

CHAPTER IV

FINDING AND DISCUSSION

This chapter discussed the video that have been developed as media for teaching speaking for the third semester students of IAIN Tulungagung at English department. This chapter consists of some sub chapters, they are: available media to teach speaking for the third semester students of IAIN Tulungagung at English department, the development of video product for teaching speaking, and the user satisfaction.

A. Available Media to Teach Speaking for the Third Semester Students of IAIN Tulungagung at English Department

Through the observation which was done in the end of 2019, it was found about the teaching learning process and the media used. In teaching and learning activity, lecturer opened the lesson by greeting students and praying together. After that, lecturer checked the attendance list then asked students about the previous material. When doing this observation, the material was about public speaking. Before going into the material, the lecturer asked students about their basic knowledge of public speaking. Some of students active to raise their hand and answered the questions.

After the question answer section, lecturer explained it briefly. After that, lecturer gave printed text that containing the topic of material. The material in the printed text about how to speak fluently and confident in public. Moreover, the printed text also explained about the structure and how to arrange our own public

speaking. After that, teacher asked students to make their own public speaking with one of the theme in that printed text. Each students performed their public speaking, lecturer asked other students to give comment while she gave score to the performance. Besides the printed text, students also had handbook about speaking material in that semester.

Both of book and printed text were the kind of media visual. Meanwhile in speaking, the students also need the audio visual so they can learn how to pronounce well and fluent from native speaker. Moreover, through video, students also able to learn the gesture, expression, and attitude while delivering public speaking. This statement also been supported by the lecturer herself, she said that students should be given media audio visual to learn the pronunciation from native speaker.

B. Process of Developing the Video

The process of developing the video consists of six steps, they are: need analysis, planning and product design, expert validation, revision of product, and final revision.

a) Need Analysis

In part of analyzing students' need, the researcher collected the information through interview and distribute questionnaire. Some points of the result would important notes that would become guidelines in the next process.

1. Interview with Lecturer

The interview with the lecturer was done at 22nd December 2019. Through the interview about media in teaching speaking for the third semester students, the lecturer gave some opinion on this research. The conclusion is:

- 1) The frequencies of using media can help students to achieve the learning goal and increase their achievement.
- 2) The media should be appropriate to the material and topic of lesson, so students can learn from the media.
- 3) The lecturer hoped that later the students can use audio visual media because the students can learn from the visual through the expression in delivering public speaking and the pronunciation directly from native speaker.
- 4) The effect of good and suitable media that relates with students' interest can give them more motivation to learn. They will have spirit and enjoy the teaching learning process. Motivation can be triggered through students' hobbies and interest.

2. Interview with Students

The interview with the students was done at 23rd December 2019. Through the interview about media in teaching speaking for third semester students, she gave some opinion on this research. The conclusion is:

- 1) The frequencies of using media is sometimes once in two weeks. The frequencies of using media can help us to understand the material easily.
- 2) The media is appropriate to the material and topic of lesson, so it help us to learn the material easily.
- 3) We hope about the available of media video. Through video, we can see the attitude as public speaker. Besides, we able to hear how to pronounce well and speak fluently.

- 4) The effect of suitable media that relates with our interest can give us more self confident and motivation.

3. Students' Opinion About Using Video in Teaching Speaking

Students were required to give their opinion about media video through questionnaire. The result of the questionnaire shows that:

- 1) Students need media in speaking. However, 72% of students would rather use video as media to learn speaking.
- 2) 86% of students are often use media technology to help their learning process.
- 3) 55% of them are strongly agree with the use of media technology to improve their speaking skill.
- 4) 91% students agree that media technology can help them to improve their speaking skill.
- 5) 55% students choose video as a media to help their learning process in speaking.
- 6) Students tend to use media video to improve their speaking skill and to help their learning process
- 7) Students guess that through media video, they are not only can hear but also enjoy the visualization.
- 8) Through media video, students can copy and imitate what the native speaker say. It includes how to pronounce and spell the word. They can see the gesture from visual, so it will be clear about what is the intention from native speaker.

b) Planning and Product Design

The first step in designing the video was making the prototype. The prototype was made based on the material in third semester of English educational department at IAIN Tulungagung. This prototype was based on the good criteria of video from Riyana (2007:8-11). The developed video should be fulfilled four main criteria, they are; clarify of message, time duration, video presentation format, and technical requirements.

