PROMOTING MULTIMEDIA BASED LEARNING
VIA SVR TO TRIGGER STUDENTS' WILLINGNESS TO COMMUNICATE

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Abstract: This research aims to find out whether there is significant difference on students' willingness to communicate before and after the implementation of multimedia learning via Self Video Recording, to get know what aspect of WTC is influenced mostly by the use of SVR at class, and to know how are students' perceptions towards the implementation of SVR in their learning process. In this research, the one-group pretest-posttest design was applied to thirty four students of vocational school in Gadingrejo. The WTC questionnaire adapted from Pattapong (2010) was delivered twice. To measure whether the questionnaire had a good validity or not, it was analyzed through the content and construct validity. The reliability of the questionaire was measured by using SPSS program to find out its Cronbach' s alpa. The result of paired sample t- test was able to show that the impact of the treatments by using SVR on the students' willingness to communicate score.

Keywords: *Multimedia based learning, self video recording, willingness to communicate (WTC).*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada perbedaan pada tingkat kemauan siswa dalam berkomunikasi sebelum dan setelah mendapatkan pembelajaran menggunakan media SVR, untuk mengetahui aspek WTC yang paling dipengaruhi oleh pembelajaran SVR, dan bagaimana persepsi siswa terhadap pembelajaran tersebut. Penelitian ini menggunakan design one-group pretest posttest untuk diaplikasikan kepada tiga puluh empat siswa kelas sebelas, SMK Negeri 1 Gadingrejo. Kuesioner kemauan berkomunikasi diberikan dua kali. Untuk mengukur apakah instrumen kuesioner memiliki tingkat validitas yang baik, penulis menganalisa validitas isi dan konstruknya. Hasil dari paired sample t-test menunjukkan pengaruh pembelajaran menggunakan SVR pada tingkat kemauan siswa dalam berkomunikasi adalah signifikan, karena nilai variabel 2-tail adalah .000. Ini berarti bahwa secara statistik, analisis data mengindikasi bahwa ada keterkaitan yang positif antara pembelajaran multimedia via SVR dan kemauan siswa dalam berkomunikasi.

Kata Kunci: *Pembelajaran multimedia, self video recording, willingness to communicate (WTC).*

INTRODUCTION

The success of learning English as a second language is easily indicated by the ability of performing the target language in communication. When someone speaks, we will indicate whether he has successfully mastered the target language or not. There, we can identify his fluency, diction, grammar, or intonation as well as vocabulary mastery.

Capability of having good aspects of language will really help learners in implementing the four language skills, i.e. listening, speaking, reading, and writing. From those four language skills, one of the most important abilities to develop is the oral proficiency/speaking skill (Aghdam:2012). The ability to speak in a foreign language is of great importance when it comes to language efficiency. The ability to reason and express our thoughts is reflected in our spoken performance. That's why, when learning a foreign language, we must be able to use the language efficiently because while we are speaking, people will indicate how far our ability in using the language with correct diction, punctuation, and intonation, how well we understand the structure and other elements of language and how deep is our comprehension about something.

Willingness to communicate is not just a simple thing. There are many factors that can affect students' willingness to communicate. Willingness to communicate encourages learners to communicate effectively. However, it is not easy to develop the learners' WTC. Simic (2014) in her research stated that there are major factors affecting students' willingness to

communicate i.e.: classroom athmosphere, relationship with the teacher, relationship with my fellow students, group work, pair work, interest in the topic, mood, personality, wish to get a good grade, wish to make a good impression on the teacher, wish to practice speaking, and confidence in speaking skill. Previously, Riasati (2012) explored factors that influence willingness to speak are task type, sex of interlocutors, age of interlocutor, familiarity with interlocutor, interlocutor participation, grading, correctness of speech, topic of duscussion, personal characteristisc, perceived speaking ability, teachers' role, and classroom athmosphere.

