

THE DEVELOPMENT OF COMMUNICATION LITERACY MODEL FOR ENGLISH LEARNING (ENGLISH FOR HOUSEKEEPING STUDY)

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Abstract

Technologies and social media have become very useful as platform for the society to access everything such a source for entertainment, old or new information also a source for learning. The existence of human beings constantly coexists with the process of interaction among people worldwide, it is necessary to learn a common language known as English. Especially for students to reach to the international scale for their future study or better job. This study attempted to develop video-based English teaching material for tourism students at Gunadarma University, find out the feedback on the product and students' comprehension. This study was conducted by using a mixed method and R&D method by Borg and Gall in developing the learning video. This study produced an English teaching material in animated video which could be accessed online through YouTube. The product was evaluated by experts in media and material also by 30 tourism students at Gunadarma University 2021/2022. This study showed the result from experts that for display quality was 88,00%, media quality was 90,00% and for lesson quality was 91,82%. Then, the result by the students showed, the display quality percentage was 79,99% while for quality of material presentation was 79,50%. That showed the video learning was considered as Good and almost reached Excellent. This study concluded using a video-based program to learn English was beneficial since it enabled students to acquire the necessary specific topic more entertaining as they can enjoy learning English anytime adjusting to their own ways in learning English.

Keywords: Developing, Video learning, Teaching material, YouTube, English learning, Research and Development, Housekeeping.

1 INTRODUCTION

In the present time, English has the central role to take control the people's life in the academic, business or other aspects. As David Crystal (2003) said in his book English as a Global Language that a language can be made the official language of a country, to be used as a medium of communication in such domains as the law court, government, the media and the educational system which it is the essential role that English best illustrates (p.4).

Internet and smartphones facilitate the humankind to access different types of social media platforms, where they allow users to have conversations, share and receive information. Social media such as YouTube has become a very useful platform for the society to access everything such a source for entertainment, old or new information also a source for learning. Social media platforms can help not only students but the whole community in learning different topics and subjects, such as English. According to a report from Pew Internet & American Life states that 69% of US Internet users watch or download videos and 14% have posted videos. (Purcell, 2010) points out that with the presence of social media such YouTube platform, varieties of videos with different categories or themes are now widely available and very popular among internet users.

Technology and social media can be used to encourage the learning process, support communication arrangements, assess learning activities, manage resources and create learning materials (Che Ku Nuraini, Faaizah, & Naim, 2014). Learning from social media platforms are way more interesting and fun. As well as for the teachers, using technology and social media platforms are another effective and interesting ways in teaching English. Especially YouTube which constantly steals the learners' attention as they find the provided courses there more interactive, interesting, fun and enjoyable. As Latha in (Thanavathi, 2020) stated regarding YouTube as an education platform saying "it has the power to transform a potentially dull or complicated subject matter into an overall exciting and engaging online learning experience" (p.4). It shows how YouTube as the educational platform is always the "all time fave" learning reference for students to expand their comprehension related to the subject matter that the teachers or instructors use to convey the materials. Brophy (2003) also postulated "video allows one to enter the world of the classroom without having to be in the position of teaching in-the-moment" (p.13) Which shows how a video which is one of a form of instructional media can be very useful in learning whereas it can be accessed any time outside the formal situation in classroom that provides students to learn independently. Besides, this also shows how a video provides students who miss the class or specific part of the materials to replay and see how much or what they missed. In addition, the role of video in teacher education is considered as a teaching and learning in new ways. A video-based teaching material offers teachers the opportunity to engage in a unique set of practices. Little in (Brophy, 2003) suggested how "Through video, teachers can gain access to different classrooms and to a wide variety of instructional strategies, curricula, and classroom cultures." (p.14).

The researcher discovered problem within the housekeeping tourism program at Gunadarma University regarding English learning. The researcher finds out that English has not been applied in teaching-learning activity. The essential part of English in teaching material for the tourism students aims for a better and bright job or study as the main goal to achieve. Hence, they need to adhere to the global world that enforces the society to use English as a means to communicate. The researcher believes that the use of social media platform such as You Tube for the tourism students to learn is way more effective and fun in learning-teaching progress.

