Enhancing Students' Speaking Skills through "Kunci Inggris" Videos in Islamic Junior High School

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Abstract
Personal ability of a teacher when integrated with good learning material will make his students get more involved and absorb teaching material better hence improving their foreign language. There are many materials may be used to teach, one of them is videos. The video is expected to trigger students' enthusiasm and improve their motivation. Eventhough, in using the video teachers must make sure that the exercises or tasks are challenging enough, yet not too difficult for them causing desperation even de-motivated in studying foreign language.For the research, SMP Agus Salim was selected as the pilot project because its uniqueness in having student from relatively lower class and good Islamic atmosphere eventhough it is not a *Madrasah Tsanawiyah* (Islamic Junior High School). This research (R & D) was an explorative research to search for some ideas on how English is delivered in class, what kind of supporting media used and how was students' progress on year to year when the teaching system in class using "*Kunci Inggris*" that becomes the object on this research. In the research, it were not only students, teachers and education expert but also television experts were involved in the production process since the purpose is to make the product eligible to be broadcasted on TV. Therefore two standards were used to measure the result, i.e. education and TV media standard. The research and development methods employed in this research contains of three main components: (1) model development, (2) procedure development, and (3) the product testing. The final product was developed using 10 steps of R&D Borg and Gall produced 11 videos of "*Kunci Inggris*' that have been distributed in some schools, in neighborhood area of SMP Agus Salim, Semarang. Also, videos were uploaded in YouTube channel and distributed on social media of WhatsApp messenger. In conclusion, the dominant numbers of population show that students enjoy and feel happy with the use of "*Kunci Inggris*' in their class. All video is considered good and valid for implementation and dissemination on teaching. The video was distributed in 3 other schools, having similar profile to SMP Agus Salim, and then broadcasted in TVRI Jawa Tengah as Public Service Announcement programs. The video is also uploaded in YouTube channel and distributed via WhatsApp messenger.
Keywords: Speaking skills, videos, Islamic Junior High School, students.

1. Introduction
Material prepared by a teacher to teach (English), is one of the best ways to achieve objectives of the learning process. The personal ability of a teacher when integrated with good learning material will make his students to get more involved and absorb teaching material hence improving their language skills.

Generally, people consider that the material is in a form of textbooks or digital texts such as e-book and other texts. However, Tomlinson (1998) reminded all the teachers that textbooks are only one kind of teaching material. There are many other materials for teaching, for example: dictionary, tapes, videos, and worksheet and TV series. The most important thing is anything that can be used by a teacher and student to facilitate teaching and learning process.

... be in the form, ... pied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned." (Tomlinson, 1998: 13-14)

In early 2013 an observation was conducted by using a simple questionnaire in one of the junior high schools in Semarang showing that apparently English was still difficult to master for the students. There are many factors that influence this matter, but in general, teaching English needs new method to study which is not a radical one but effective enough for the students at school to learn English better. This little change is expected will not only improve their competence but also improve their enthusiasm and motivation in studying English, therefore, learning process will be fun for them.

"In this paper, we have demonstrated that productive skills do not exist utterly independently from receptive skills. Passive skills represent an essential part of language skills and basics of some categories of productive skills. Both types of active skills, i.e. speaking and writing share some types of activities and some belong merely to one of them. Nowadays, at the age of the Internet there are more

innovative and lively ways to practice active skills. However, some of them are accepted only by foreign language users and not by their language instructors." (Golcova and Hubackova, 2014)

In relation to speaking as the productive language skill that requires active skills (Golcova and Hubackova, 2014), the little innovation offered by this observation was using video as teaching material in speaking subject. The video was produced in accordance to the curriculum, and involving students actively in the process of video making. The video was designed on television production standard, and duration wasn't long one while still gave effective result.

The video had no any purpose to replace teacher's roles, but rather to supplements it to makes learning process more fun; and it was considered as one of the 'real technologically educated media' (Agodini, Dynarski, Honey, and Levin, 2003).

