

**The Development of Supporting Video for English Textbook
When English Rings a Bell of the Seventh Graders of Junior High School**

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ABSTRACT

In accordance with *Kurikulum 2013*, teaching materials given to the classes have to reflect teaching activities in scientific approach. Dealing with it, it is important for teachers to provide interesting materials to attract students' critical thinking. Thus, providing attractive and interactive media is also extremely necessary in order to create fun learning and maximal result for the students. However, appropriate media to support English textbook *When English Rings a Bell* for the seven graders of junior high school is not available yet. Therefore, it is urgently needed to develop it. Regarding with the absence of the media, this research was conducted with an aim to develop video using ADDIE (Analysis, Design, Development, Implementation, and Evaluation). The result of the development, then, was assessed by an instructional design expert and was tried out by 4 English teachers from 2 public schools and 2 private schools of junior high in Malang city. The data were collected in the form of qualitative data employing questionnaire as the research instrument. To analyze the data, the researchers used descriptive qualitative analysis. Based on the result of the instructional expert's assessment and teachers' try out, it can be concluded that the video development as supporting media for English textbook *When English Rings a Bell* is considered good. Thus, it can be used by English teachers in classes. The research finding of video development is expected to be beneficial for English teachers as the supportive media of English textbook *When English Rings a Bell* for seven graders of junior high school. It is also expected to be beneficial for the seven graders of junior high school to increase their understanding on English materials of the textbook through the video.

Key words: video development, English textbook

Introduction

Kurikulum 2013 is competence based curriculum in Indonesia which pointed that the graduates of education program should master the three main competences: attitude, knowledge, and skill. For that reason, the curriculum is destined to produce adept human resources. Within the *Kurikulum 2013* itself, English becomes one compulsory subject which is given to the seventh graders of Junior High School.

In attempt to reassure the accomplishment of desired kind of graduates, Indonesian national government, through the Book Centre of the Ministry of Education and Culture, published some Teacher's and Student's Books of English subject. The books hold virtue as the main guidance for the schools that conduct *Kurikulum 2013*. Specifically for

English subject on the level of Junior High School, the government provides textbook entitled *When English Rings a Bell* for each semester on each class level.

The textbook *When English Rings a Bell* presents its materials through written and oral text approach. It has eleven chapters which covers various themes. Generally, the themes are closely related to the realm and everyday activities of the seventh graders. The material displayed on each chapter covers the competence-based activity in language skills, such as listening, speaking, reading and writing. Student's activity included in the book is oriented toward the action of speaking and writing, more precisely, the activity consists of completing sentences, story telling, making dialogues, role play, and interviewing. Before conducting the activities, the students are given

the knowledge of the new materials which are shown in the activity of listening and reading. The preview activities are shown in the form of songs, repeating the teacher, reading the dialogue and phrases.

Regardless the advantages that students could get from the textbook, the materials were not supported by the multimedia to visualize various activities contained inside. For example, the presentation of the song is merely shown by its lyric; there is no certain direction of how to sing the song, or how to sing it correctly with proper English pronunciation. The students can only rely on their teachers to be the model. The researchers believe that this condition can be improved if the textbook is accompanied by the multimedia (more precisely, DVD) that particularly supports the activities inside. The DVD contains the songs and dialogues found on the textbook by showing the animation and audio of the characters. The availability of this multimedia will create fun-learning atmosphere for the students for its attractiveness. For the outcome, it is expected that the students' achievement will be improved.

Johnson (2007, p. 14) describes *Contextual Teaching Learning* as a learning system that bases its philosophy on students' capacity in absorbing the lessons; that the students are able to follow the lesson if they are capable to grasp the value of the material given. Furthermore, the students are able to comprehend the class assignments if they can relate the new information with their prior knowledge and experience. Through the contextual learning approach, the textbook *When English Rings a Bell* attempts to help teachers to make connection of the source' materials to the students' real world. Moreover, the textbook enables the students to transmit their knowledge into their everyday living in family, society and work environment.

In accordance with *Kurikulum 2013* the material existing in the book "*When English Rings a Bell*" should be conveyed through scientific approach. *Kurikulum 2013* describes that scientific approach has five levels of activity: observing, questioning, exploring, associating, and communicating. In order for the students to be able to conduct observation, teachers need to provide fascinating material

that encourages the students to have critical thinking.

Considering the beginner role (according to *Kurikulum 2013*) of seventh graders of Junior High School in studying English as a foreign language, the students strongly need to have relevant materials that connect to them. However, considering the age of the students that belongs to early teenage, the students must have high curiosity and start to think critically. Therefore, comprehensible materials are potential to avoid tedious and unappealing responses from the students. A fascinating medium seems likely to deliver lessons' material in a more fun and productive way.

From the concerns discussed in previous paragraphs, the researchers see the importance of developing audio-visual medium that is likeable and compatible with the materials of the textbook, "*When English Rings a Bell*". The development is significant to fill the void of the supporting media related to the textbook's material and to support the learning process of the seventh graders. Moreover, this medium will help teachers to improve their students' ability in pronunciation and language use that is contextual and align with the students' realm. Hence, this material development product is expected to assist the students in following the materials related to pronunciation and listening part in order to improve the English skills of the seventh graders in general.