Therefore, it concludes that this study aims to develop a video-based English teaching material for Tourism students at Gunadarma University, then find out the feedback given on a video-based English teaching material according to experts and Tourism student at Gunadarma University, as

well as to find out the tourism students' comprehension after they watched the video-based English teaching material.

2 METHODOLOGY

The design of this research is Research and Development, using the ADDIE model (Analyze-Design-Develop- Implement-Evaluate). This research is focused on the development and utilization of instructional video that is uploaded on YouTube by English Department student for the Tourism Students at Gunadarma University who are currently learning English. The population of this study are students who are taking tourism program at Gunadarma University. The data of the population are the students who are taking English major. A descriptive analysis is done to interpret the collected data, to be further presented narratively in the discussion of research results. The main objective of this research to develop a beneficial product which is a video-based English learning program that is specifically created for tourism students in Gunadarma University for learning several basic expressions and responses in hotel housekeeping to be used in a conversation between the housekeeper or the hotel staff and the guest in a hotel.

3 FINDINGS AND DISCUSSION

3.1 Production Progress

This section presents the entire development process in the making of the videos. The product is available in video format. The researcher goes through a number of steps during the pre-production, production, and post-production stages of creating this video learning program.

3.1.1 Pre-Production

The researcher chooses one topic out of tourism and hotel housekeeping materials to be presented in the video learning program. This video involves a conversation video between a hotel front-desk and a complaining guest in a hotel which depicts Handling a Complex Complaint material. Subsequently, continue to the step where the researcher creates scripts for the video scenarios in order to make it as a guide in the production of the video learning program. The script which the researcher uses as a guidance in the making of the video contains two main aspects, there are audio and visual aspects. The first aspect, which is audio contains all the audios such as background music, sound effects and the transcription of the audio that the speaker says, while the second aspect is video that involves animations or texts that show up in the video learning program.

3.1.2 Production

The next stage, the researcher comes to the production of video learning program based on the script that has been designated and approved in the previous stage. In making the product, the researcher decides to utilize PowToon as a tool for designing the animations that are presented in the video. Somehow PowToon also has the premium account that allows the user to access to unlimited premium exports, access all contents even to build our own characters which the price is cheaper than other software. In addition, PowToon is way simple and easy to use for a beginner in an animation making video. Therefore, the researcher decides to pay for limited premium account that is being sold and shared by the seller, so the researcher is able to access all unlimited templates and creates professional contents without the watermark when the final video is being downloaded.

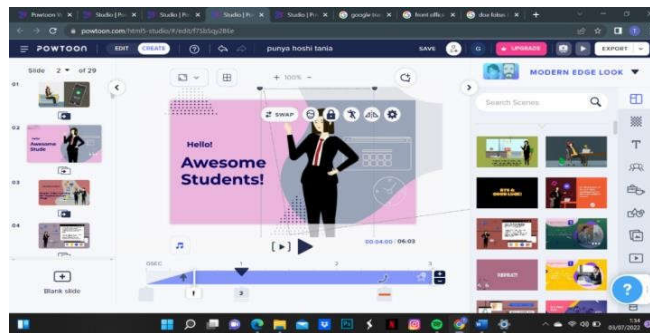


Figure.1. Animated Video Making Using PowToon Premium Account

3.1.3 Post-Production

In this stage of the video production, the researcher focuses on inserting the audio aspect such as narration, sound effects, also the background music into the video. This process utilizes the software Adobe Premiere Pro 2020 as the video editing tool. The researcher simply imports the downloaded video from the PowToon and add the audio files to Adobe Premiere Pro 2020 by clicking the "File" button then click on "import" as it redirects the user to the files that are wanted to be imported.

3.2 Data Analysis

The researcher moves to the data analysis as surveys are conducted and distributed for 4 experts in media and material (English and Housekeeping) as well as 30 students who currently taking tourism program in Gunadarma University academic year on third grade 2021/2022. The survey consists of different aspects which are display, media and lesson quality aspects that experts must answer in order to determine whether the product is suitable to be employed as a video-learning. Meanwhile the survey for tourism students contains display and material presentation quality which to find out the feedback of the product by students, also comprehension evaluation which consists of 10 multiple choice questions to find out the comprehending regarding the topic or the material given in a video learning as it is also part of the survey made for tourism students. The result of the survey will be converted into percentage based on certain criteria score as follow:

Table 1. Score Criteria.

