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Video as Educational Multimedia to Teach English Speaking

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Abstract. The aim of this research is to develop an educational multimedia in the form of video as one of media to teach speaking. Research and development design is used to produce an educational multimedia entitled *Nginggris Narsis*. Procedures of this research includes identification students and teachers need, planning and product design, product small scale tryout, validation of the expert, product revision, product large scale try out and revision, and dissemination. This video is used to teach the first grade students of Junior High School in Indonesia of which curriculum implemented is 2013 curriculum. The results show that *NginggrisNarsis* is an appropriate material to teach EFL learners in speaking, although there are still some weaknesses found within this video. *Nginggris Narsis* as educational media to teach speaking help both teachers and students in introducing English as a foreign language for Indonesian students.

1. Introduction

Mostly Indonesian students start studying English at Junior high school or around 13 year of age [1]. However, the students often times face difficulties in learning the language. Some of the problems are the limit of learning material, inappropriate syllabus, and common way on teaching English. These problems aggravated by characteristics of Indonesia students or learners which are described as typically passive, shy, and/or quiet learners [2]. Thus, it is important to have huge efforts for both the teachers and the students to deal with English.

Teacher and textbook have formed the basis of the education for a long time. Today, by the help of the modern technology, the possibilities of teacher-education textbooks, as well as the combination of multi-media education in the classroom help to ensure the different sources. Generally, people consider that teaching material is from textbook or digital text. It is supposed to be realized that there are many ways to have good material for teaching English. Teacher should realize that textbooks are only one of that ways. There are many other materials can be used as teaching media such as dictionary, tapes, videos [3], [4],[5],[6], [7], worksheet[8],[9], and TV series[10],[11]. The most important thing is that the material can be used by teacher and student to facilitate teaching and learning process.

Video is multimedia that conveys information through two simultaneous sensory channels [12],[4]. Video has strengths[13], [14] in the effort of supporting students to learn a subject by stimulating student to create their own imagination. By seeing the visualization, students are able to expand their concept in their mind on something displayed on the screen. The use of meaningful video clips in teaching may be most appropriate for introductory courses or class and lower achieving students and visual/spatial learners. Overall, all other topics and students may benefit as well.



2. Methodology

This research is an educational research implementing the design of Research and Development developed by Borg and Gall [15]. The design of this research includes the analytical explanation of the competent function in every developing product, and relationship between components in the system. The procedures of this research are: Identification needed, (2) Planning and Product Design, (3) Product small scale try out, (4) Design validation, (5) Revision of the product, (6) the field trial, (7) Revision of the product, (8) Dissemination and implementation.

After following the above procedures, the writers finally produced a model of educational multimedia in the form of short video to learn English for the first grade junior high school students. This video is called as *Nginggris Narsis* mean exist by learning English. For the field trial, the writers selected the students of the State Islamic Junior High School in Mekarsari Mandisari, Parakan, Temanggung, Central Java under Ministry of Religious affairs, as the subjects. In this step, the subjects taken are still limited in number as the first testing product. The teacher of selected class is taken to assess the product. Besides, two native English are included as the English experts. As the requirement, the writers also invite two validators from English Language Fellow of the US Embassy Jakarta.

Once the educational video has been tried out in the school as the first testing product, the writers received some revision from students, teacher, experts and also the validators. Once the writers have revised the product *Nginggris Narsis A* (not revised yet) into *Nginggris Narsis B* (the revised version), the writers continued to conduct a large scale try out by inviting all the 7th grade students in Mts N Parakan. Similar to the first testing products, some responses are invited for revisions. The product of revision from the large scale try out is called as *Nginggris Narsis C*. As the last step is dissemination. The final version of the video then uploaded into Youtube channel. In order to maximize usability of the videos, the writers advertise it to the teachers or students of English department especially for in service and pre-service English teachers by the medium of WhatsApps group.

3. Result and Discussion

In conducting the research, the writers firstly doing observation while collecting some crucial information such as; situation in the classroom during teaching and learning English, students' background and competence in English, teacher's teaching style and the curriculum. Secondly, the writers analyze and explore the students' need in learning the language itself. This phase is done by interviewing the teacher, interviewing language experts, and also interviewing the students. Based on two previous steps, the writers then finally decide to make English educational video to ease the students in learning.

The result of this research is the educational multimedia in the form of a video called *Nginggris Narsis* as mentioned earlier. As the step of research and development design, this video has been revised in three phases. This first revised product has three parts with three different titles: (i) My New Teacher, (ii) What does your mother do? and (iii) Public Places. Based on the review and comments of all people included in the research, the second revised product has four parts: (i) Names of the day, (ii) Describing someone, (iii) Who am I?, (iv) I am not feeling well.

After those products have been disseminated, the writers found that there is no actually best video to support the teaching material based on 2013 curriculum for the first students of junior high school. For the initial product *My New Teacher*, the video is relatively ideal as there are some pauses and repetition that provides students to practice more. However, based on the limited or small scale tryout, it is found that the weaknesses of this video are that the lighting which is a bit poor and the quality of the image is poor. The expression of the actors is less natural. Based on these weaknesses, the writers improved at some points and also broke the video in some parts, based on the experts' suggestions. These second revised products, *What Does your Mother do?* and *Public Places*, have better quality in the shooting process although according to the experts, the quality would be better when the lighting can be maximized. Again, the writers revised these products and the last product is finally released with better quality according the experts and validators.

These products are uploaded in some Youtube channels and WhatsApps Messenger to spread the use of these educational video. These videos provide some opportunities for the student to predict the

content through text and context of the setting, costumes of the actors and also their expressions. Students are not only learning by imagining a picture but they then can see the moving pictures in a video with the expressions given.

By these products, the English as Foreign Language (EFL) teachers may use them as teaching material in their class. Teachers can modify their teaching using some quiz or invite any vocabulary questions to their students.

4. Conclusion

The use of the videos in learning English for the students is worth trying. The videos offer enjoyment to the students. The students feel it is easier to learn the language using videos. The teacher also says that videos are very interesting and more effective to be used as the media in learning than other media.

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