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## The Combination Of Modified A Video And Drilltechnique To Increase English Language Teaching

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### ABSTRACT

The teaching of English has been a compulsory subject for years in the Education System. In addition the English teaching has been applied from the elementary to the university levels. However, many experts have shown and expressed the unsatisfactory result of the successfulness of the program. This writing purposes one of the possibility ways of introducing the English teaching which is mainly focuses in the beginner level. whether there is the writer design a recommended media as a technique to increase English language teaching for Sports education students effectively. It is called modified video and drill technique. His technique can be applied individually. They can easily memorize new words in each category of English language teaching better than through video and drill. The research uses a qualitative method which elaborates the outline of the teaching of foreign language and the decrees beyond the program. It also includes some definition about what drill is, what kinds, how many kinds, the advantages of the use of video and drilling technique and how it applies in the classroom. Considering the advantages, the effective use and easiness factors in applying the technique. The subject of this research was done to 50 students in class of musics education of UNESA. The data collection technique that is used is questioner of the bravery of the students. This study concluded that this study was successful to increase English language teaching. This researcher suggests that this media and technique can applied in the class to engage the learners to remember and increase their English language teaching.

**Keywords:** English language teaching, a video, drilling technique

### 1 INTRODUCTION

Listening provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language (Rost, 1990). So therefore Rost states that teaching listening is an important part of second or foreign language teaching. But unfortunately Indonesia educational institutions have only concerned with reading and writing skill rather than giving special attention on developing student listening skill. Listening is often neglected and poorly taught in the classroom. It is because according to Osada, listening skill are often regarded as a passive skill which an ability that would develop without assistance. But as a research about listening skill come up, the educator and researcher realize that have a concern in developing listening skill will be one of an important way to aim a successful learning in second or foreign language.

The decreasing of motivation to read long text is also happened in music education Unesa. It happened while the researcher do the preliminary observation in music education. The researcher was observing two of the classes of music education and found out that their motivation on learning English is poor. It is because they found it difficult to understand the text so they received a little information from the

text and it leads to a decreasing motivation in learning English. Therefore researcher cooperate with the school to improve students' motivation by giving them new material which also improve their listening comprehension.

There are many strategies to increase students teaching English, one of the strategies is using media such as video as a material. A study from Marchessou in Lee (1994) showed that video not only can improve the skill of listening comprehension, but can also enhance literacy and composition skills if the programs show an adequate amount of visual and written material.

Through the benefit of using video, the researcher choose a video as a media to teach English language to students. This video can attract the student's attention through its content, the issues or phenomenon that happened around them. While students are being curios about the story of the video it will rise their motivation in learning the lesson and complete the task.

From the phenomenon above, the researcher has formulated three research questions which is aimed to describe the implementation of video to increase students' English language to music education Unesa. Besides, the researcher is going to describe the students' listening comprehension after using video. Lastly, the researcher will also describe the students' responses during the use of video in music education UNESA.

## **2 Theory**

Here are series of drills which is designed to give beginning EFL students some practice with the structure.

### **1. Backward build-up drill (expansion drill)**

This series of drill is to break down the troublesome sentence into smaller parts. The lecture starts with the end of the sentence and has the class repeat just the last two words.

### **2. A Repetition Drill**

The tasks is to listen carefully and attempt to mimic the lecture's models as accurately as possible.

### **3. Chain Drill**

To give the student on opportunity to say the lines individually and let the students use the expression in communication with someone else, even though the communication is very limited.

### **4. Single-slot substitution Drill**

The series of drill requires more than simple repetition in which the students will repeat a sentence from the dialog and replace a word or phrase the lecture give them. This word or phrase is called the cue which can be a picture.

### **5. Multi-Slot Substitution Drill**

The series of drill is essentially the same type of drill as the single-slot substitution drill. However students must recognize what part of speech the cue word is

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and where it fits into the sentence for the cues have to be changed are the subject pronouns

6. Transformation Drill

The type of drill asks students to change one type of sentence into negative or active sentence into a passive.

7. Question and answer Drill

The series of drill sometimes providing the students with situation that require a negative answer and sometimes with situations that a positive one.

### **3 RESEARCH METHOD**

This research is described in qualitative way to answer the research questions. In conducting this a class room act research, the lecturer was the one who taught English language through video campaign in the class as a media. Then the researcher observed everything happened during teaching learning process. Therefore, the researcher relied on the lecturer's performance in the class. The subjects of this study were music education. There were 42 students in that class. The data of this study were the results of the observation checklist, the results of students' listening and writing task and the results of questionnaire. Meanwhile the sources of the data of this study were the students and lecturer's activities in the classroom.

