LEARNER-MADE VIDEO PROJECT: PRODUCING PRODUCTIVE EFL LEARNERS

Maria Puspa Sari¹ & Ratu Wardarita²
¹Politeknik Akamigas Palembang, South Sumatera, Indonesia
²Universitas PGRI Palembang, South Sumatera, Indonesia
*Email: ratuwardarita@yahoo.com

ABSTRACT
Video project has potential as a media in language learning which can encourage learners to be more confident and independent to speak fluently. This research was conducted to figure out if video project could increase learners’ speaking ability. Prior to the treatment, this one group pretest-posttest experimental study randomly selected one group of learners consisting 26 participants. The results revealed that video project had significant influence on the participants’ speaking. Participants were found more fluent and communicative in their videos.

KEYWORDS
EFL Learners, video project, speaking skill

INTRODUCTION
Teachers of English are on high demand of providing their students various learning approaches and methods. English learners are expected to be able to listen, read for gist and details, speak and write in English with ease after they learn. However, Indonesian typical students learn English grammar very well even maybe better than the native of English as in all primary schools English textbook includes grammar in such way which cause students understand the theories of grammar. Unfortunately, the students fail to use their grammar knowledge to communicate especially speak fluently as many of them takes grammar very seriously in interacting. In other words, Indonesian learners study English using grammar translation method (Kuswardani & Wahyuni, 2013), but they are reluctant to speak. This is very reasonable for writing, yet it trammels them to speak confidently. Linguists believe that methods of learning do matter to build up learners’ achievement in learning. One learning method proven effective for language learning is communicative method.

Communicative methods are definitely effective in shaping learners’ speaking ability. Some of the methods are discussion, debate, presentation, public speaking, etc. This research tried to explore the potential of public speaking through video project. Using video project, researchers found that learners are more confident, and this method can also improve their speaking (Kuswardani & Wahyuni, 2013; Saleh, Manurung & Darmawan, 2014). Learners are encouraged to videotape themselves talking about some topics they are assigned to. Not only encouraging learners to be more confident, but also it can encourage them to be more independent in learning. Furthermore, learners try hard to do their best in making very good video as it is very likely they check their videos and make some improvement before they submit them to their teachers. It means that the process of learning involving their soft skills such as problem solving also occur at the same time.

In conclusion, EFL Learners are expected to speak English fluently and confidently. However, in fact they are found reluctant to speak because of their teachers’ grammar translation method. It is, therefore, learners need to be encouraged to be more productive in speaking using another method. There have been numerous studies revealed the effectiveness of using video in ELT. However, some of them used video as the input not output from learners. Some others asked learners to produce videos, but the evaluation focus on the aspect of soft
skills. Thus, this study explored the effectiveness of video project made by learner and the aspects of evaluation focused on the speaking skill.

**LITERATURE REVIEW**

**Speaking**

How good learners speak English is determined by three main points, i.e. communicative competence, grammar and vocabulary. As it can be seen that grammar is not the first thing. In the communicative competence, one criterion is fluency and coherence. Learners are expected to speak English fluently without or less hesitation (Cambridge ESOL, 2011). It is, therefore, building learners’ confidence is the first thing that English teachers or lecturers do in teaching English. Then, as the learning is ongoing, learners should shape their lexical knowledge or vocabulary. Grammar and pronunciation are practiced at when they already have confidence. Grammar should not be first consideration to judge learners’ speaking ability as oral and written language might be different in terms of utterances.

In conclusion, the main goal of teaching speaking is to have learners able to communicate orally with high fluency and no hesitation. Making learners’ confidence is a lot more important than judging them by seeing their grammatical use of language.

**Video Project**

Video is moving pictures recorded using devices such as camera recorder, mobile phone, etc. Video is also defined as “a digital recording of an image or set of images” (Merriam-Webster, 2016). People use it to capture their moments so that they can play it over and over. In English language teaching, huge number of methods has been harnessed to increase learners' achievement in learning. With the development of technology, teachers can benefit as much as possible. One benefit from technology for English language teaching is using video which can be either saved or shared through online media. There have been numerous researchers revealed the effectiveness of using video for teaching English. Video is effective to boost learners’ confidence especially those who are very shy to speak in front of people or other learners in front of class (McGovern, 1983, p. 63)

Through video, learners can be creative as they feel encouraged to produce nice, attractive video in order to attract people’s attention. This is very reasonably advantageous as up to now the use of video on social media is increasing greatly. Another advantage of using video is that teachers can use the record to review students’ performance after teaching so that they can give better feedback (McGovern, 1983, p. 86).

A study conducted by Saleng, Manurung and Darmawan (2014) implemented video as the source of learning where in the research the participants watched a video selected based on the content and the appropriateness. The research proved that video can help learners to boost their speaking performance. Unfortunately, the researchers did not instruct their participants videotaping themselves. So, the method was more likely to afield from the goal of the learning in the research. In other words, the method and the objective of the learning were not in harmony.

