

Developing Video-Assisted Tasks in The Learning of Listening and Speaking Skills for Grade XI Students of SMA N 1 Wates

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Abstract: The objectives of this study were: 1) to describe the target and learning needs of Grade XI students of SMA N 1 Wates, and 2) to develop the appropriate listening and speaking materials for Grade XI of senior high school based on Curriculum 2013. This was a Research and Development (R&D) study. The procedure followed the materials development process proposed by Jolly and Bolitho (1998) with some adaptations in order to make the study feasible. The steps were: 1) identification of needs, 2) planning, 3) production of materials, 4) evaluation, and 5) revision. There were two types of data collection instruments used namely questionnaires which were used to collect data for need analysis and for the materials evaluation, and interview guidelines which were also used to conduct need analysis by interviewing the English teachers of SMA N 1 Wates. There were two types of data in this study: 1) quantitative data from needs analysis and expert judgment questionnaires which were analyzed quantitatively, and 2) qualitative data from the interview which were analyzed qualitatively. The results of the target and learning needs show that students wanted to improve their listening and speaking skills in comprehending and constructing both spoken texts and language functions. The developed materials are covered in the form of a textbook equipped by a video collection in a CD. The textbook contains three units each of which consists of a different number of tasks but with the same unit design. Each unit comprises four parts: introduction, main lesson, reinforcement, and fun part. The video collection in the CD is used to assist the tasks in the textbook as input for listening and speaking. The materials were evaluated in terms of the appropriateness of content, language, presentation, and layout. Based on the data conversion table, the results of the materials evaluation showed that the materials were good. The mean value of all aspects of the developed materials was 3.24, which was in the range of the “good” category, $2.5 \leq x \leq 3.24$.

Keywords: *learning materials, listening, speaking, video-assisted tasks*

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Introduction

English in Indonesian education is a compulsory subject which is taught starting from the junior high school and senior high school. Mastering listening and speaking skills are crucial parts in the success of language learning. The ability to speak opens up wider opportunities to achieve success in life and sometimes people make judgments from the way someone speaks. Listening and speaking tend to be the most difficult skills, and the current implementation of the new curriculum causes some problems in the language learning. Consequently, some teachers tend to avoid teaching listening and speaking because of some reasons such as limited materials, limited time to teach speaking in big classes, and limited facilities.

In addition to that, the change of Indonesian curriculum from School-Based Curriculum or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, year 2006 to the new one, Curriculum 2013, makes it necessary to develop materials that go in line with the principles of Curriculum

2013. The researcher found that there are, at least, three main problems: the materials, methods, and students.

The first problem is related to the fact that the listening and speaking materials are taken from the *Buku Sekolah Elektronik (BSE)* issued by the government. However, sometimes the materials used do not meet the students' needs and interests; they are not authentic in nature. There are no examples of audio visual inputs as well. Authentic materials, such as TV shows or broadcasts, movies, music videos, etc., become important parts in language teaching and learning process since those programs are able to provide students with the actual language in use, how people express their feelings in various situations, and the cross-cultural awareness.

The second problem is related to the method and media used by the teacher which does not engage all students. One of the causes is that the teacher mostly does not have much time to prepare the materials due to some administration tasks. This implies that rather than developing learning materials that match the students' needs and interests, the teacher simply adopts the available textbook which focuses only on grammar exercises, drillings, and repetition.

The last problem is closely related to students' involvement. They are not actively involved in the teaching and learning process, especially in the speaking activities. They tend to be silent and seem unmotivated. If this situation continues, the goal of English learning will not be achieved. Based on the observation and the researcher's experience when teaching in SMA N 1 Wates, the use of audio visual/video inputs for listening and model for speaking was the most accessible way to attract students' attention and have them participate in the class. In contrast, when students had to focus on the teacher's talks or listening to teacher's dictation they seemed less motivated. This implied that videos were able to engage students in the lesson.

Considering these facts, the researcher proposes solutions to solve the problems by providing materials and developing the tasks in the form of video-assisted tasks in the learning of listening and speaking for students of senior high school, especially grade XI students. Moreover, Wu (2002) explains the goals of learning through real-world videos are to strengthen listening, speaking and interpretation skills, and to understand foreign people, their customs, behaviors, values, beliefs, hopes and dreams.

Referring to the benefits of video used in teaching listening and speaking and the minimum tasks in the field, the researcher decided to develop appropriate video-assisted tasks in the learning of listening and speaking skills which are designed to meet the students' needs, interests, and learning styles so that the goals of learning listening and speaking as stated in the curriculum can be achieved.

Research Methods

The research belongs to Educational Research and Development as the goal of the study is to design an educational product which can be used effectively in educational programs. Educational Research and Development is an industry-based development model in which the findings of the research are used to design new products and procedures, which then are systematically field-tested, evaluated and refined until they meet specified criteria of effectiveness, quality or similar standard (Gall, Gall and Borg, 2003: 569). The study was carried out at SMAN 1 Wates, Kulon Progo which collaborated with Grade XI students as the subjects of the research. As consequence of limited, resources, and purpose, the researcher specified that the sample of the research study was 52 students of class XI IA 2 and XI IS 1.