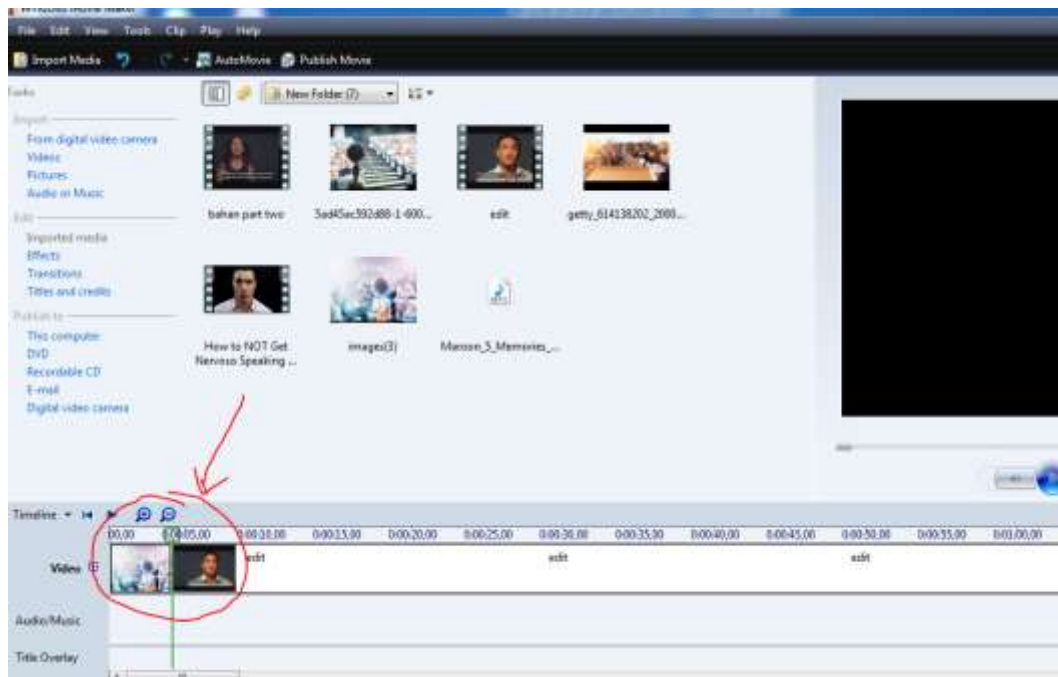
There were 5 videos to be developed. The first was about public speaking and conversation. The second was about components of speech. The third was about kind of debate system. The fourth was about preparation in debate. The last was about the kind of debate system and its explanation. The prototype was completed with the goal of students in watching this media video and the activity in the class during the implementation of the video.

The next step was collected the related video from some sources. The first video was taken from www.toastmaster.org, www.clarkkegley.com, and www.watchwellcast.com. The second video was taken from www.speacsucess.com and www.englishspeeches.com. The third video was taken from learndebate.net. The fourth video was taken from torontodebating.org and www.theatheistvoice.com. The fifth video was taken from www.arirang.com.

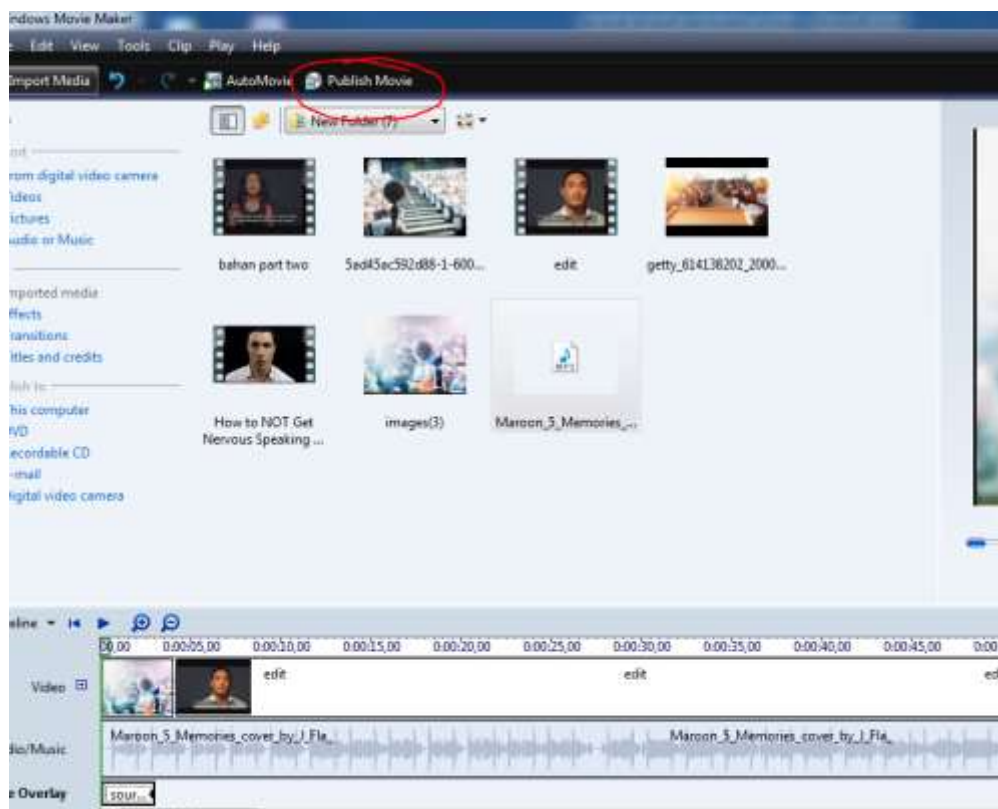
Then, input all videos on windows media player. For the opening, image with audio from the speaker was used before going to the core of the video.