> "Schools have long used tools as part of instruction and learning. For example, modern classrooms often contain textbooks, televisions, and video cassettes players, and computers, and many secondary schools have classrooms that contain equipment used in commercial and manufactured settings. All of these tools could be considered broadly as forms of 'educational technology'." (Agodini, Dynarski, Honey, and Levin, 2003)

The reason was not too many teachers use video as media in class (at least in some Islamic schools during the research in Semarang, Central Java, Indonesia), so that the use of "*Kunci Inggris*" was expected to trigger students' enthusiasm and improve their motivation. That is why some teachers are expected to prepare some exercises or tasks using the video.

Teachers need to make sure that the exercises or tasks are challenging enough, yet not too difficult for them to desperate or even de-motivated. This reason is underlined in fundamental goals for teacher in using technology in K-12 classroom. (Kleiman, 2001)

> "Motivate students. This goal is often based on the view that schools need to use multimedia, visually rich materials to capture the interest of students growing up in a media-intensive world. In addition, technology can help teachers provide multiple paths to learning to fit individual students' learning styles and strengths. It can enable students to work with greater autonomy, collaborate with peers and mentors, and gain access to more information related to their own interests, all of which can help engage their interest." (Kleiman, 2001)

It is necessary for teachers to study the video beforehand, and they need to explain what topic students are going to watch. Besides, introduction to vocabulary (especially the difficult ones) will facilitate students to understand the content of the video. In this session, students will be given some quizzes or vocabulary matching game. After one of the video is played on class, small exercises may be performed to give the continuation from the conversation in the video, and then asking the students on "What's happened next?". Teachers may also assign students to do role play or other exercises, depending on teacher's creativity that may turn the class in fun situation.

Pausing video may be applied too, to attract students and teachers may form small groups in class, and based on the video displayed, students are directed to guess what will happen next. Or, teachers may assign them to explain the displayed pictures in English (depending on their competence) in order to gain their self-confidence.

Based on research in 2013, the one thing to bear in mind was teachers are expected to make students comfortable and less worry of making mistakes; they are encouraged to practice and participate in the class. Never forget, according to Indonesian curriculum, that English is taught in junior high 1st grade. Not all students are fortunate enough to get some basics English when they were in Elementary school as the local content in their previous school.

> "As more and more children enter schools from families in which English is not the language of the home, teachers face the daunting challenge of instructing children who have limited skills in the English language. It is becoming increasingly obvious that this experience is not limited to teachers in certain schools or certain parts of the country. All teachers need to know something about how children learn a second language." (McLaughlin, 1992)

It is not possible for the video to be solely solution of English learning problems in class (McLaughlin, 1992), but it was believed that the use of video in class is something unique. This unique thing is expected to give big differences in some areas so that the video was designed with television production standard aimed to give results similar to people which watching the television.

Even though it is less measured, but it can be said that the results of the video will give "television impacts" in the class with more positive purpose. In contrast to stereotyping view on television in giving bad impacts, for example make people addicted, repeating, mimicking without censor whatever programs broadcasted, believing whatever broadcasted on TV, etc, it will give positive impact for teaching in form of mini version and content adjusted production. It will give something to be repeated, make addiction, and believed to be practiced directly on learning materials especially for repetition and mimicking from the video in class, and it will give tremendous results for English lesson.

There were some interesting programs which were quite promising in their English form as media to study for students, but since it was dubbed in Indonesian then the quality aspect was downgraded. Take some example to some TV series like Barney, Dora the Explorer, Winnie the Pooh, Sesame Street, etc.

When talk about quality of English education from foreign production origin, because of some reasonable adjustments, and then it suffers some drawbacks, for example when Sesame Street translated into "*Jalan Sesama*". When discussing about the program, the students could have a lot of benefits. It is not only from the language itself, but also some moral values and other education. Sesame Street has been observed that it has a lot of benefits for education (www.sesamestreet.org).