The material development product is in the form of DVD that contains the recording (audio-visual) of the songs, dialogues, stories that are found in the textbook *When English Rings a Bell*. To be more precise, the media animates the pictures and dialogues of the characters in the textbook. Therefore, this product limits its content to the materials found in the textbook and it performs simply as a supporting medium.

Theoretical Overview

This research refers to some relevant theories dealing with English learning for adult learners, the characteristics of adult learners in beginner level, and teaching media based technology. They are presented below.

2.1 Adult Learners Characteristics in Beginner Level

In general, learners can be classified into some categories based on their age, learning style, and skills. Dealing with age, Harmer (2007) divides it into three main categories: young learners between 9-10 years old, adolescent learners between 11-17 years old, and adult learners 17 years old and above. Since the focus of the research is learners between 12 -13 years old, so the explanation is merely emphasized on the learners of this category.

Brown (20017) and Harmer (20017) say that learners around 12-13 years old are in the transition period between young learners and adolescent learners that physically they do not belong to young learners, but some of their characteristics possibly refer to adolescent learners. Furthermore, they also describe some characteristics on adolescents that basically they have already realized on their learning needs and will be enthusiastic on something attracting them. On the other hand, young learners have ability on having long concentration because of the increase of their intellectual capacity and their understanding of abstract things. Besides, as what adolescents do, young learners are also keen on learning and exploring new things especially in learning the target language and applying what they have learned particularly related to their real life. However, they still get bored easily like young learners. Thus, it is urgently needed to provide various and interesting materials, activities, and media in order to encourage their motivation and enthusiasm in learning English. The other characteristics of these learners in learning

English should be taken into account are about their sensitivity of their ego, self-confidence, and self-image. That is why, teachers are demanded to be able to teach without hurting either physically or mentally.

Moreover, teachers are also required to understand and respond on their students' learning styles which enable them to implement various techniques and media to meet their teaching goals (Putintseva, 2006). In line with it, Gardner (1985) says learning styles can be classified into visual, auditory, and tactile/kinesthetic. Visual learning style means learners can learn better by seeing what they are learning. Showing colorful pictures and playing videos can be considered as the activities in English classes that can enhance visual learners. Auditory learning style is defined as learners can learn more effectively by listening such as listening to teachers' explanation and watching movie. While kinesthetic learning style refers to learners can learn best by doing or demonstrating what they are learning. Role play and action games can help them much to understand materials well.

Next, learners can be classified based on the level of their ability into three classifications, namely beginner or novice learners, intermediate learners, and advanced learners (Brown, 2007; Harmer, 2007). Between the beginners and intermediate learners, there is one level of ability called elementary. For detailed classification, below is the figure presenting about the levels of language learners' ability designed by Europe Consulate and Association of Language Testers in Europe (ALTE).

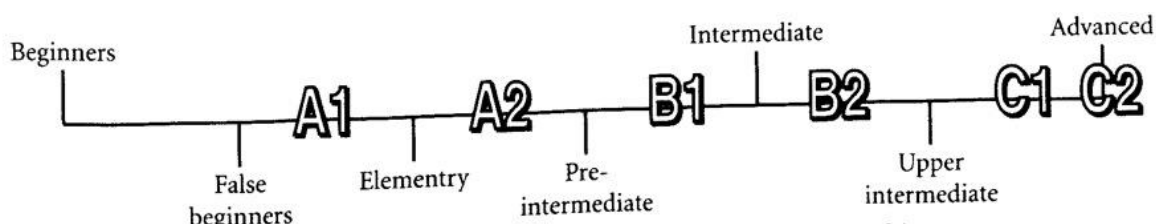


Figure 1. Terms of Language Learners' Level

Based on these categories, the seventh graders of junior high school can be placed in A1 level assuming that they have already got Basic English in their elementary school and had adequate vocabularies.

Referring to curriculum 2013, there are four core competences that the seventh graders of junior high school are expected to have. One of them is they are able to acquire factual, conceptual, and procedural knowledge based on their curiosity on science, technology, art, culture, and related phenomena. Besides, they are expected to be able to try, explore, and present abstract things by writing, reading, drawing, and concrete things by applying, making, and modifying materials about what they have learned taken from other sources in different point of view (Ministry of Education and Culture, 2014). Consequently, teachers are obliged to design an effective English learning. One of them is through selecting materials and media appropriate with the learners' characteristics, level of ability, and learning style (Brown, 2007). The more detailed explanation about the latter one is elaborated in the next sections.