Percentage	Value
0% - 19,99%	Very Poor
20% - 39,99%	Poor
40% - 59,99%	Fair / Average
60% - 79,99%	Good
80% - 100%	Excellent

Source: Criteria by Arikunto in *Penelitian Suatu Pendekatan Praktik* (2006)

The score in survey is given by the range starts from Very Poor to Excellent using Likert Scale to measure opinions and perception about the aspects. The respondents will be required to select 1, 2, 3, 4 or 5 in accordance objectively. The numbers represent the values as (1) Very Poor (2) Poor (3) Fair/Average (4) Good and (5) Excellent.

3.2.1 Experts Display Quality Evaluation

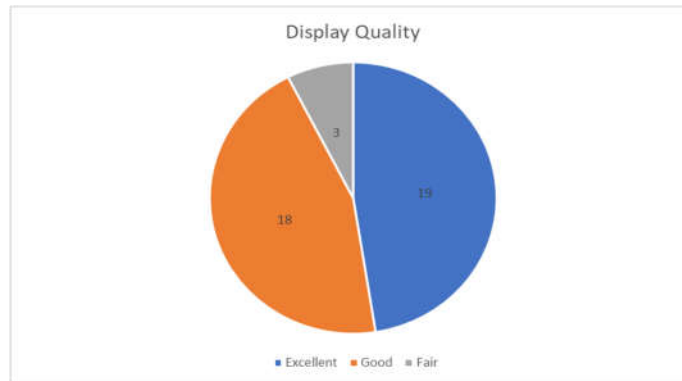
The researcher has done the evaluation by distributing survey to 4 experts to check the eligibility of the product. It can be accumulated into percentage by using formulation below:

$$P = \frac{x}{Xi} \times 100\%$$

P = Percentage

X = Total answer score (Excellent + Good + Fair + Poor + Very Poor)

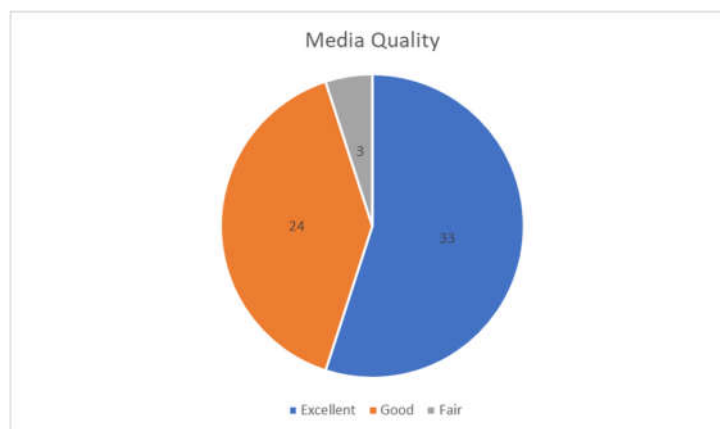
Xi = Total ideal score (Total questions x total participants x ideal score)



Graphic Chart 1. Display Quality

This part of survey contains of 10 questions regarding to display quality aspects of the product with the highest score is 5 for excellent (E) and the lowest score is 1 for very poor (VP). If the ideal score is when the participants answer 5 for each question, then the total of ideal score (X_i) is 10 times 4 times 5 which equals **200**. Based on the data above, the highest amount of total score for display quality aspect is (E) or Excellent with 19. Meanwhile, the total percentage of all 10 aspects is 88%. The score difference with Good score criteria is only 1 point apart that has 18 score. According to the score criteria in table 4.2, the total percentage with 88% means the experts consider that the display quality of the product is excellent to be carried out.