"This meta-analysis examines the effects of children's exposure to international co-productions of Sesame Street, synthesizing the results of 24 studies, conducted with over 10,000 children in 15 countries. The results indicated significant positive effects of exposure to the program, aggregated across learning outcomes, and within each of the three outcome categories: cognitive outcomes, including literacy and numeracy; learning about the world, including health and safety knowledge; social reasoning and attitudes toward out-groups. The effects were significant across different methods, and they were observed in both low- and middle income countries and also in high-income countries." (Mares and Pan, 2013)

Therefore, inspired from Sesame Street program and the very early research finding about its impact on children learning skill (Ball and Bogatz, 1971), It was decided to do some observation on teaching material in a form of video which having standard of TV production and aiming to be supplementary materials in class for teachers, especially for speaking and listening for students.

Related to MEA (ASEAN Economic Community) started in 2015/2016, it is believed that English skill is necessary, especially for junior high students to prepare their future to compete in the world. According to observation to English teachers, many of them haven't maximized the use of teaching media, such as video in their teaching process. The way of teaching and material haven't changed much from time to time.

"When teaching with digital natives in a digital world, one question facing many educators revolves around integrating technology to help facilitate learning: How do you work technology into the pedagogy, instead of just using something cool? That task can be especially daunting in language arts literacy classrooms where reading and writing skill development is the crux of daily lessons. However, as 1:1 technology initiatives roll out, integrating technology into the classroom is our reality." (Ward, 2016)

Ward (2016) stated that it is the big challenges in dealing with the teaching by media technology faced by the teacher in the website www.edutopia.org, and the observation is needed to get some views from some officials in the use of video as supplementary media as a compulsory feature in their process of teaching. When it conducted massively and well planned, it will give good impacts to students. It also was hypothesized that when the program gives good results in one ordinary junior high school, then it will have similar results to other better schools.

2. Literature Review

Some researches on children's English language learning process have been carried out so far. One of the academics that concerned about this issue is Jayne Moon (1991), in his book entitled "Children Learning English", Moon provides a guide for teachers in teaching English to young learners. His book contains a discussion, discovery activities and real-life examples of English classes worldwide.

Moon agreed that in learning English, there are many variations of ways for students to learn. This depends on the characteristics of the students, what students are concerned, their natural talent, and their daily experience. Based on this knowledge, it is the teacher who has to adjust to the students, rather than opposite way.

Moon (2000) explains that children who learn English as a second language or as a foreign language in schools always have studied their prime or previous language before, and when entering the classroom, they will bring in the previous language experience, which can help them to learn and study English. Teachers should be able to utilize and build these characteristics and skills. The situation of learning English as a foreign language is very specific. Children will depend on the overall school environment as input. Thus, teachers are usually positioned as the only source in teaching and have a very important role in children's language learning.

In addition, children do not learn in one way, but using a variety of ways. They will be able to use these methods when teachers develop appropriate learning environment, which provides sufficient exposure to provide meaningful input, giving them the freedom to take risks and researching, making them want to use the language to communicate with the teacher and with his friends, and get feedback from the learning process.

Studying English in various ways according to opinion from Moon (2000), one of the variations way is to use technology. Research from Chapelle, CA (2003), English Language Learning and Technology discussed thoroughly on the utilization of technology as a medium of learning English, both for teachers and for learners. The focus of the research is on subjects such as classroom discourse and interaction; language diversity in educational

settings; bilingual education; language testing and language assessment; teaching methods and teaching performance; learning process in mastering second language; and learning of written language in educational settings.

Furthermore, Chappelle, C.A (2003) stated that the study of every level of the linguistic system has moved due to the technology. In the level of discourse, the language in electronic communication makes the momentum for the theory to help the creation of sense of new registers by their own conventions. The study of phonology includes methods for speech recognition and synthesis that have pushed former limits of knowledge. The study of grammar has been affected dramatically by computer-assisted methods through corpus linguistics, which has changed how grammar is studied as well as who can conduct research on English grammar.

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The way that students will learn to do applied linguistics with technology is by learning applied linguistics through technology. Although much can be learned about technology and its use from other disciplines, applied linguistics technology cannot be taught separately from applied linguistics - i.e., as something to be added on after the academic content and procedural knowledge of applied linguistics have been covered. Teachers need to learn to use computer technology for constructing and implementing materials for teaching and assessing English, and they need to engage in innovative teaching and assessments through the use of technology. Secondary classroom also becomes the concerning class of English classrooms which is integrated technology aspect in the class since 1980s (Adams and Brindley, 2007: 100).

