

Learning-Material Kits Using Authentic Video for Speaking III in English Education Department, Yogyakarta State University

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Abstract

Based on the study we conducted at our alma mater, the English Education Department of State University of Yogyakarta, we wrote this paper. The study aims at identifying the kinds of authentic videos required in learning process of Speaking III. The identification is followed by the designing of learning-material kits.

The study refers to the procedure of Research and Development research proposed by Jolly and Bolitho in Tomlinson (1998) which employs seven phases i.e. Need Identification, Need Exploration, Contextual Realization, Pedagogical Realization, Physical Production, Classroom Use and Material Evaluation. In collecting the data, we employed questionnaire and interview. The study involves both the students and the lecturers of Speaking III from 2 classes in English Education Department of State University of Yogyakarta.

The findings of the study obtained from the lecturers as the questionnaire respondents in the phase of Need Identification, showed that all believe the learning-material kits will be a great help for them in carrying out the speaking practices in class and that the learning-material kits will enable students to learn more autonomously. In addition, the identified authentic videos needed are talk show, news casting, seminar and conferences, and MC-ing. In Exploration we analyzed the objectives of the course as stated in the curriculum and the syllabus. In Contextual Realization, we decided the kinds and the resources of the authentic videos. The fourth phase Pedagogical Realization is done by selecting authentic videos downloaded

from several sites like www.youtube.com, www.yahoo.com, and www.metrotv.co.id and writing the manual draft. In the phase of Physical Production we compiled the videos into a VCD and complete it with a module.

Key words: learning material, authentic videos, research and development

Introduction

Technology now is unavoidable in our lives. The products of technology that seem to be attached to modern people ranging from the simplest like calculator to the most sophisticated like rocket. There are innovations made everyday in different fields. For example, the innovation in communication technology e.g. cell phone and internet.

Despite the rapid changes of technology around us and abundance material that is potential for teaching and learning, few speaking lecturers in our institution take the advantages of the technology to help them improve class performance.

Actually, to give exposure to the students, a teacher can show audio visual media e.g. authentic videos of public speaking that can be obtained from internet. There are so many such videos available that the teacher will not have difficulty getting them. Then, of course, the authentic videos have to be selected and organized in such a way that they are ready to use.

Therefore, the study needs to be conducted in order that the authentic videos needed for Speaking 3 can be identified and organized in the form of module kits consisting of videos together with manual kits.

Authentic video

Tomlinson (1998) stated that authentic text is a text which is not made for language teaching and it shows particular points in language use, or a text which is simplified in form so that it resembles the real language use. TV programs and internet can be good sources of authentic videos. The videos used in Speaking III class activity are authentic texts since they are adapted from audio-visual media which are available in our daily life. Sherman (2003) stated that authentic video is any kind of programs that we see on cinema, television or DVD, films, documentary, advertisement, and game show. Videos can be used as sources to learn English with enjoyment and give us a lot of advantages.

The use of videos in the classroom

Recently, audio-visual media are a lot more accessible. Every day plentiful videos in VCD and DVD are produced and sold in stores. Besides, many television stations offer various programs in English which enable teachers design teaching material out of them.

In addition, internet provides easy download for many videos which enrich English teaching. It is discussed by Sherman (2003) who mentioned several strong reasons how teachers can use authentic videos in teaching-learning process.

a. Accessibility

Several countries including Indonesia has easy access to television programs in English. Films, talk shows and advertisement in English are anywhere to be seen every day. We can buy films in stores, via internet; we can rent them or even download them from internet for free. The accessibility enables us use video for teaching especially in language classes.

b. Motivation

Video has strong points i.e. it attracts viewers attention and it as if took the viewers to the real world. It gives the viewers certain sensation because they can experience and understand the real world. It increased understanding of the target language.

c. Uses in language teaching

The viewers of the videos can get access to their need fulfillment; their needs of news and information in English and advertisement in English. Furthermore, videos facilitate understanding toward oral language; videos provide variety of discourses or expressions in terms of speakers, kinds of expression, setting, and so on. They help language learners understand the aspects of oral English language. In addition, as language model, authentic video provides plenty samples of accents, vocabulary, grammar, syntax and discourses. Authentic video can a learning model that enable learners select and use target language accurately. Video can also be used to learn culture especially that of the English speaking country. Video shows how people converse, take attitude and think about something. Providing stimulus or input, video can be material for discussion, project and input of a project or study.