3.2.2 Experts Media Quality Evaluation



Graphic Chart 2. Media Quality

This part of survey contains of 15 questions regarding to media quality aspects of the product with the highest score is 5 for excellent (E) and the lowest score is 1 for very poor (VP). If the ideal score is when the participants answer 5 for each question, then the total of ideal score (X_i) is 15 times 4 times 5 which equals **300**. Based on the data above, the highest amount of total

score for media quality aspect is (E) or Excellent with 33 total score. As the total percentage of all 15 aspects is 90%, it can be concluded that the media quality is considered as excellent by the experts.

3.2.3 Experts Lesson Quality Evaluation



Graphic Chart 3. Lesson Quality

This part of survey contains of 11 questions regarding to lesson quality aspects of the product with the highest score is 5 for excellent (E) and the lowest score is 1 for very poor (VP). If the ideal score is when the participants answer 5 for each question, then the total of ideal score (X_i) is 11 times 4 times 5 which equals **220**. Based on the data above, the highest amount of total score for lesson quality aspect is (E) or Excellent with 27 total score and for the total percentage from all 11 aspects is 91,82%. Therefore, this lesson aspect is considered as excellent as well.

3.2.4 Students Display Quality Survey



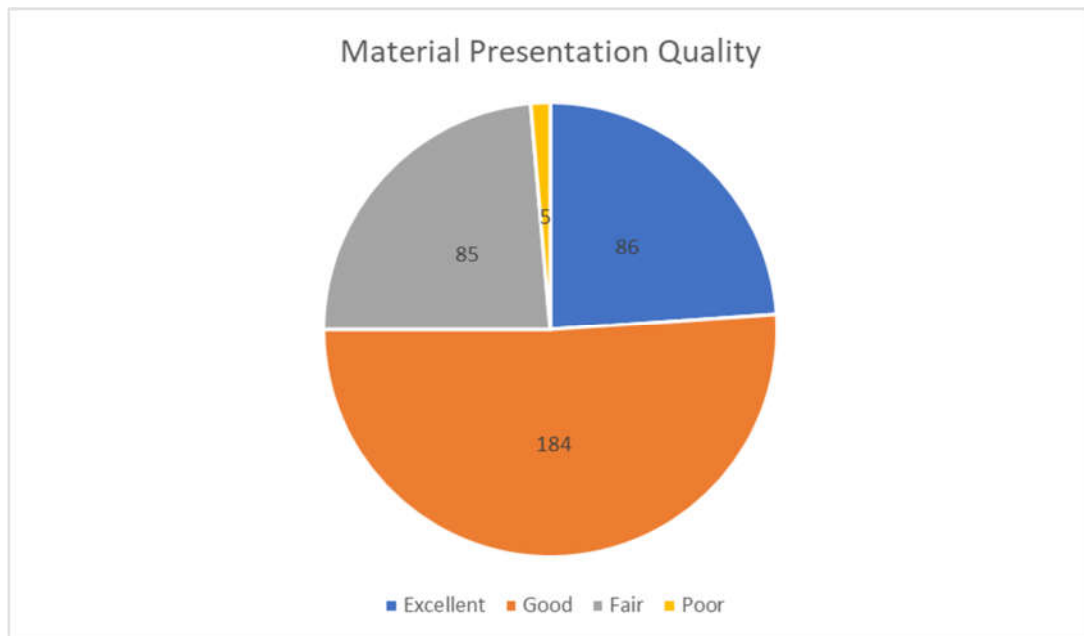
Graphic Chart 4. Student Display Quality

This survey contains of 8 questions regarding to display quality aspects of the product with the hi

ghest score is 5 for excellent (E) and the lowest score is 1 for very poor (VP). If the ideal score is when the participants answer 5 for each question, then the total of ideal score (X_i) is 8 times 30 times 5 which equals **1200**. According to the data above, the most voted value by the respondents is (G) or good with 142 total score. The highest percentage is video visual clarity with 82,67% and obtained 20 voter for (G) or Good, then followed by presentation of the text can be read and easily understood with 82% that also obtained 21 voter for (G) Good. Therefore, it can be concluded that the video visual clarity including the presentation of the text can be read and easily understood are the most voted as good and stand out aspects of the video. Moreover, The total percentage for display quality aspect is 79,9%. It means the video learning is considered good or excellent enough since the total score is close and almost reaches the excellent score criteria in displaying the quality of the video as the video clarity also the presentation of text can be read and easily understood affects how the learners become more interested watching and learning from the video program.