In her class interaction, the researcher also found the facts that her students were lack of speaking confidence. They looked nervous and felt afraid of uttering their ideas, moreover when they were asked to speak individually or to speak in front of the class such as doing a speech. However, when the students had the chance to perform dialogues, it was indicated that they were more willing to speak. This condition had ever been the research topic of Riasati (2012) who tried to find out the factors affecting good language learners' WTC. In her research, she found out that most of the respondents seem to be more willing to speak in pairs or groups than individually. They are more willing to speak in pairs or group because they feel more comfortable doing so rather than speaking individually while everybody is listening. In addition, Riasati cited from the interview result that by doing pair or group work, the learners have opportunity to learn from others. Another factor is the topic discussion. The features of the topic

that were important to the learners are topic familiarity, topic interest, and topic preparation. It was believed that familiar and interesting discussion topic make learners feel comfortable and encourage the learners to speak. Next, the topic preparation time given to students is also considered important because being prepared about the topic before class is an important element of a successful presentation and it can dramatically reduce their stress and nervousness, which can lead to a better speaking performance. The role of the teacher is the most important factor influencing the learners' WTC. Teacher needs to pay equal attention to all students in the class and motivate them to speak. Teacher needs to promote one language learning model appropriate to encourage students' Willingness to Communicate so that they get involved in the classroom interaction.

Considering the factors influencing students' willingness to communicate, a language teacher must be able to accomodate the students by various supporting media and learning strategy. This is in order to create a convenient and enjoyable learning situation which is hoped to be able to encourage students' willingness to communicate. In fact, one interesting way of language teaching nowadays is by using multimedia. The use of multimedia in the class leads to higher learning. Multimedia learning systems offer a potentially venue for improving student understanding about language (Gilakjani, AP: 2012).

To overcome the problems concerning to student's difficulties to show their willingness to communicate, the researcher tried to apply multimedia learning whis is believed to be the most interesting learning style. Multimedia instruction creates the opportunity for learners to improve their learning effectively. Through a research about the significant role of multimedia in motivating EFL learners' interest in English language learning, Gilakjani (2012) stated that it is very important to understand and explore each individual's learning through multimedia. Analyzing one's own particular multimedia learning can be very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success. Discovering this multimedia learning will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers can incorporate multimedia learning into their classroom by identifying the learning styles of each of their students, matching teaching methods to learners' multimedia learning for difficult tasks, strengthening weaker learners' multimedia learning through easier tasks and drill, and teaching students, selection of learning strategies. It is important for students to have multiple learning opportunities and teachers should achieve a match between teaching strategies and the students' unique multimedia learning. Teachers should have the time to develop and reinforce their expertise as well as the opportunity to spread their information, ideas, findings, and experience. Teachers should know the needs of their students as well as their necessary requirements – this is vital if multimedia are to be used in universities effectively.

Multimedia which is effective in learning and teaching doesn't simply

consist of using multiple media together, but combining media mindfully in ways that capitalize on the characteristics of each individual medium and extend the learning and teaching experiences. Teachers should first determine what outcomes they are trying to achieve and then select elements well suited for these outcomes. Then they need to make sure that the multimedia elements are designed well and work well together. Determining when to use multimedia and designing good multimedia require real consideration and benefits from a team of people with instructional design, information architecture, and usability skills. Although multimedia offers teachers enormous opportunities for making ease the teaching learning process, but, as English teacher should be able to indicate what multimedia is appropriately needed by the students.

It is the teachers' autonomy to be wise in choosing the most suitable media to be applied in her learning activities by considering some learning aspects including the teaching materials/syllabus, the curriculum, the time allocation, the learners' need, the learner's readiness, familiarity, and interest, and the availability of other supporting media. To the researcher, during her teaching experience in teaching at vocational school, she found the fact that most students learned more enthusiasticly when they liked the way the teacher presented the material, especially whenever the teacher used teaching media such as video, tape recorder, slide projector, LCD, TV, or realia such as human statue, miniature of houses and building, etc. From those various media the researcher ever used, she noticed that the use of video gives more valuable benefits to the students' willingness to communicate.

So far, the most common use of video for language teaching is the available videos served by many sources either from internet or from the creation of the teacher. In this research, the researcher will not use those available videos from internet or others. She wants to make use the students' creativity in making video as media for teaching. By using the video created by the students themselves (Self Video Recording/SVR), it is hoped that the learning process in the class becomes more interesting, can create more opportunities for students' willingness to communicate, develope indepedence and their self confidence. The word 'communicate' here means that students are willing to include themselves to the class interaction because they are curious to know about something, to answer friends' or teacher's questions, to give comments, or to sugggest something irrelevant to what they are thinking. In other words, the main skill to be developed here was speaking. However, since the researcher focused her research on students' willingness to communicate, she did not measure students' speaking skill but their willingness to communicate.