> "The secondary English classroom was not typically among the earliest starters in the take-up of computing technologies by schools in the early 1980s. It nonetheless became a conspicuous adoption site during the 1990s. This partly reflected the growing presence of media and popular culture studies within syllabus and curriculum statements for subject English from the 1980s. At the same time, it is probably fair to say that nowhere is the overall character of classroom appropriations of new technologies more apparent than in secondary school English. Three characteristics in particular define much of the current 'technology mediated' work of English classrooms. We describe these in terms of 'digital busy work' (Bigum 2003b), 'digital pretend work' and 'digital conserving work', respectively." (Adams and Brindley, 2007: 100)

Many forms of technology, as mentioned by Chappelle, CA (2003), can be used for education purpose especially in learning English. One of them is a television. A study which specifically concern in this way was a study from Fisch (2005), entitled Children Learning from Television. The study concluded that despite critics who claim (without any substantive evidence) that television destroys children's attention spans or turns them into zombie viewers; research has shown that television is either inherently good or bad for children. Therefore, the effects of a television program depend on its content.

Fisch (2005) specifically stated that if wanting a television program has effective positive effect on the way children learning, then what should be done is to involve the users especially their opinion, in this case is children, in the making of the program. Using this method, the material can be adjusted directly to the needs, interests, and abilities of target audience. In this way, research can help to ensure that future educational television series will continue to be as appealing, age appropriate, and educationally powerful as possible.

3. Location and Method of Research

3.1 Location

SMP Agus Salim was selected as the pilot project because of its uniqueness in having students come from relatively lower class. The other uniqueness from the school is its Islamic atmosphere eventhough it is not a *Madrasah Tsanawiyah* (Islamic Junior High School). It is displayed in their daily routine like doing *dhuha* pray together, reading short *surah* from Holy Koran every morning before start the lessons, broadcast Juz Amma recording through the loud speaker every morning before 7.00 o'clock and wearing headdress (Islamic head scarf) for female students. This particular uniqueness made the researcher assumed that if the learning video can be successfully applied and give good impacts to students in the school, so it also has big opportunity to be successfully applied in other schools having better condition.

3.2 Methods of research

There were 88 students altogether from SMP Agus Salim served as respondents in the second evaluation, however, from analysis from first evaluation, it only need 16 students for evaluation. The 16 samples twas aken using Isaac and Michael formula as follows:

$$s = \frac{\lambda^2 . N . P . Q}{d^2 (N - 1) + \lambda^2 . P Q}$$

(1)

s = sample number

N = population number

λ2 = Chi square, with dk = 1, standard mistake 1%, 5% and 10%

d = 0,05

P = Q = 0,5

   Considering that this research (R & D) is an explorative one, it has intention to search for some ideas of how English is delivered in class, what kind of supporting media was used and how was students' progress from year to year with the teaching system in class. This information later was used to design a product to improve students' competence in English. The product was "*Kunci Inggris*" that becomes the object of this research.

   The details of the educational research and development (R&D) methodology according to Borg and Gall, 1989, are as follows:

1.) Needs Analysis (Needs Assessment). Needs assessment is a systematic process for setting goals, identifying discrepancies between reality and desired conditions. It is executed by covering the literature review and observation or classroom observation and preparation of the initial report. Early research on needs analysis is very important in order to obtain preliminary information to perform development. This can be done for example through classroom observation to see the real condition of the field.

2.) Planning. Planning includes the ability to formulate specific goals to determine the sequence of material, and small-scale trials (trials or testing experts on a small scale, or expert judgment).

3.) Development of the initial product format. Development of the initial product format includes the preparation of learning materials, handbooks and evaluation tools. The format of the program is the development of aired printed materials, the order process, or procedure which comes with the video.