3.2.5 Students Material Presentation Quality Survey

Graphic Chart 5. Student Material Presentation Quality



This survey contains of 12 questions regarding to material presentation quality of the product with the highest score is 5 for excellent (E) and the lowest score is 1 for very poor (VP). If the ideal score is when the participants answer 5 for each question, then the total of ideal score (X_i) is 12 times 30 times 5 which equals **1800**.

According to the data above, the most voted value by the respondents is (G) or good with 184

total score. Then the Excellent(E) value obtained 85 total score. The total percentage which shows reaching 79,50% which based on the score criteria means the value is Good. The percentage of the score is near the Excellent criteria.

3.2.6 Students Comprehension Evaluation

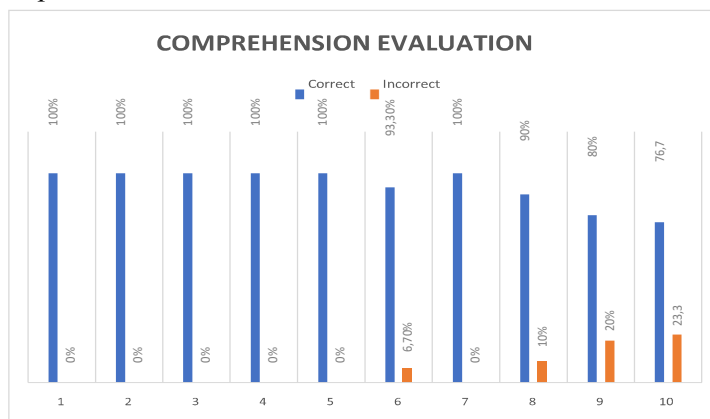


Figure 2. The Result Chart of Comprehension Evaluation

The comprehension evaluation consists of 10 multiple choice questions regarding the topic in the video-based learning program including comprehension in question number 1-5, vocabulary test in question number 6-8, and grammar test in question number 9-10. Based on the data above, the highest percentage question answered correctly by the participant is question number 1 to 5 and question number 7 with 100% and the highest incorrect percentage reaches 23,3%. The lowest percentage question answered correctly is question number 10 with the 76,7%. The second lowest percentage answered correctly is for the question number 9 which is 80% and the third is question number 6 with 93,30%. This shows how the questions number 1 to 5 and question number 7 are considered easy, since the questions are about the main materials of the topic given. Meanwhile for question number 6, 8, 9, and 10 are not about the materials yet about the comprehension of the English vocabulary and grammar regarding the topic. This shows how most of students are lacking in comprehending the vocabulary also the English grammar that they do not find familiar also difficult for the students to answer.

4 CONCLUSION

In developing a video based English teaching material for Tourism students they are pre-production, production and post production stage. The video contains of introduction, brief explanation, the instructions, a brief common case regarding Handling a Complex Complaint, evaluation, main materials, practice pronunciation and the last part is closing. The video learning

program should be evaluated by the experts to know whether it is eligible to be utilized as a teaching material. The evaluation consists of three different aspects. There are display quality, media quality and lesson quality. The result reveals for display quality is 88,00%, media quality is 90,00% and for lesson quality is 91,82%. According to the interpretation of score criteria table, the result scores interval between 80%-100% are considered as Excellent. The second survey by tourism students consists of two aspects, there are display quality and quality of material presentation and the comprehension questions for students' evaluation. The result of the survey shows, the display quality percentage is 79,99% while for quality of material presentation is 79,50%. The survey also shows that the video learning is considered as Good and almost reaches Excellent based on the interval of score criteria. Whereas, the results of the comprehension questions provided to the students demonstrates that the low percentage of correct answers primarily relates to questions of vocabulary and grammar. In conclusion, using a video-based learning program to learn English is very beneficial since it enables students to acquire the necessary housekeeping topic more entertaining, quickly, and they can enjoy learning English with specific materials anytime as it provides the unlimited amount of time that allows students to access the video learning at any moment adjusting to their own ways and conveniences in learning English.

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