valid category, and the media one gave the score 4.00 with valid category. So, average score of the experts' scores was 3.35 with valid category. This meant that the video developed was stated as the valid media, although there were some comments and critiques in order to revise the video.

In the one to one evaluation, there were three students involving in this evaluation. The students got some burdens in understanding the content and purpose of the video. Actually, they had not habitually used the video as the media in learning the English speaking ability. Based on the result of the students' interview, it was difficult for them to learn English by using the video as the media.

In the small group evaluation, there were ten students involving in this evaluation. To select the students in this evaluation was based on their hobbies, interests, and talents. They were given a chance to watch on the video in order to understand how to say some expressions in the video. The responding of them to the video was very good. They were interested in using the video as the media of learning the English speaking ability. This showed that the video was categorized to be practical to use.

In the field test, the writer were helped by the other teacher to take place the field test. There were 31 students involving in the field test. The students were given pre-test at the beginning of the field test. Then, they were treated in learning the English speaking ability by using the video. They did simulation and dialogues in term of the video. They tried to use some expressions how to give and ask opinions in English. At the ending of

the field test, they were given post-test which was the same questions like pre-test. As a result, there was a significant increase of the score result of the students between pre-test and post-test. This showed that the potential effect of the use of the video was very good and the video can be categorized as a practical media.

There were some strength on the learning video developed, namely:

1. The video was very helpful to motivate the students to understand and adapt how to use the expressions in the English communication;
2. The video contained some expressions how to give and ask opinions and simulations in the dialogue or conversation;
3. The video was small capacity one so that it was easily saved in the computer file;
4. The students can learn the video individually and repeat the material in their own computer;
5. The video was easily and practically used by the students.

Besides, there were some lacknesses or weaknesses in developing the speaking ability video in English, namely:

1. It was difficult for the writer to select or choose very suitable video with the material in order that the video was not optimally produced;
2. The video edited in movie maker application had to be AVI or WMV forms and the other forms had to be converted by using AVI converter application;
3. The audio of the video sometimes had small sound in order that the audience could not listen to the video clearly;
4. The video was not interactive and tended to be boring because it was difficult to design some simulations in the video forms.

Some lacknesses or weaknesses in the video gave some inspirations to the other researchers in order to revise and continue the other researches which are more complex and able to improve a better video for the English speaking ability.

## CONCLUSION

Based on the study result of development of learning video for speaking ability by using Movie Maker program at eleventh grade of the school, it can be concluded that

1. The video can be stated as valid one in terms of content, construct, layout, and language.
2. The video can be stated as practical one after it was tested in sample of the study.
3. The video has a potential effect for learning and teaching English speaking ability.

The video can be used by students, teachers, and schools as a media for learning and teaching the speaking ability. Also, the other researchers can use the study result in order to do next researches about the speaking ability in English.

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