4.) Validation of the initial product. Expert test or validation, carried out by respondents experts or product design models. This activity is conducted to review the initial products, provide input for improvement. This validation process is called the Expert Judgment or Delphi Technique.

5.) Revision of the early stages of product. The revision of the early stages of product was performed based on the results of the initial validation. The results of field trials were qualitative information about the program or product under development.

6.) Testing Products. Learning outcomes were collected and analyzed in accordance with the specific objective to be achieved. Then the probability group was compared with the control group.

7.) Revision of product. It was done based on the results of field trials. The results of field trials involve larger groups of subjects. It is intended to determine the success of the product in the achievement of objectives and collecting information.

8.) The field trials. School 10-30 to 40-200 involving subjects with interviews, observations, and delivery of the questionnaire.

9.) Revision of the final product. Doing revision to the finished product, based on the suggestions in field trials.

10.) Dissemination and implementation. Report and distribute products through meetings and scientific journals, in collaboration with the publisher for dissemination products for the commercial, and monitor the distribution and quality control.

   In summary, the research and development methods actually only have three main components: (1) model development, (2) procedure development, and (3) the product testing.

3.3 Kunci Inggris

In the research, it was not only students, teachers and education expert but also television experts were involved in the production process. The purpose is simple, that is to make the product eligible to be broadcasted on TV. That's why the double standard was used (education and TV media) with aim to have a good quality program. Moreover, it was also aimed to make an interesting class and then to make students attracted to English.

   The big importance suggestion from television experts was the use of 'kunci' which is a manifestation of broadcasting and education principles. Some local and cultural approaches was selected as can be seen from the content of the video where the actors are wearing junior high school's uniforms. Also, the observation was conducted in an Islamic school. Selected actors are wearing Moslem headdress. The situation, like borrowing *mukena* with mosque as the setting, was expected to make students familiar with the content eventhough it was expressed in foreign language.

   Furthermore, simply said, initially "*Kunci Inggris*" video was intended to educate the audience little - by-little – to use simple expressions in the English language which also represent the local wisdom of the people of Central Java which are portrayed as " *njawani*". It also was aimed on mastering the basics of English conversation,

at first. However, in line with its development, the material of "*Kunci Inggris*" become further adapted to official curriculum of English language teaching in schools.

"*Kunci Inggris*" played by students (elementary/ junior high/ high school and college students) are accompanied by Native Speakers. Because of very limited duration, in around of 120 seconds, the packaging and the material presented were made as short, simple and interesting as possible. Native Speaker function here was intended to provide an example of speaking directly related materials are emphasized, so that the audience can see the difference between Indonesian and Native Speaker when they were speaking in English.

4. Results and Discussion

Teaching English for students of grade VII (seven) —the first level to know English, is crucial. Their impression towards the lesson determines their next competency in English. Positive impression will make them comfortable, want to know more, and participate more in learning process in class. And if their teacher maintains their competency, it is possible they choose English as a lesson which are looking forward to study. Students would be enthusiastic in waiting for English class, and they will feel sad when the class was dismissed.

Many people believed that English is a boring lesson, full efforts in memorized pattern of tenses and grammar; it gets worse when students studied under a very strict teacher. This is a noble task for a teacher to change it. Teachers are expected to do innovation to make students feel comfortable and curious to stay in class. This matter is the main reason for researcher to do research in putting video as a supplementary material for English lesson.

Besides doing direct observation and interview, the research also employed questionnaire related to Likert pattern. After the questionnaire was distributed and data was gathered, researcher did data input then check the its validity and accuracy. If it was absolutely valid and accurate, then data will be processed using descriptive statistic to find mean, median, modus, deviation standard and range.

When there was an invalid and inaccurate data, the data will be improved by deleting related question items. And after doing descriptive statistic, the result will be described on: how majority of respondents think about given questions. From their opinion, then it can be concluded how to get the best video.

The step of analysis of demands showed the result that students actually enjoy English lesson but they consider it difficult. The results of analysis of necessity showed that students think that learning with video was something fun. They wanted longer duration for the video. Video was considered long if it takes around 15 minutes. The expected actors were mixed actors or combination between native and local speakers. The expected format of video content was drama. The preferred activity during watching the video were writing one because they still don't have any self-confidence to practice speaking, but most of the observed the conversation without taking notes. Therefore, they always need more repetitions.