There were three kinds of research instruments used in this study. The first is observation checklist. Observation checklist was used as a guidance to observe all aspects of the implementation of video to increase students' listening comprehension in English language. The researcher prepared some listening and writing task for students to measure students listening comprehension in understanding the material. Questionnaire was also utilized as an instrument to collect the data about students' response toward the use video to increase students' English language. The researcher would distribute questionnaire to the students at the end of teaching learning process.

To obtain the data, the researcher conducted observation by using observation checklists as a help for researcher in gaining information. The observation checklist includes the indicators needed as the information. The indicators are the lecturer's activities before, during, and after the lesson, students' activities, the material and the use of the media and problem could be recorded and to be analyzed then described. It will be useful to record event which occur in the process of data gathering that will be insignificant for reflection and enrich the description of the findings of the study. Before the researcher conducted the main observation, the researcher did a preliminary observation in order to observe the situation of the classroom and the students for a day. It might help the researcher to prepare everything when conducting the main observation.

To see whether students have increased their English education in the implementation of video, the researcher used listening task and writing task as the data and converted both, listening task and writing task score to the listening comprehension level. Then, the researcher distributed questionnaire to get information and the response of the participants honestly instead of interview.

The data were analyzed qualitatively by using description analysis. The data were

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analyze by using the categories that described by Mills as the *three E's: experiencing, enquiring, and examining*. The data which were collected through the first category (experiencing) were the result of observation checklist and interview in the form of interview transcript while the data which were collected through the second category (enquiring) were the result of questionnaire. And the data which were collected through the third category (examining) were in the form of students' listening result (Mills in Ary's book, 2006).

#### 4 RESULT AND DISCUSSION

This chapter presents the result of analysis and the discussion of the observation in this research. The data was obtained from the observation checklist that was fulfilled during the four meetings. Two meetings in each cycle. There were first cycle and second cycle. In this section, the writer will describe about the learning process in the use of video in the classroom, the result of student listening comprehension and students' response toward the use of video.

##### 4.1. The Implementation of Video on First Observation in the second meeting

The first meeting, the lecture did not use the video to the limited time. She used the first meeting as a chance to explain reading to the students. So the video was used in the second meeting in the first cycle. The second meeting was held on May 10th in Music education in Unesa. Since in the teaching process used video as a media, the lecture always conducted pre-viewing, whilst-viewing and post-viewing activities. In the pre-viewing activities, the lecture began the class with the discussion of the material that they will watch. The first video was video. The lecture asked the general question about from *where can you get your camera fixed* in order to measure the students' understanding. While preparing the video player, lecture told the students about the media that they will use which was video. After build the students' prior knowledge regarding of the topic the lecture continued to the whilst-viewing activities.

In the whilst-viewing activities, the students watched the video while doing a listening task, Gap-filling test. There were 10 questions in the task that helped students in understanding the video. It tested students' skill in recognizing words in the process of understanding conversational dialogue. The lecture played the video three times and it was played for 12 minutes and while it played the students allowed to take a note. In the first and second three minutes the video played, the students were giving a chance to watch the video twice to do the gap-filling task, the students may take a note from the video. After watched the video twice, lecture and students discussed the listening task and the video. After having a discussion, the students watched the video once again.

The post viewing was to give students writing task. Their interpretation of the video through their writing an essay. According to Rammal (2005) one way to measure students listening comprehension is by asking them to retell what they have heard. Lecture gave students 30 minutes to do the writing task.

The first listening assignment was collected and it divided into 4 groups based on the rubric adopted from Villalobos (2015). The first group is 'Excellent' scored 100-90. The second group is 'Very Good' scored 89-80. The third group is 'Good' scored 79-70

and the last group is 'Fair' scored 69-60. Those group were made based on the criteria in the component of comprehension understanding of the video. There were identifying the main idea which each group possessed different skill in identifying the idea. The skills of main idea recognition were excellent at identifying, very good, good and still able to identify the main idea. The student's skill to identify the general and specific information. And the last was the students skill in infers implied information. The skill were accurately infers implied information, shows good ability, shows some ability and still shows good ability. Students should be capable, able or can recognize the difficult vocabularies. The result of the score came from the total of correct answer then multiply it by ten. There were fifteen students who included in the excellent group.