Speaking III

Speaking is a compulsory subject in English Education Department. Speaking is available for 4 semesters for English Education Study Program and 5 semesters for English Literature Study Program. The goal of the subject is to build students' confidence and give them opportunity to practice speaking in class with friends under the teacher's guidance and supervision. Besides, the subject is expected to enhance students' ability to speak or communicate properly in English.

Every level of Speaking subject has different focus. Speaking 1 and 2 are aimed at developing students' confidence and vocabulary, training their pronunciation and grammar so that students can practice speaking in more relaxed and informal way. While Speaking 3, 4 and 5 put more focus on formal speaking like Speaking for Academic Purposes and Public Speaking.

Speaking III is the initial phase of academic and public speaking. The class activities are those of public speaking such as news casting, tour-guiding, introduction to paper presentation, speech delivery, being moderator and mc, and talk show hosting.

Theory discussion takes only 20 - 30% of the course and 70 - 80% is speaking practice.

As a subject, Speaking III is aimed at developing learners' competence in using formal English especially in public speaking. The class activities are speaking practices, lecture and discussion. The assessment is based on students' participation in the class activities and speaking performances (Curriculum of Languages and Arts Faculty, Yogyakarta State University year 2000 and 2006).

Thornbury (2005) stated that speech production can be classified based on the type of speech event. The types are divided into planned and unplanned speech, interactive speech, and non-interactive speech. Public speeches can be categorized into planned speech because a public speech is usually delivered after a script is prepared. Therefore, the language features in a public speech are like those in written language.

Asking for information through telephoning can be categorized as unplanned speech since the speakers are expected to give spontaneous and strategic responses. On the other hand interactive speech is a conversation involving some parties such as in bargaining and friends talk. And, a lecture in university or business presentation can be categorized as monolog.

In regard to public speaking, Wilson, Arnold & Wertheimer (1990) advised that public speaking is a type of speech usually involving educated and professional people. They also said that there are some components forming a public speaking. Public speaking takes place when there is someone reporting what he/she learns or knows, convincing others about a truth or belief, praising or cursing what others do, and joking or telling stories that can make the listeners get carried away to fantasy.

Designing and organizing the learning material using authentic video

As stated by Sherman discussed previously, videos have some advantages if they are used in teaching-learning process. The similar idea was suggested by Wilkinson in Kemp and Smellie (1989) who said that the combination between picture, words, and sound can leave longer impression to the viewer than texts that are read and listened to.

1. Planning

In designing learning material, a designer has to consider four elements: the learners, goal, method and evaluation. According to Kemp in Kemp and Smellie (1989) the four element which collaborated can be used to develop a plan of instructional-design which consists of interlink components i.e. 1) the need of learning to determine the goal, obstacles and priorities, 2) learners' characteristics, 3) subject-content, 4) learning goals, 5) teaching-learning methods and activities, 6) learning resources, and 7) learning evaluation.

2. organization

Sherman (2003) suggested some considerations in organizing authentic videos to write a learning module:

- a. material selection; choose interesting, eye catching videos that are linguistically easy and easy listening containing natural language use;

- b. material organization; the material should be selected and compiled in VCD or DVD and labeled so that they are easily found when needed.
- c. Software and copyright; software or films can be bought in stores or be rented. The regulation on copyright is applied differently in different places. It is recommended that we enquire the regulation on the use of videos.

Methodology

The goals of the study are to explore the types of authentic videos which are suitable for Speaking III, to discuss the implementation procedure in class, and to design a module of teaching Speaking III which is completed with authentic videos. The research is Research and Development research.

The ultimate goal of the study is to design a teaching kit containing language use to support learner's language learning (Tomlinson, 1998:2). Since it is research and development study, the data obtained were qualitative that are gathered using interview with some teachers of Speaking III as respondents. Questionnaires were employed to gather information of respondents' experience. The results then were grouped and classified. The questionnaires included multiple choice questions and open-ended questions.

As stated previously, the data gathered were to be analyzed. The data which were individual description then were interpreted. In the multiple choice questions, the answers were grouped based on the similarity while in the open-ended questions, the answers were grouped based on the tendency on the answers.

The whole process of the study was conducted in English Language Department, Faculty of Languages and Arts, Yogyakarta State University. The respondents were lecturers who were teaching and/or had taught Speaking III in the department. The respondents are expected to share their notions and perspectives of the topic i.e. using authentic video in Speaking III.