Referring to the background of the problem, the formulations of the problem are as follows:

1. Is there significant difference on students' willingness to communicate before and after the implementation of multimedia learning via Self Video Recording (SVR) on the learning process?

2. What aspect of WTC is influenced mostly by the

implementation of Multimedia Based Learning via Self Video Recording?

3. What are the students' perceptions toward the implementation of multimedia learning via SVR on their learning activities

METHODS

In this research, the one-group pretest-posttest design was applied. Previously, the students answered the questionnaire of Willingness to Communicate in some conditions. The WTC questionnaire consisted of 25 items representing situations that the participants were likely to encounter in their English class. The researcher adapted the questionnaire from Pattapong (2010). To comply with the purpose of his study, (Pattapong's), seventeen items concerning speaking situations were selected from the original questionnaire so that finally Pattapong used the twenty five most suitable questions to his research.

To this research, the researcher only adapted two questions in term of changing the name of the country from the place where Pattapong did the research (Thailand) to the name of the country this research was applied (Indonesia). To other questions, there was no change since those Pattapong's questions could represent the researchers' intention of knowing how were students' WTC conditions before and after the treatments.

The scale used by the questionnaire ranged from 1 = definitely not willing; 2 = probably not willing; 3 = probably willing; 4 = willing ; and 5 = definitely willing. The complete version of the WTC questionnaires used in this study in both English and Indonesian versions are presented in Appendix one and two. Pattapong tested the revised questionnaire to other students taught by Teacher. This group of students was considered similar to the target group of students in terms of their English learning background because they were enrolled in the same course. The internal consistency reliability value derived from the pilot-test was = 0.93.

After doing the first WTC questionnaire, then, students got three times treatments of teaching via Self-Video Recording. The treatments were applied by using two different topics. The first topic was used used twice (for the 1st and 2nd meeting), and the second topic was used for the last meeting. After that, there was one more chance for the students to do the same WTC questionnaire to measure the students' willingness to communicate improvement after being taught by SVR. She also tried to identify what WTC aspect(s) will mostly influence the students' willingness to communicate, so that it can improve their willingness to communicate. The design of the research was: T1 (X1 X2 X3) T2

The subjects of this research were the eleventh grade students of State Vocational School 1 Gadingrejo. The number of the students was thirty four which are twenty eight males and six females. Those thirty four students were chosen with consideration that they had been familiar with computer, so, they had no difficulty to work with technology.

To make sure that the questionnaire is good, the researcher measured its reliability. Reliability refers to the extend to which the test is consistent in its score, and it gives an indicattion of how accurate the test scores are. It means that the test is dependable, stable, and consistent when it is given to different people and situation. Reliability is a consistency of certain measurement in getting the result. The reliability of the questionaire will be measured by using SPSS program to find out its Cronbach' s alpa. The higher the alpha, the more reliable the questionaire is (Setiyadi: 2006).

RESULTS AND DISCUSSION

To answer the first research question, a pre-test was employed. The purpose is to know how far is students' willingness to communicate before the implementation of multimedia based learning via Self-Video Recording. The Pre Test was employed on Monday, March 6th 2017. It took thirty minutes for students to fulfil the Pre Test. The result of students' Pre Test on their willingness to communicate was presented in the following table:

Table 1. The Average Score of Pre Test on Students' Willingness to Communicate

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
PreTest	3.0776	34	.44389	.07613

Based on the table above, we can see the average scores of students' willingness to communicate before they got treatments. The mean score of pretest is 3.0776. After conducting the pretest, there were three times treatments for implementing the multimedia based learning via Self Video Recording (SVR). Soon after

the third treatment, the students did posttest. The posttest was employed in order to find out whether there was difference on the students' scores of willingness to communicate after the implementation of teaching via Self-Video Recording. The Post Test was distributed on April 17th. It required only fifteen minutes for students to finish doing the Post Test. The result of students' Post Test is presented in the following table:

Table 2. The Average Score of Post Test on Students' Willingness to Communicate

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
PostTest	4.1082	34	.12669	.02173

Based on the table above, we can see the average scores of students' willingness to communicate after they got treatments. The mean score of posttest is 4.1082. By comparing the result of the pretest and posttest, it is indicated that the hypothesis testing which states that the implementation of multimedia based learning via Self Video Recording can differentiate students' willingness to communicate is approved since the T-value > T-table with the level of significance is under 0.05. To hypothesis 1 (There is significant difference on students' willingness to communicate before and after the implementation of SVR on the learning process), the researcher can describe the result through the following explanation. Students' Pre Test and Post Test scores from willingness to communicate questionnaire were calculated through descriptive statistics by using SPSS version 23. Paired Sample T- Test was employed to find out if there was any statistically significant difference between their