There were five students who answered correct all the blank and twenty students scored 90. For the very good group, there were fifteen students which got 80. While two students included in good group scored 70. The last group was fair group which there were ten students who scored 60 and a student scored 50.

While for the second assignment which was essay writing was scored using writing rubric adopted from iRubric. The rubric divided into four categories; excellent, good, average, and poor. There were three components that be main core in dividing the group score. The components were idea development, Elaboration and mechanics. Idea development was to see how students wrote their idea whether the idea organized or lack of developing the idea. While the elaboration was identified in order to see how the students delivered or extend the main idea by pointed out clear and accurate information. The last component in assessing the writing was mechanics. It assessed though the use of punctuation, capitalization or paragraphing and etc. which interfering the comprehension or not.

The students who include in the first category-excellent, mostly developed the main idea smoothly and they clearly organize their main idea. It was well written because in some point of her argument was elaborated with clear and accurate information. There is only few grammatical error but did not interfere the comprehension.

The students who include in the second category- good, have wrote their idea developed but did not flow too smoothly. There still a sentence that need to be strengthen. It was well written because in some point of her argument was elaborated with clear and detail information. There was only few grammatical error but did not interfere the comprehension. While for students who include in the third category-average, the idea was presented but vague and did not flow smoothly. There are some sentences that need to be strengthen. Points are general and occurred some errors in point out supported argument. There were errors grammatically and did interfere the comprehension. For the last category, the students who include in poor group, mostly not developed the idea and lack of organization. Poor writing with little and no specific details of the information. There are errors grammatically and did interfere the comprehension.

There are teen students who included in Excellent group. While Good group got fifteen students, the Average group was twenty students and in the last group there were seven students. The second and the first assignment scored were combined to see the

student's level of listening comprehension. Where as in the criteria of successful study was if the students were improve their level of listening comprehension. The scored from both assignment were summed and divided by two. The final score then converted into the level of students listening comprehension based on the rubric of level of listening comprehension. This rubric proposed three level of listening comprehension. There are poor level, fair level and good level. Those level are made based on the three components in assessing the listening comprehension. First is listening process, the second component is listening types and the last is the last is remembering info.

The result shows that the Good level was twenty five students, while Fair level was fifteen students and Poor level of listening comprehension was five people. After the researcher examined and combined both score of the listening comprehension, most of student listening comprehension level result did not reach the standard minimum score of 80 which only Good level students who scored above 80 and pass the standard minimum. It indicated that the implementation of using video campaign to improve students listening comprehension in analytical exposition text is not succeed. From the students' listening results above, both the researcher and the lecture were in an agreement to have another cycle. Before the second cycle, the researcher did the reflection. The reflection from the material was the speech of the video is faster than the normal daily conversation that the students often heard. They found it hard that while the speed is faster there was no subtitle that made students little bit confused. Other problem was since there were only 80 minutes to discuss the video and did the assignment, students did not get deeper understanding of the message from the video. According to the process of listening skill, listening involves: 1) sensing, 2) interpreting, 3) evaluating, and 4) responding (DeStefano et al. in Jalongo (1991). Interpreting and evaluating become the most important process for successful listening. So to lead a successful listening comprehension, it was important to maintain the time to interpreting and evaluating.

For the next cycle the researcher will manage the time to the process of interpreting -doing the listening assignment, and evaluating -wrote their interpretation, will be done separately in another day because it is important to make students understand the topic through discussion before they complete the listening task, evaluating -writing an essay based on their interpretation toward the video.

#### **4.2. The Implementation of Video on second Observation in the first meeting**

The first meeting on second observation was done on May 17th, 2016. In this meeting, the researcher and the lecture used video. Before watched the video, the lecture done some the pre-viewing activity. In the pre-viewing activity, the lecture began to discuss the material that they will watch. The video that student will be watched is video about the reporter asked the students if the worried about the future. The second video was slower than the first video on the first cycle. Mostly the narrator of the video pronounce the speech clearly. The lecture asked the general question about beverages and the problem that caused by beverages in order to know students opinion toward this social issue. There is only few students who knew medical term that related to the topic. So the lecture gave an explanation of the medical term that appeared in the video.

After discussing the difficult medical term in the pre-viewing activity, the next

activity is the whilst-viewing that is the students watched the video while doing a listening task (True-False). There were eight questions in the task that helped students in understanding the video. There was a different kind listening task in this second cycle. In this video, the video content some script of what they said and since there are few clues that given from the video, the researcher wanted students to interpret the video through True-False listening task. The lecture played the video twice and it was played for 6 minutes. The students may take a note from the video.