This research study applied the process of materials writing proposed by Jolly and Bolitho in Tomlinson (1998: 97-98). But, in order to make it feasible in the process, the researcher made some changes into five stages only, namely: 1) identification of needs which is the stage of conducting needs analysis (questionnaire for students and interview for the teachers), 2) planning which is the stage of writing course grid based on the need analysis results, then matching it to Curriculum 2013, 3) production of materials which is the stage of adopting and/or adapting materials, selecting the delivery method and writing the first draft of materials, 4) evaluation which is the stage of evaluating the first draft of materials by consulting them with experts, and 5) revision which is the stage of revising the first draft of materials using the result of experts' judgment as a guideline to complete the writing process. To collect the data, the researcher used two types of questionnaire and two interview sections. The questionnaires aimed to discover students' needs toward the materials. They also covered what contents, rules and design put into the materials. There were two sections in determining the questionnaires. The first was to get information about the learners' needs. In addition, the interviews with the teachers were conducted to find the students' needs and possible suggestions in the research. The second type of questionnaire was to evaluate the designed materials and tasks by getting feedback from the expert.

The data received were in the form of quantitative and qualitative data which were analysed differently. The quantitative came from the first and second questionnaire and the qualitative data were from the interview sections. The needs analysis questionnaire were analysed by percentage proposed by (Lodico, Spaulding and Voegtle, 2010: 92). which is described below.

$$P = \frac{f}{N} \times 100$$

- P= percentage
- f= frequency
- N= total number of respondents
- 100= fixed number

The expert judgement questionnaire applied the Likert scale to analyse the data. The researcher applied the four-point model because of its strengths. The four-point model can be described as follows:

- 1 = Strongly Disagree (SD)
- 2 = Disagree (D)
- 3 = Agree (A)
- 4 = Strongly Agree (SA)

Below is the formula of the range of interval based on Widoyoko (2013):

$$R = \frac{(X_h - X_l)}{4}$$

- R= Range
- X_h= The highest scale
- X_l= The lowest scale
- 4= Range of the Likert-Scale

Table 1 below is the example of the data conversion proposed by Widoyoko (2013).

Table 1. The Data Conversion of the Likert Scales

Scale	Interval	Categories
1	$1 \leq x \leq 1.74$	Poor

2	$1.75 \leq x \leq 2.24$	Fair
3	$2.25 \leq x \leq 3.24$	Good
4	$3.25 \leq x \leq 4$	Very good

The term x refers to mean of the score obtained from the expert judgment. To find the mean (x), the researcher uses the formula proposed by Suharto (2005):

$$x = \frac{\sum fx}{N}$$

x = the mean value

$\sum fx$ = sum of the data score

N = the total number of question items

The qualitative data were measured using the three stages analysis proposed by Miles, Hubberman and Saldana (2014: 12-13), namely data condensation, data display, and drawing and verifying conclusion.

Findings and Discussion

Target needs refer to what learners need to do in the target situations which are divided into three: necessities, lacks, and wants. The results of the needs analysis revealed that generally students' goal in learning English was to be able to communicate in English for daily life. In terms of the students' necessities, they needed to recognize the communicative utterances or texts and needed to construct them by considering the social purpose, generic structure, and linguistics features. Moreover, the students' current listening and speaking proficiency level was mostly beginner. They had difficulties when listening to native speakers because they speak fast. Besides, they also had difficulty in organizing acceptable sentences or grammatically correct sentences. In terms of wants, the student wanted to study various text types such analytical exposition, procedure, and report; and various language functions such as hopes and good wishes, suggestions and offerings, and opinions. Learning needs refer to what the learners need to do in order to learn. The analysis focused on finding out what learners to do in order to learn English in terms of five components of a task, namely input, students' roles, teacher's roles, procedures, and setting.

Related to the input, the students preferred videos which are varied in topics and have effective duration for 3-4 minutes. In terms of students' and teacher's roles, the students wanted to be free in exploring their skills and knowledge during task completion. However, they also expected their teacher to give guidance, help, and feedback from time to time. In terms of the procedures and settings, the students wanted various learning activities to be involved in the instructional process. They wanted to be involved in interactive learning, negotiation, information gathering, and co-construction of meaning which allow them to actively participate in the learning process. They wanted learning activities that give them the opportunity to carry out the activities in both inside and outside of the class. They wanted to work with alternate setting such as in individual, pairs, or groups.