The procedures of study are as stated by Jolly and Bolitho in Tomlinson (1998):

- a. Need identification
Need identification can be carried out by asking respondents to fill in questionnaires. The objective of the identification is to figure out problems and to get the solution the problems.
- b. Need exploration
At this stage the researcher digs up learners' needs in more specific aspects such as what language functions, meanings or skills the learners need.
- c. Contextual realization
The researcher materializes new proposed material in the form of ideas, contexts, or texts.
- d. Pedagogical realization
The researcher materializes the proposed material in the form of exercises and learning activities and also manual/instruction.
- e. Physical production

The physical production includes layout, size, visualization, reproduction, recording duration, and so on.

f. Classroom use

The material produced is implemented or used in the teaching-learning activities in class.

g. Material evaluation

The material that has been used in class activities then is evaluated by referring to the learning objectives.

Validity

The research validity was achieved by evaluating the material whether it represents the learning objectives as stated in the curriculum and syllabus. In addition, validity was got through triangulation in which we employ Speaking III lecturers to evaluate and review the material we produced in terms of applicability and whether it meets the learning objectives.

Description and interpretation

The research was conducted in accordance with the steps proposed by Jolly and Bolitho in Tomlinson (1998):

A. Need identification

At this step we, the researchers, enquired and identified the needs of authentic videos for Speaking III class using questionnaires. Here is the questionnaire and the data obtained:

Table 1. Questionnaire

No.	Problem area	Questions
1.	The use of authentic video in teaching Speaking III	1. Have you ever used authentic video in teaching Speaking III? a. Yes, go to question no 2-6 and 9 b. No, go to question no no 7-9 c. others: 2. How do you compile the authentic video for Speaking III? a. Downloading freely from the internet b. Buying from the internet c. Buying from the stores d. recording e. others: 3. How do you use the video in the class? a. Watch the video together with the students then discuss the content b. Ask the students to watch independently c. Ask the students to find the videos on public speaking then discuss then in class

		<ul style="list-style-type: none"> d. Assign the students to access the video from the internet e. Assign the students to record actual public speaking events f. Assign students to record TV programs (news reading and talkshow) g. Others: <p>4. What benefits can you get from using authentic videos in class?</p> <ul style="list-style-type: none"> a. The videos provide students with contextual public speaking models b. The videos drive students to be more motivated to learn and to speak. c. The videos attract students more d. Grow students understanding towards the various kinds of public speaking e. Develop students' knowledge on the English speaking culture f. Others: <p>5. What limitations do you have in using the videos in class?</p> <ul style="list-style-type: none"> a. The limited number of videos available b. The limited supporting facilities to play the videos in class (laptop, LCD, speaker) c. The limited access to <i>authentic video</i> d. The limited skills in accessing the internet e. The limited skills in operating the computer, LCD, and speaker f. The limited skills in manipulating the videos g. Limited time in each class session h. Others:
2.	Kinds of authentic videos mostly needed for Speaking III	<p>6. What kind of authentic videos do you mostly need in Speaking III?</p> <ul style="list-style-type: none"> a. <i>sitcom</i> b. talkshows c. English news reading d. Recorded seminar and conference e. Recorded MC-ing f. <i>film clips</i> g. recorded speeches h. others:

3.	Reasons for using/not using authentic video in Speaking III	<p>7. Why don't you use <i>authentic videos</i> in teaching Speaking III?</p> <ol style="list-style-type: none"> Limited number of <i>authentic video</i> Limited supporting facilities to watch video (laptop, LCD, speaker) Limited access to <i>authentic video</i> Limited ability to access internet Limited ability to operate the computer, LCD, and speaker Limited ability to process the videos Limited time in each session Others: <p>8. How do you provide the models of public speaking to the students?</p> <ol style="list-style-type: none"> I become the role model in class I ask the students to practice then discuss it together in class I assign students to observe authentic public speaking events I invite some public speakers to class Others:
4.	Opinion on the availability of authentic videos in teaching Speaking III	<p>9. What do you think of the using of authentic videos in speaking 3?</p> <ol style="list-style-type: none"> It's a great help for the class It will help students to study autonomously It will not help much in class It will not be beneficial because we do not have enough supporting facilities in class It is difficult to apply in class Others:

Among the 9 respondents, 8 people or 89% of the total respondents claimed to ever use the authentic videos in classes of Speaking III. The videos are compiled from internet free downloading (50%), buying readily available videos from the record stores (50%), and do own recording from radios or television programs (25%). 75 % of the class activities is dominated by the lecturers and students watch together then discuss the contents of the videos. The respondents find videos very beneficial in teaching speaking III since they provide actual and contextual public speaking events to the students. The respondents also find that the videos provide students with the knowledge of English speaking culture. Besides all the benefits, lecturers are also faced with some limitations like the limited number of videos, limited supporting facilities (LCD projector and speakers), as well as the limited ability to process authentic videos to be learning materials. These respondents play themselves as role models or assign students to observe authentic public speaking events (live or from

TV) before the class then discuss it in class. All respondents believe that readily to use material kits using authentic videos will support the teaching-learning process for the videos will provide students with the actual public speaking events. The respondents also believe the videos will help the students to study more independently.

B. Need Exploration

Need exploration was conducted through analyzing the description and the objectives of Speaking 3 in the curriculum of English Education Department of YSU and the existing Speaking 3 syllabus. The curriculum clearly states that the subject aims at developing students' competency in using formal English in public speaking. The required class activities are the small-groups as well as individual speaking practice, lecturing, and discussion.

C. Contextual Realisation

The researchers had a discussion to decide the kinds of authentic videos mostly needed for the class and the source of the videos. The researchers also discussed whether to download the videos from the internet, online-buy the videos, or buy the videos from the record stores. The researchers also surveyed and browsed the websites which provide freely downloaded videos and online purchased videos.

D. Pedagogical Realisation

The researches started the authentic video materials collecting process and designing the manual kit. Based on the finding in the previous step, the sites like www.youtube.com, and www.metrotvnews.co.id were considered as the best source to download the required videos. youtube has unlimited collection of freely and easily downloaded public speaking videos, although the downloading process requires certain software like the *FLV player* and *Realplayer*, or downloader sites like the <http://keepvid.com> which can be accessed freely. The downloading process was started by opening *youtube* then choosing the required videos. When the video files were completely opened, the downloading process could be done by clicking the download information box at the upper right corner of the video. Waiting for the videos to be opened completely is crucial because when the videos are still buffering, the downloading process will not be successful. The same downloading process will then be applied to videos from www.metrotvnews.co.id.

This process was not always successful that there had to be another way of downloading the videos. The researchers use freely accessed downloading sites like <http://keepvid.com> to download youtube videos. Listed below is the downloading process with <http://keepvid.com>:

- a. open the required videos from www.youtube.com,
- b. open a new window for <http://keepvid.com>,
- c. at youtube page, after the video was completely opened, copy the address by right-clicking the mouse at the website page column then choose *copy*,
- d. *paste* the address at download column of keepvid.com.

- e. next, choose the kind of video file to save. There are two options; flv video and MP4 video. flv video is the one with lower quality and smaller file size compared to MP4 video.
- f. at this step, the researchers chose flv videos because the downloading process takes shorter time than the MP4 videos, although MP4 has better audio and video quality. Despite the lower image quality of flv videos compared to MP4, they still can be used in class. The image is clear enough.

The next process is selecting the videos which have clear audio and video image quality. Some amateur videos have bad audio and video image that they are excluded in the selection. The researchers also recorded some English news reading programs from the local TV station like **metro TV**. The programs were *Indonesia Now* and *Indonesia This Morning* news programs. The recording process was done with the help of a DIVIcam (a compact pocket camera). However, these videos have a low quality of video image and the rendering and editing process to exclude the accidentally recorded commercial breaks during the programs took a lot of time to do. The researchers decided to exclude the videos in the teaching materials. At this stage too, the researchers modified the existing syllabus of speaking 3 to suit the video use in class.

E. Physical Production

Before compiling the videos into a VCD, the researchers converted the file formats of the videos into *wmv* files or *flv* files with certain video converter software. The converting process is necessary to do to make sure the videos are compatible with any video player softwares like *winamp*, *windows media player*, *Realplayer*, or *FLV player*. However, playing the videos with flv player is not recommended since the process may cause the computer to crash. Therefore *Realplayer*, *winamp*, and *media player* are the most compatible softwares with the videos. Some videos which were downloaded by using keepvid are already in flash video file that they do not need any more converting process.

In the compiling process of the videos into a VCD, the videos are arranged based on the weekly topic as stated in the syllabus. Beside that, the researchers also organized the module which contains speaking 3 syllabus, transcripts of the public speaking events found in the VCD, and the manual kit for the teachers.