After the post-viewing activity was done they began to discuss the video. Based on the reflection that the researcher did after the first cycle, the first meeting of the second observation only did the listening task (True-False), discussed the message of the video and discussed the difficult and uncommon words. After they did the task, lecture began to discuss the task. There are many students who got good score and only few of them get score under the minimum score. The average score from this task is 88.25 which mean many of them pass the minimum score 82.

After the lecture discussed the task, they began to evaluate the video by discussing the term, messages, and the purpose of the video. Since there are so many medical term, lecture asked students to write the meaning of the term. The discussion took 30 minutes of the lesson. After the discussion the lecture closed the lesson by summarizing the topic that they watched today.

#### **4.3. The Implementation of Video on second Observation in the second meeting**

The second meeting on second observation was done on May 24th 2016. In this meeting, the researcher and the lecture used video. Before watched the video, the lecture did the pre-viewing activity. In the pre-viewing activity, the lecture began the class with the discussion of the material that they previously watch. The lecture explained what students will be done in this meeting. The video will only played once. The students may look their note that they made at the previous meeting.

The whilst-viewing activity was done by only watched the video and they may take a note again. It only took 3 minutes to watch the video and after that lecture did post-viewing activity. The activity was recalling the difficult term and after that they did the listening task. The second listening assignment which to interpret the video and was scored using writing rubric. The rubric divided into four categories; excellent, good, average, and poor.

There were eight students who included in Excellent group. While Good group got fifteen students, the Average group was nine students and in the last group there were four students. The second and the first assignment scored were combined to see the student's level of listening comprehension. Where as in the criteria of successful study was if the students were improve their level of listening comprehension. The scored from both assignment were summed and divided by two. The final score then converted into the level of students listening comprehension based on the rubric of level of listening comprehension. The result shows that the Good level was thirty students, while Fair level was fifteen students and poor level of listening comprehension was only five people.

After the researcher converted the score into the listening comprehension level it shown that students have improved their listening comprehension level by

improving their level. At the first cycle some students was on the Fair level and on the second cycle the students improved the level which became the Good level. It indicated that the implementation of using video campaign to improve students listening comprehension in analytical exposition text was succeed. From the students' listening results above, both the researcher and the lecture were in an agreement to stop the cycle.

#### 4.4. The Student's Response toward the Implementation of Video

The questionnaire was only consisted of two choices, the statement that saying *Yes* and the statement that saying *No*. The first question of the questionnaire is questioning whether they like learning English or not. The first question got thirty three students who stated *Yes*, and zero for *No* statement. For the second question of the questionnaire, it asked if the students understand the lecture explanation about an analytical exposition text or not in the classroom, and thirty one students agreed to state *Yes* while two of students agreed to choose *No*. In the third question which asking about whether the students gain more knowledge or not after lecture explained the material, Students who chose *Yes* is thirty two while students who chose *No* is one students.

For the fourth question all of the students stated that they like to use Video campaign in their lesson in English education, so all of them chose *Yes*. For the fifth question, thirty one students in agree that this video campaign motivate them to complete the task, and only three student do not feel that it motivates them. In the sixth question there were thirty three students who felt that the implementation of video campaign made their listening skill improved while only one student who felt that this material doesn't bring any increase to her listening skill. For the seventh question there were twenty six students who stated that they are at ease to deliver a message from the video in written form, and eight students stated that they felt it quite difficult to convey the message. For the last question, there were eighteen students who agreed that there were some obstacle to understand the video, while sixteen students stated that there were no difficulties at understanding the video.

Seeing the result of students' listening skill that were improved and the questionnaires that was increasing in terms of positive responses, both the lecture and the researcher agreed that using video campaign to teach listening to students was successfully-implemented and the cycle was stopped.

Although the second cycle has been successful in improving students' ability in listening, the researcher still did reflection which was also done during and after collecting the data. The reflection which was done during collecting the data more refer to the students' listening results which was done individually. The students' listening result during the implementation of video campaign showed satisfying result as it was improved better than in the first cycle. The video in this cycle, the lecture did her best to the process of listening skill, 1) sensing, 2) interpreting, 3) evaluating, and 4) responding (DeStefano et al. in Jalongo (1991). In the process of sensing and interpreting, students were successfully achieved a good understanding of the video message because before the video was played, lecture gave students some uncommon words and the medical to be discussed so that students will not have difficulty in understanding the message of the video. It was different from the first cycle in which the lecture did not give students a



term or uncommon words that may come out in the video. While for evaluating, the students were able to deliver the messages by rewrite what they heard in the context of reading text.