Pre Test and Post Test score on students' willingness to communicate. To answer research question number two (what aspect of willingness to communicate is influenced mostly by the implementation of Multimedia Based Learning via Self Video Recording), the researcher found it out by comparing the mean of pre-test to the mean of post-test as from the paired sample statistical analysis of SPSS as can be seen below:

Table 3. Paired Samples Statistics of WTC Aspects

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	CULTURAL2	4.7353	34	.14540	.02494
	CULTURAL1	3.5176	34	.22084	.03787
Pair 2	CLASSROOM2	4.0042	34	.26896	.04613
	CLASSROOM1	3.0000	34	.58954	.10111
Pair 3	SOCIALINDIVIDUAL2	4.0588	34	.16718	.02867
	SOCIALINDIVIDUAL1	3.1588	34	.62042	.10640
Pair 4	SOCIALPSYCHOLOGICAL2	3.8382	34	.16722	.02868
	SOCIALPSYCHOLOGICAL1	2.8199	34	.66869	.11468

Table 4. Paired Samples Test of WTC Aspects

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	CULTURAL2 - CULTURAL1	1.21765	.22760	.03903	1.13823	1.29706	31.196	33	.000
Pair 2	CLASSROOM2 - CLASSROOM1	1.00420	.56543	.09697	.80691	1.20149	10.356	33	.000
Pair 3	SOCIALINDIVIDUAL2 - SOCIALINDIVIDUAL1	.90000	.62134	.10656	.68321	1.11679	8.446	33	.000
Pair 4	SOCIALPSYCHOLOGICAL2 - SOCIALPSYCHOLOGICAL1	1.01838	.63076	.10817	.79830	1.23846	9.414	33	.000

Table 5. Students' Aspects Improvement of Pre-Test to Post-Test

No	Aspects	Mean of Pre-Test	Mean of Post-Test	Improvement
1	Cultural Context	3.5176	4.7353	1.2
2	Social and Individual Context	3.1588	4.0588	0.9
3	Classroom Context	3.0000	4.0042	1.0
4	Social and Psychological Context	2.8199	3.8382	1.0

As can be seen from table 3 and 4, cultural aspect has the highest improvement of means score, i.e. from 3.5176 in the pretest to 4.7353 in the posttest. From those descriptions, it can be infered that the improvement of cultural aspect (1.21) is the highest compared to other three aspects which are 1.004 for classroom context, 0,90 for social and individual context, and 1.018 for social and psychological . To make it clear, the following table sums up the spss result above. It is shown by table 3 and 4 previously, the improvement of the willingness to communicate from pretest to posttest is 1.2. The mean of the pretest is 3.07 and the mean of the posttest is 4.10. From twenty five questions in the questionnaire of willingness to communicate, cultural aspects reach the highest percentage among others.

In answering the third question, the researcher used questionnaire to gather the data. To know the students' perceptions about the implementation of Self-Video Recording (SVR), the researcher administered the questionaire consisting 25 statements which was adapted from Vian Yuen (2015). The questionnaire consisted of 25 items. Before describing the result of the questionnaire, the researcher analyzed the reliability of the instrument by using Cronbach Alpha Formula. From the analysis through SPSS, it was found that the coefficient Alpha obtained was 0.999 > 0.05. It can be interpreted that the questionnaire was reliable to be used. From those 25 questions, there are some questions which are categorized general and some are categorized specific or directly refer to the implementation of Self Video Recording. In this discussion, the researcher focuses her discussion only on the questionnaire statements which specificly refer to the implementation of Self Video Recording in the classroom. The following table describes the result of the students' perception questionnaire.