The process of inputting audio and text can be seen in the bottom area. There is a box to add audio / music and text or subtitle. The music can input to the video by dragging into the box.



This process can be repeated for the other videos. After being done, save the video by clicking publish menu at the up left in application windows media marker.



After the video was finished, the last step was sent the video to the expert validator to get review.

c) Expert Validation

Expert was given expert validation guidance. The validation guidance was in the form of questionnaire. This guidance consists of two sections. The first section was closed questionnaire, consists of 11 questions. The second section was open-ended questionnaire, consists of three questions. Through the closed questionnaire, the result as follows:

Table 4.1 Expert Validation Guidance

STATEMENTS		SCORE
CHARACTERISTIC		
1	The information from the video can be received and stored in long term memory	3
2	The video not only depends on the learning material but still related and supported the material	3
3	The information is helpful and user friendly, easy to respond, and access	4
4	The content of the video is the representation of the material	4
5	The materials are in the form of multimedia in which there are texts, animation, sound, and video based on the materials.	4
6	The video graphics are made by using digital engineer technology with high resolution	4
7	The video can be used individually by students, not only at school, but also at home.	4
Mean (x)		3,71
CONSIDERATION		
8	The content of video is not presenting a certain process	4
9	The video has shorter duration for about 20-40 minutes	4
10	The format of video is not presented with a dialog and more dramatic	4
11	The video is related to technical aspects, such as camera, snap technique, lighting technique, editing, and sound	4
Mean (x)		4

It can be seen from table 4.1 that the mean of characteristic from the video is 3,67 and the mean of consideration from the video is 4. The value is categorized as “Very Good” the position of the mean (x) is between the interval of $3,25 < X < 4$.

Moreover, through the closed questionnaire, the expert said that the video is quite effective to facilitate the students to know how public speaking should be conducted and the descriptions of the tips in doing public speaking and the presentation of the speakers are presented to the point, so the users can directly

learn from the video. The expert also gave suggestion that the video must be easy to be downloaded.

d) Final Product

As suggested by the expert, the video was uploaded in google drive. It could be accessed easily through this link <https://drive.google.com/file/d/14vjKEddiLn8T-127KSsDGawMMEd7rbUS/view>. To download this video from drive needed email. After chose the email, click “download” at the up right corner. Then, the video was saved on personal computer or smartphone.

C. User Satisfaction

The final product of video for teaching public speaking was finished and it was ready to be given to user. To obtain this step, there would be 33 users from the third semester students of IAIN Tulungagung at English department. The users involved filling a questionnaire. They watched the video and given the questionnaire to be fulfilled. The finding of user satisfaction through questionnaire showed as follows:

1. The developing video helped students to understand the speaking material.
2. The developing video consists of another material which support students' speaking skill.
3. The developing video was easy to be accessed. It can be downloaded through *google* drive and saved on personal computer or handphone.

4. The developing video was the representative of material that being studied by students in the third semester, it was about public speaking and debate.
5. The developing video was aplicative and accurate.
6. The developing video was developed based on the material at the third semester, so students able to use it to support their learning.
7. The developing video has high resolution, so the user able to enjoy the appearance of the video.
8. The developing video able to use in teaching general class with a lot of students.
9. The developing video has good time duration and it was suitable with the theory who said that the video cannot be more than 1 hour.
10. The developing video was completed with the clear subtitle, it also able to support students' understanding.
11. The developing video has good pictures' quality.
12. The developing video has clear sounds quality.