From the results of analysis of demands as given in questionnaire which distributed to students and teachers, initial product was 6 videos entitle "*Kunci Inggris*" with 1-minute duration in dialog format. The actors were a native speaker and some local actors. The material of the video looks good since the native speakers are English teachers who teach in Indonesia. Not only their natural conversation and expression, the material was also simple and easy to remember for students. The duration of video was stable, 60 seconds. This is very ideal in case of need repetition; since it won't spend too much time. This is both ideal to use in class and television. As a note, from technical sides, the angles of camera are still too simple, not too dynamic and a bit boring.

In the second production of "*Kunci Inggris*", there were 3 videos, each has different duration: Borrow a Ruler (00.01.06), Dirty Book (00.01.35) and Pencil Case (00.01.41) respectively. Some of the videos were not edited because of certain consideration, and the actors looked awkward and flat. That's why there were only 3 video produces. Technically, the shooting process was better, but from the contents they need evaluation.

Next, there were 8 videos to produce. They are Borrow a ruler (00.01.41), Dirty Book (00.01.40), Doctor (00.02.14), Favourite Room (00.02.27), New Student (00.01.29), Pencil Case (00.02.21), Persian Cat (00.02.08), and Went to Supermarket (00.02.07) respectively. The video content was better, but it needs some grammatical correction according to validator and one video titled New Student gets appreciation from television expert.

In the last 11 videos production are Book Store (00.01.31), Borrowing Book (00.01.31), Borrowing Mukena (00.01.21), Borrowing Pen (00.01.30), Cheese Bread (00.01.29), Clean Up the Classroom 1 (00.01.20), Clean Up the Classroom 2 (00.01.16), Dirty Book (00.01.32), Missing Dictionary (00.01.27), New Novel (00.01.39), and Public Transportation (00.01.41). All video was considered valid and ready to be implemented and disseminated. The videos were distributed in 3 other schools, in the neighborhood area to SMP Agus Salim, and then broadcasted in TVRI Jawa Tengah as PSA program. The videos were also uploaded in YouTube channel and distributed via WhatsApp messenger.

The final product using 10 steps of R&D Borg and Gall produce 11 videos of "*Kunci Inggris*' which have been distributed in some other schools. For school distribution around SMP Agus Salim, it was completed with questionnaire to observe how effective the video is as a supporting material in teaching English for students. After that, videos wee uploaded in YouTube channel. They were also distributed using social media of WhatsApp messenger. To broadcast in this social media, the video need to be converted into special format file in order to be

easily sent.

5. Conclusion

This research was conducted to help teachers realize their dream class as described previously. The result was in a form of short videos which in accordance to topics as stated on 2013 curriculum. From the investigation, there was no such video specially designed for it. Using R&D steps, '*Kunci Inggris*' video was created. From television criteria, according to the experts, the name of a product should be ear catching and eye catching so that it will be interesting and easier to remember. Education experts said that cultural and local contents are the keys in success to teach English. The word "*Kunci Inggris*" is familiar in everybody's ears since the phrase reminds us to a garage tool. In another meaning, this is the key (*kunci*) to open the door of English (*Inggris*). The title is an Indonesian term but it makes sense to use in the content of English lesson.

"*Kunci Inggris*" product was the result of the research after conducting all of the ten (10) steps of Borg & Gall (1998). There are 28 videos consisted of 6 videos as the initial product from analysis of demands, 3 videos as the second product of experiments and first revision, 8 videos as the third product of the second experiment, and 11 products as the final product of validation and ready to disseminate.

From the steps in using R&D research, the dominant numbers show that students enjoyed and felt happy with the use of "*Kunci Inggris*' in their class. As a validator said (Dr. John Hope from Auckland) that the use of video in the class is good as long as teachers make use of it well. That's why there is an instruction for the using the product in the class. Therefore, besides video content, the product is completed with instruction book for how to use it for the teachers.

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