F. Classroom Use

The researchers installed *winamp* and *Realplayer* to the computer that would be used in the video try-outing stage. The supporting facilities that the researchers needed during the try out were a set of computer, LCD projector, and speakers. Below is the procedure of teaching:

- a. Lecturer and students discussed the topic for the day and brainstormed the possible related expressions to prepare the students,
- b. After brainstorming, the lecturer and the students made a list of useful expressions and vocabularies related to the topic,
- c. Next step, the class together watched the video. The video show was done several times to provide students with deep exposure to the public speaking event,

- d. Another discussion on the expressions used in the video was the next activity. This stage is necessary to compare the students' pre-understanding on the public speaking and the authentic expressions in the video. At this stage too, students observed the bodily movement (gesture), facial expressions, and other non-verbal expressions shown on the video.
- e. After that, the students worked in small groups to practice the public speaking in their group. Each student should give feedback to her friend's performance and learnt from her friends' feedback on her performance.
- f. The final step is the actual performance in which students really performed in before the class. The lecturer gave comment on the students' performance and gave written remarks on the performance. The lecturer also assessed the performance by using a specially-designed rubric for assessing public speaking ability.

G. Material Evaluation

Material evaluation was carried out by surveying the students' opinion on the videos used in the class activities. 47 students from two classes of Speaking III were asked to fill a structured reflection form designed by the researchers.

Table 2. Reflection Form

Reflection Questions

Please fill in the questions by ticking (✓) for questions number 1 – 3 and write your idea for questions no 4 – 7.

No	Point to reflect	1= strongly disagree	2= disagree	3= doubt	4= agree	5= strongly agree
1	I find the videos played in Speaking 3 class helpful to understand the topic discussed					
2	The videos give me enough exposure of language use and useful expressions to prepare me for the speaking practices					
3	I find the printed explanation and useful expressions helpful to understand the topics of discussion and to carry out the speaking practice in class					
4	What do you think of the quality of the image of the videos?					
5	How do you like the use of videos in Speaking 3?					
6	What can we do to improve the media for Speaking III?					
7	What do you need to get ready to speak that is not provided by the video?					

The results show that the majority of the class (90.3%) found the use of authentic videos in Speaking III class helpful to understand the topics of discussion in class. It means that watching the videos before the students have discussion on the topic can lead them in the discussion. And 82.9% thought that the videos give enough exposure of language use and useful expressions to prepare them for speaking practice. Further, most students (91.4%) agree that the printed explanations and useful expressions completing the authentic videos helpful to understand the topics of discussion and to carry out the speaking practice in class. Even though the videos give the students enough exposure of language use and useful expressions to be used in speaking practice, they still need the printed or written ones as reminder or guidance.

In addition, around 80% (38 out of 47) considered the quality of the videos in term of image is good. Instead of answering the question, 3 students gave their opinions such as the format of the video should be wmv, the quality can encourage the students to find good description and ideas and the quality of the image is important. To answer question 5, most students (76.6%) said that they liked the use of authentic videos in learning Speaking 3. However, one student abstained and 9 others did not answer the questions as they should. They expressed their opinions instead. Their opinions are: it is not important, it gives me more knowledge, it is helpful, it is good but the narration or the talk is too fast, it gives me real situation and expressions, it should be completed with lecturer's explanation, the videos should be employed in all speaking classes and I need to see it several times. 72.3% had an idea that the videos can be improved by operating other devices or adding facilities to the classroom to answer question 6. Some 19.1% of the students suggested the improvement of the quality of the videos. While 6.4% thought that the videos did not need any improvement. The last question was responded in various ways. However, there were only 23.4% of the students responded the questions as expected that the videos did not provide them with affective aspects like motivating factor, written explanation to refer to and interaction. It was just unfortunate that 31.9% of the students did not answer the questions properly. They focused their answers on what they need to get ready to speak so that they tended to answer that they need to practice speaking either alone or with friends, find related written material.

Besides asking students to evaluate the videos, the researchers plan to ask the fellow lecturers to evaluate the videos. However this stage is not yet fully conducted because by the time the paper is written, the research has not yet come to the final evaluation by speaking lecturers.

Conclusion

Modeling in public speaking is a crucial step in teaching speaking 3. The modeling session during the teaching learning process provide students with exposure of the target language. In classes of speaking 3 of English Education Department of YSU, modeling is conducted through observing some authentic videos of actual public speaking events. Students find the videos helpful because they provide students with

authentic expressions used in public speaking and authentic models of public speaking events.

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BIO STATEMENT

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