Table 6 The Result of Students' Perceptions on SVR

THE RESULT OF STUDENTS' PERCEPTION ON SVR

No	PERCEPTIONS			
	Perception Category (+)	Percentage (%)	Perception Category (-)	Percentage (%)
1	Interesting	91%	Boring	09%
2	Useful	85%	Useless	15%
3	Perfect	18%	Serves weaknesses	82%
4	Promotes independence	85%	Serves dependence	15%
5	Promotes acting	65%	Doesn't teach acting	35%
6	Promotes creativity	97%	Result passive students	03%
7	Improves WTC	82%	Decrease WTC	18%
8	Needs exploration	82%	Doesn't need to be explored	18%
9	Results curiousity	94%	Doesn't result curiousity	06%

Based on table 6. 91% students agree that the implementation of multimedia learning via Self Video Recording in their learning process is interesting. Most of them looked enthusiastic waiting for watching the video. They were very curious to see how well their friends did the action. As a matter of fact, being actors or actress is a very popular job right now. Most students think that being actrees or actors is a great thing. That's why, when they see some of their friends could act very well as an actress or actor, they will be so happy. This fact, of course makes the video more interesting. Moreover, if the group members are creative, they would prepare to use the appropriate clothes or properties as it was needed by the scenario of the video.

Besides interesting, the Self Video Recording is also useful. It was shown by the result of the questionnaire in which 85% students agreed on the SVR useful and only 15% students do not agree to this. Based on the treatments, it seems to me the the usage of SVR is more useful than the

youtube. If students see You Tube video, they are not involved in the process of making the video. But here, through the implementation of SVR on their learning process, students are able to make use their English skill. Moreover, to the teacher, the mistakes resulted from the students' dialogue through out the video can be used as the materials of teaching error recognition (error recognition is one question type of national examination). For example, if, from students' dialogue, we heard "*If I have graduate from this school, I am to be a mechanic*", then, the researcher can make use that word to teach them about conditional sentence or future tense. This is a prove that SVR is very useful both to the students and the teacher.

However, since the students are new in video making, the result of the video is not perfect. It serves so many mistakes, either from their grammar, pronunciation, or even from they way they express the dialogue. This can be seen from table 6 number 3. From the questionnaire result, it is seen that only 18% students agree to answer that SVR is perfect. Other 82% do not agree on it. Through video watching, some of the students miss-interpreted the dialog content so that it looked funny and strange. The happy expressions becomes sad, or the sad expressions become happy. Furthermore, the video recorder quality also result unperfectness. Some video do not have clear voice so that is is hard to listen when it was played in the class room. When they use inappropriate inappropriate expressions, as a result, many students got miss-understanding in catching the main message of the video.

CONCLUSION AND SUGGESTION

In line with the analysis of the data gained during the research, it can be concluded that the implementation of Self-Video Recording in class activities is able to give different experience of learning both to students and teacher. To Students, it can develope their creativity, independence, and their willingness to communicate either inside or outside the school. Although the result of their video is not perfect, it really gives learning chance to students to explore and show the teacher what they can do with English.

Students willingness to communicate comes from heart, because it is motivated through internal and external aspects. Those who can do the best with the video are students who study seriously. Those who are not serious and lazy, in fact, did the cheating action when they were producing the dialogue during the video making . is can be noticed clearly through the video played during the class. The most influential aspect of Willingness to Communicate, cultural context, can be decribed by unity, ear of negative evaluation, and teacher status. Unity describes the participants' esponses that indicate the need to comply with what others do in class. So, when the articipants chose to speak or not to speak, it depends on their peers. Fear of negative evaluation was seen in the students' responses when they referred to the situations in class where they interacted with both of their teachers and their peers. Also, I found that fear of negative evaluation affected both high and low WTC participants. The *Teacher Status* displayed the

participants' feelings of social distance between themselves and teachers, based on the belief that they are obliged to respect the teachers. The video making process that include the group work can enhance students' togetherness and independence. And, the mistakes resulted by each video serve the materials for error recognition,i.e. one type of the materials used for national examination.

The implementation of Self-Video Recording (SVR) really gives multiple functions to English teaching learning activities. Besides its positive effect of encouraging students' creativity in producing a video, it also can teach students to be independent learners. It is very suitable with the current curriculum, i.e. the 2013 curriculum in which the students are required to be pro-active students who are able to do learning independently. So, as an English teacher, trying to implement SVR in his or her class is really suggested. This study provides further evidence for the benefits of video in teaching English. The video commonly used by the teacher was usually that one taken from the you tube or bought the original one from the bookstore. In this research, the researcher promotes the SVR to be implemented in class interaction. Although the result is not as perfect as the you tube video, the SVR promote another strength from the mistakes it makes. As we know, error recognition is one question type of the national examination for SMK students. The mistakes produced by the SVR can be used as the materials of Error Recognition discussion.

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