Kuswardani & Wahyuni (2013) studied the advantages of videoing activity in a tourism class. Their participants were found having great awareness of their communication skill and attitude. Furthermore, they found that this activity could increase their self-learning ability. Some of them even reported that they could evaluate their facial expressions, ability to respond spontaneously and ability to work in a team. They also reported that the activity was very effective and fun as a teaching method. Moreover, having themselves recorded, the participants were encouraged to speak more often despite being nervous. However, those studies focused on the opinions, encouragement of the participants not their speaking skill.

From the results of the previous studies, using video can benefit learners most as it enable learners to record, evaluate themselves and give feedback to each other. Through this
kind of activity, learning will be more interactive as students will communicate actively which means they will be more productive in learning. This research was conducted to fill the gaps found in those previous studies.

RESEARCH METHOD

This study was based on the one-group pretest-posttest experimental research design in Polytechnic of Akamigas Palembang. This design was used as the participants of this study were about to have intensive program in abroad, but their English was not really good. The research involved 26 participants selected randomly. They were EFL learners majoring mining engineering. After selecting the participants, a pre-test was given. The participants were assigned one week to make a video over one topic, daily activities. A month later, the participants were assigned to make video again with a different topic, safety induction. All participants’ works were evaluated by a rater. The rater was given a TOEFL iBT Independent Speaking Rubric. After that, the data were analyzed. Some data analysis used in this research were normality test, homogeneity test and paired sample t-test.

RESEARCH RESULT AND DISCUSSION

The group showed satisfactory results by giving 67.3 and 71.6 as the average score of both pre-test and post-test. The highest score in the pre-test was 75.0 and the lowest was 58.3. Then, in the post-test, the highest score was 81.25 and the lowest was 56.25.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>26</td>
<td>67.3073</td>
<td>5.55964</td>
<td>58.33</td>
<td>75.00</td>
</tr>
<tr>
<td>Posttest</td>
<td>26</td>
<td>71.6346</td>
<td>6.66867</td>
<td>56.25</td>
<td>81.25</td>
</tr>
</tbody>
</table>

The result of data analysis had revealed some results. Firstly, the data of this study had the same variances even though the data was not normally distributed. As the data was not normal, Wilcoxon Signed and Mann Whitney, the non-parametric test, were undertaken instead of the parametric one.
### Table 2. Ranks

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean Rank</th>
<th>Sum of Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest - Pretest Negative Ranks</td>
<td>6</td>
<td>10.67</td>
<td>64.00</td>
</tr>
<tr>
<td>Positive Ranks</td>
<td>17</td>
<td>12.47</td>
<td>212.00</td>
</tr>
<tr>
<td>Ties</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Posttest < Pretest  
b. Posttest > Pretest  
c. Posttest = Pretest

The table shows interesting result that 17 out of 26 participants had better achievement. Even though the average gap between the pre-test and post-test was not high, the results revealed improvement in the participants' achievement. The paired t-test found out that there was a statistically significant difference on the speaking performance of the participants. It was revealed that there was an increasing trend of the test scores where most of the participants' scores increase in the post-test. In other words, their post-test were mostly higher than their pre-test (see Table 3). It was, therefore, the treatment of this study could be categorized into effective way of increasing learners' speaking performance. Using video project does improve learners' communication skill (Akdeniz, 2017; Peng & Woodrow, 2010; Wang, 2014) learners' awareness of using the correct target language and self-evaluation (Akdeniz, 2017: p. 51).

### Table 3. Test Statistics

<table>
<thead>
<tr>
<th></th>
<th>Posttest - Pretest</th>
<th>Asymp. Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Z</td>
<td>-2.253*</td>
<td>.024</td>
</tr>
</tbody>
</table>

a. Based on negative ranks.  
b. Wilcoxon Signed Ranks Test

By having a video project, learners gains more confidence in learning English. Moreover, it also increase their skill in using technology (Huang, 2015). Moreover, the study recommended the use of video project for the learners with low English Proficiency. Another study by Greene and Crespi (2012) discovered that when learners become the producers of the video, they find themselves gain more comprehension on the concept, the class is more fun, educational and relevant to their study. Teachers also found that students’ video project give space for learning engagement, experience, personal involvement, and also deeper and more active learning (Kearney and Shuck, 2004). The study also mentioned that teachers found students’ video fresh, unique and inspiring. On the other side, having a video project make students aware of their audience understanding and tried to use appropriate language (Kearney and Shuck, 2004: p. 3).
CONCLUSION

Based on the results and discussion in the research, this study came to some conclusions. First, speaking is not only activity that learners can only do in the class. Outside their classroom, learners can have video project as their part of learning. This video project had been proven effective in many previous study. In this research, video project is a good way to have learners boost their speaking ability.

Suggestion

Based on a number of conclusions presented above. Educators especially who teach language are encouraged to use video project as one of their activities in teaching and learning process. Also, with the vast development of technology, learners and teachers can take advantages for increasing their skill in communication. Further research might explore the collaboration of video project and social media in increasing EFL learners' language skill.

REFERENCES