The reflection after collecting the data referred to the students' listening results individually and the result of students' answers in the questionnaire. In this cycle, the students' listening results have fulfilled the criteria of success. Overall, the study has reached its goal that is to improve the students' English ability in English language through the use of video.

#### **4.5. The Implementation on the First Cycle**

The meeting of this study was done in four meetings in which both the first and second cycle done in two meetings. In the first cycle, the use of video campaign was implemented in the second meeting on May 30th of the first cycle. One of the video that was used in the classroom to motivate and give students chances to practice the language was through the use of video campaign. According to Thoman (2003) argues that media can be integrated into language lessons in a variety of ways by developing activities based on radio programs, television shows, newspapers, and videos. The video was originally not meant for education but the video contain material of analytical exposition text. Seeing a possibility of video campaign that can be used in teaching English, the researcher took it to be used during her study. During the implementation students were very enthusiastic. They were immersed by the topic that delivered in the video format. The story was interesting and it triggered curiosity of students.

There is a stages in this implementation. First, there is a pre-viewing. In this stage, the lecture explained to the students what they were going to watch and facilitate easier and better comprehension by discussing the topic that they will analyze. The second stage is whilst-viewing. Students watched the video while doing a listening comprehension. This is the stage where students interpret the video. The last stage is post-viewing. It is where the students evaluate information that they got from the previous stage. The lecture gave students listening comprehension, rewrite the message of the video. The researcher then combine the two score from the two assignment and convert it to a listening comprehension level in order to measure the successful treatment for this study. The first cycle was not really successful based on the result of students' of students listening comprehension level. There were many students who included in the fair level which scored under 80. After the reflection, the researcher conclude that the thing that influenced the success of the use of video campaign was time management which was needed to be fixed. It include the time which was needed by students in interpreting and evaluating the video campaign. Since the result of the first cycle which many students did not reach the standard minimum that the researcher made-which is eighty, therefore, the researcher and the lecture were in an agreement to repeat the cycle with the second cycle.

#### **4.6. The Implementation of the Second Cycle**

The second cycle was done in two meetings. The first meeting was done on June

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6th, 2016. In this cycle, students still remember the steps of the activity in the previous meeting. The students looked more ready than the first cycle because they were able to use their time since it was their second time. Students were more skilled to interpret the video and evaluating the input. After the listening task and essay writing were submitted, the result of students' listening comprehension was better than in the previous one. It was shown by the improvement on their listening comprehension level. The improvement was also supported by students' answers in questionnaire which improved their listening comprehension.

This questionnaire was used to know students' responses toward the teaching and learning process during the study. As stated by Harmer (2007) that student's responses are different students' reactions in the same class activities and tasks which are given by the lecture. From the results of both students' listening task and the students' answers in the questionnaire, it was concluded that the implementation in using video to increase students' English education was successful.

## **5. CONCLUSION**

Based on the results of the data in the previous chapter, the researcher made a conclusion that the use of video in increasing students' English education Unesa Surabaya could increase both their motivation in learning English and their English language teaching. The research was conducted by the researcher and the lecture in classroom in which the lecture taught the students while the researcher took data during the teaching and learning process. The research was conducted in four meetings, two meetings in each cycle. There were first cycle and second cycle. On the first cycle, the implementation of the video campaign did not show good improvements from the result of final score that converted to the level of listening comprehension. There were many students who scored lower than 80. In the process of teaching, the interpretation and evaluation, did not run successfully due to lack of time to discuss the video. But then after reflecting and changes in second cycle there was an improvement in students listening comprehension. There were many students who scored above 80 which their level of listening comprehension was improved. In the process of interpretation, evaluation and respond in listening comprehension, students showed satisfactory result from their listening task.

At the end of the meeting in the second cycle, students were asked in form of questionnaire. Two of the questions were asking about whether the video campaign motivate them and brought any improvement to them, the result showed that the implementation of using video could make them more interested and motivated in learning English and it brought an improvement in their listening comprehension. The result, interview and questionnaire was shown that the process of the study did not harm the students. So they received good result. Therefore, it could be concluded from the finding of the research that using video campaign in teaching and learning process in the classroom could make the students' English language increased.

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