This research belonged to product-based research (Gall, Gall, and Borg 2003) as the main goal was to develop video-assisted tasks in the learning of listening and speaking skills for Grade XI of SMAN 1 Wates based on Curriculum 2013. However, it was expected that the materials could also be used by students of other schools in the area. The study was started by conducting the needs analysis to identify students' and learning needs. The needs analysis was conducted on January 24, 2015 by distributing questionnaires to 52 Grade XI students of SMAN 1 Wates and conducting an interview with two English teachers of Grade

XI of SMAN 1 Wates. There were 25 items in the questionnaire and 8 core questions were addressed to the English teachers. The questions in the interview and items in the questionnaire referred to some experts; learners' needs in terms of learners' identity (Graves, 2000: 103, Hutchinson and Waters, 1987:63), learners' goal in learning English (Graves, 2000: 104), necessities, lacks, wants (Hutchinson and Waters, 1987: 55-56), input, procedure, setting, students' roles, teachers' roles (Nunan, 2004: 47-70).

Based on the results of the needs analysis, the participating students consisted of 24 males and 28 females which ranged from the age of 16 to 17. This information was important to provide background for the remaining aspects in developing the materials, such as texts to be used, topics that would engage the learner, choice of color in the textbook, and kind of activities. Regarding the goal, most of the students said that their goal in learning English is to be able to communicate both in spoken and written manner in daily life. After analyzing the needs, the next step was the process of the course grid writing. It was developed by referring to Curriculum 2013 and considering the results of the needs analysis. It consisted of core and basic competences, unit numbers and titles, indicators of achievement, input texts, and learning tasks.

As the course grid had been designed, the researcher developed the materials which were covered in the form of a textbook equipped by video collection in a CD. The textbook consists of three units in which each unit had different numbers of tasks depending on the competences that the students had to reach. The video collection was used to assist the tasks in the textbook as input for listening and model for speaking. The videos were compatible with any type of video player such as *Windows Media Player*, *VLC*, *MPC*, *Real Player*, etc. They were suitable to play both in the classroom and language laboratory with a set of additional audio aids such as headphones and active speakers. Furthermore, Unit 1 consisted of 36 tasks, Unit 2 consisted of 40 tasks, and Unit 3 consisted of 37 tasks. Each unit followed the same unit design that comprised four parts namely introduction, main lesson, reinforcement, and fun part.

Following is the unit design of the developed materials. The introduction part consisted of tasks which were aimed to introduce the topic of the unit to the students, to activate their schemata, and to prepare them for the main lesson. The main lesson consisted of tasks which were designed to lead students in achieving the targeted competencies stated in the curriculum. The tasks were divided into six stages that were adapted from scientific approach, namely observing, questioning, experimenting, associating, communicating, and creating. The reinforcement part was aimed to give students the opportunity to recall what they had learnt through the unit and reflected on how they had done it to strengthen their responses in their learning. The fun part was aimed to provide games about particular things relevant with the materials, or any other things that supported the instructional materials.

As the process of the materials writing had finished, the three units of the developed materials were considered as the first draft. The next aspect was material evaluation. The evaluation process was done by distributing the Likert-Scale questionnaire to the material expert. There were four aspects of the materials that were evaluated, namely the appropriateness of the content, the appropriateness of the language, the appropriateness of the presentation and the appropriateness of the layout. Table 2 shows the results of materials evaluation.

Table 2. The Results of the Expert Judgment for All Units

No	Items	Total Mean
1	The appropriateness of content	3.07
2	The appropriateness	3.06

	of language	
3	The appropriateness of presentation	3,24
4	The appropriateness of layout	3.61
Overall mean		3.24
Criteria		Good

Based on the data conversion table above, the results of the materials evaluation shows that the developed materials are categorized into “good” category as the mean value of all aspects of the developed materials is 3.24, which is in the range of “good” category that is $2.5 \leq x \leq 3.24$. However, there were several parts of the materials that were needed to be revised. In general, the expert suggested that the first draft of the materials needed to be revised in terms of language by revising several grammar mistake found in the materials. As the needed revision had been made, the materials were considered as the final draft.

Conclusions and Suggestions

Referring to the results of the needs analysis and materials evaluation, the appropriate listening and speaking materials for Grade XI students were in the form of a textbook equipped by a video collection in a CD. The video collection was used to assist the tasks in the textbook. The product of video-assisted tasks was based on the students’ needs. Moreover, the results of the expert judgement showed that some aspects were good and some aspects were very good. It implies that the product is appropriate to be implemented as the listening and speaking materials in the learning process for Grade XI students of senior high school. The use of this product could facilitate the teaching and learning process in order to be more effective. It could also enhance learning process because various students’ learning styles were accommodated. It also made the students more active in the class which led to their improvement in listening and speaking skills.

For students, they should be willing to actively participate in the learning process, do the tasks accordingly, be willing to practice and have extensive learning. For the English teachers who wish to use the developed materials, the teacher should be well-informed about students’ characteristics so that they can provide the right guidance and help when students are working on particular tasks. For other researchers or material developers, the researcher suggests that the needs analysis should be conducted thoroughly in order to develop materials that meet students’ target and learning needs.

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