2.2 Video as Teaching Media in English Class

Teaching media plays an important role in language teaching and learning process since it is considered as a means to deliver the material. As technologies are developed and integrated significantly nowadays, teaching media are also changed and developed variedly and rapidly. One of the examples is the use of audio tape that was usually used in the past while the use of audio visual media, such as spoken language, audio, visual, or even written language, well-known as multimedia are used in classes right now. Harmer (2007) explains the benefits of video in English classroom that students do not only listen to English words, but they also see the mimics, body language, lip movement, and spaces among speakers (Stempleski, 2002). Furthermore, video is also advantageous for students obtain better insights about how English conversation is carried out that later helps them to understand and practice the materials given.

Video also assists teachers to teach English in the classrooms. They can use it as a

primary source of material or secondary source of material supporting English textbook (Brown, 2007). They may use video as commercially-produced video that have already existed publicly or self-made video that are made by the teachers themselves.

However, video is often associated with entertainment that possibly lead students take for granted purely on that aspect without considering the learning aspects. Therefore, teachers are considered as a key role to decide what and which video is useful and effective for their students. Expectedly, through video students will be not only entertained which then increase their enthusiasm, but they will become active viewers as well (Stempleski, 2002). He further tells that video should be treated as an integral aspect in English classroom to meet the goals. One thing that can be done is adapting topics on the video compatible with topics stated in the curriculum. Modifying the existing video based on the teaching's objective also needs to be done. Hence, students will get more concrete pictures since the materials given have been visualized. Besides, through video the activities can be designed into three phases: pre-watching, watching, and post-watching. In short, video as audiovisual media is extremely recommended for adult learners in beginner level to facilitate them to learn English.

Method

This current research conducted a development model called ADDIE (*Analysis, Design, Development, Implementation, and Evaluation*) through five procedural stages to produce a product (Forest, 2014) explained as follows.

1. Analysis

In this first stage, the researchers carried out an analysis on learning needs focusing on the target user of the product, that is the seven graders of junior high school, and media developed that is a supplementary DVD of English textbook for class VII *When English Rings a Bell*.

2. Design

In this next stage, the researchers conducted the following activities:

- a. Determining product development, a supplementary DVD of English

textbook for class VII *When English Rings a Bell*.

- b. Finding out relevant references with textbook *When English Rings a Bell* and the use of DVD as the teaching media.
- c. Deciding learning activities such as dialogue, song listening, and stories taken from textbook *When English Rings a Bell*.

3. Development

Through this stage, the researchers started to develop the product and the method used based on the result of the previous stages by doing three phases, namely drafting, producing and evaluating.

4. Implementation

In this stage, the supplementary DVD as the result of the product development was tried out to the four English teachers of junior high school as the users of textbook *When English Rings a Bell*.

5. Evaluation

Through this stage, the researchers evaluated the product development through expert validation and teacher validation. This aims at getting the data that later can be as a basis of improvement to increase the effectiveness and excitement of the product. The validators were an instructional design expert named Dr. Sugeng Susilo Adi, and four English teachers of class VII from two public schools and two private schools in Malang Kota. They were Mochamad Ashrofiyuda, S.Pd from SMP Negeri 10, Yusriatul Afiyah, S.Pd from SMP Brawijaya Smart School, Renti Andayani, S.Pd from SMP Negeri 7, and Wiwik Umiyati, S.Pd from SMP Shalahudin. The consideration of choosing those four teachers was because of the accessibility of the schools.

The five data from the expert validation and teacher validation were collected qualitatively through questionnaire as the instrument consisting of open-ended and close-ended questions. Open-ended questionnaire was used to let the subjects give subjective comments and suggestions to make the close questionnaire more evident.

To analyze the data, the researchers employed descriptive qualitative technique.

It was used to categorize information of the qualitative data obtained in the form of suggestions, responses, and comments on improvement of the next product. To give consideration on the quality of the product development, it was used options 'yes' or 'no'.

Findings

The product was assessed by the experts: an instructional design expert and 4 Junior High School teachers. Components assessed by the experts related to attractiveness, clarity, and product accuracy. In general, the indicators includes: 1) the attractiveness of the video design, 2) the clarity of the video design, 3) the suitability of the character animation, 4) the suitability of used font in the video, 5) the clarity of audio and animation, 6) the accuracy of audio and animation. Some comments and suggestions given by the experts were related to the animation design, audio recordings and technical problems. For the animation design, the experts thought that it would be better if the video used more varied animation and backgrounds. For the audio recordings, it was found that some audio were unclear and the recording volume were too small. For the technical problems, one of the teacher found that some video could not be opened due to playback error. There was no revision done for the video. All comments and suggestions given by the experts will be used as ideas for the next product development. In conclusion, the result taken from the experts showed that the product is good and theoretically can be used by the teacher as a supporting video for the book "When English Rings a Bell" for 7th grade junior high school.

Conclusion

Based on the analysis given by the expert and class' teachers, it can be concluded that the material development product of "When English Rings a Bell" that is intended for the seventh graders of Junior High School fits the need of the English teachers. Theoretically, the medium (DVD) is beneficial for the teachers as supporting instrument in teaching English.

In general, this product can be utilized by all parties involved in English teaching programs on the seventh grade level. The next

development project can be directed toward the next class level of Junior High School, which is the eighth grade.

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