To make it clear, the result can be seen in the following table.

Table 4.2 User Validation Result

No.	Items	Result
1.	Media video yang telah dikembangkan membantu saya memahami materi speaking	Sangat Setuju: 51,5% (17 students) Setuju: 39,4% (13 students) Cukup Setuju: 9,1% (3 students)
2.	Media video yang telah dikembangkan juga berisi materi lain yang menunjang speaking.	Sangat Setuju: 42,4% (14 students) Setuju: 45,5% (15 students) Cukup Setuju 12,1% (4 students)
3.	Media video yang telah dikembangkan mudah diakses dimanapun dan kapanpun.	Sangat Setuju: 42,4% (14 students) Setuju: 30,3% (10 students) Cukup Setuju: 24,2% (8 students)

		Tidak Setuju: 3,1% (1 student)
4.	Media video yang telah dikembangkan mewakili isi dari materi yang saya pelajari.	Sangat Setuju: 36,4% (12 students) Setuju: 33,3% (11 students) Cukup Setuju: 30,3% (10 students)
5.	Media video yang telah dikembangkan berbasis kepada materi yang saya pelajari.	Sangat Setuju: 42,4% (14 students) Setuju: 33,3% (11 students) Cukup Setuju 21,2% (7 students) Tidak Setuju: 3,1% (1 student)
6.	Media video yang telah dikembangkan aplikatif dan akurat.	Sangat Setuju: 30,3% (10 students) Setuju: 54,5% (18 students) Cukup Setuju: 15,2% (5 students)
7.	Media video yang telah dikembangkan memiliki resolusi tinggi.	Sangat Setuju: 30,3% (10 students) Setuju: 48,5% (16 students) Cukup Setuju: 18,2% (6 students) Tidak Setuju: 3,1% (1 student)
8.	Media video yang telah dikembangkan dapat digunakan untuk mengajar kelas dalam skala besar.	Sangat Setuju: 54,5% (18 students) Setuju: 33,3% (11 students) Cukup Setuju: 12,1% (4 students)
9.	Media video yang telah dikembangkan memiliki durasi waktu yang tepat.	Sangat Setuju: 48,5% (16 students) Setuju: 21,2% (7 students) Cukup Setuju: 30,3% (10 students)
10.	Media video yang telah dikembangkan telah dilengkapi dengan subtitle yang jelas.	Sangat Setuju: 42,4% (14 students) Setuju: 42,4% (14 students) Cukup Setuju: 15,2% (5 students)
11.	Media video yang telah dikembangkan memiliki kualitas gambar yang bagus.	Sangat Setuju: 36,4% (12 students) Setuju: 42,4% (14 students) Cukup Setuju: 21,2% (7 students)
12.	Media video yang telah dikembangkan memiliki kualitas suara yang jernih.	Sangat Setuju: 42,4% (14 students) Setuju: 48,5% (16 students) Cukup Setuju: 9,1% (3 students)

Through open-ended questionnaire, the students gave answer that the video was suitable with the material in third semester about public speaking and debate. The video was good and easy to understand. It was interesting with animation and completed with tips and tricks. Those statements were fulfilled the theory of characteristic of good video from Riyana (2007:8-11). She stated that a video should be clarify of message, stand alone, user friendly, content representation, visualization with media, using high quality of resolution, and classical-individual use. *Clarify of message* means that the video can give

message to the students related with the material in the third semester and it was being proved by given video based on material about public speaking and debate. *Stand alone* means that the material in the video not originally covered all the material from third semester but also completed with another related material. *User friendly* because the language in video was easy to understand and completed with subtitle, so students able to learn the meaning. *Content representation* means that the content of the video such as simulation and demonstration such as in the developing video which has the example video of public speaking, debate, and also the tips to be good public speaker. *Visualization with media* means that the material was interesting and applicative, it was proved by the content of the developing video that interesting with some animations. Using high quality of resolution means that the resolution was good so the picture in the video can be seen clearly. Classical and individual use means that students can watch this video not only in the school but also in the house or everywhere, so this developing video was uploaded in google drive and students able to save it and watch it everytime through their personal computer or smart phone.

From those statements, it can be conclude that the students were not only satisfied with the developing video product, but they also was helped by the material in this video. Moreover, the product video was fulfilled good criteria of video.