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Employing video-editing skill in designing materials for Speaking class

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ABSTRACT

This study sought to prove whether there is an inclination in students' ability before and after video-editing treatments. This study was carried out under the umbrella of quasi-experimental study as it involved one group pretes-posttest design. There were 13 students chosen through the procedure of total sampling. They were given a pretest to make 3 videos—3 minutes in duration each—in topic of Describing People, Inviting People, and Accepting and Refusing Invitation. Later, six treatments were given: three treatments of video-editing and three other were about material design. Afterwards, the post-test was essentially similar with pretest regarding the procedural means. The data were analyzed using SPSS 22 by employing the formula of normality test and Z-Score to perform hypothesis testing. The results uncovered that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is consequently accepted because the r_{value} obtained from the Z-Score is 2.63, which is higher than r_{table}= 0.47 (df=11, α=0.05, right tailed). Additionlly, the average score for the 13 samples before applying video editing procedures was 56.23, and after the treatments, this score incilned to be 79. Then in can be concuded that after obtaining the treatments, students' performance in terms of video editing abilities with reference to material design or speaking class has necessarily improved. The finding implies that it is best to train teacher and prospective teachers with video-editing ability to enable them design good and convenient teaching materials in the future where digital era has transmerged into all pedagogical aspects.

1. Introduction

In facing the current Industrial Age 4.0, digital capabilities for teachers and learners have become a demand. Considering the fact that the Covid-19 pandemic has not fully yet ended, the impact on the teaching and learning process still continues. Both teachers and students are still undergoing a very drastic change in the teaching and learning procedures. Nowadays, learning in every context has involved technology-regardless of the disciplines. All students as well teachers are demanded to be good at technology. Deliberating the fact that almost all students these days are connected to their mobile phones, it is an adept that can be used for useful teaching agenda for teachers. Besides to

consolidate the teaching and lerning process, equipping the students with digital litracy is also the goal. As stated by Mohammed (2020) that technology should be incorporated into the teaching methodology so that it will facilitate learners not only to acquire a second language effectively but also to develop electronic literacy skills.

Scoping down into classroom contexts, the new area of education and learning methods are currently the centerpiece for the technological showcase in teaching materials, one of which is audio-visual or video teaching materials. Video is now widely used because it is able to attract students' attention. Videos are also understood to be equipped with visual and audio materials that can increase students' interest in learning. It is importnt to understand that visuality is an advantageous means to increase students' understanding during their learning, especially in foreign language learning (Stenglin & Iedema, 2001). In the area of teaching and pedagogy, this has now been a cynosure due to the large number of graphics, images, and video that are considered as a major factor for students towards their understanding of experiences and various types of academic understanding.

Kress and Van Leuween (2006) revealed that visual understanding roots from moving image processing that are seen and comprehended through the teaching materials such as videos. Attempting a basic visual analysis pattern, Kress and van Leeuwen (2006) clarified a terminology as visual comprehension, the one which is often conceived in moving pictures and movies. This pattern substantially follows the basic metafunction proposed by Halliday and Matthiessen (2004) in systemic functional grammar (SFL). There are three types of metafunction, they are ideational, interpersonal, and textual. The ideational metafunction essentially employs the ontological meaning of a message encoded by the speaker or writer. Interpersonal metafunction concerns the viewpoint(s) of the decoder, who are listeners or readers. Textual metafunction is the emphasis between the relevance of the encoder's and decoder's points of view. Thereupon, the three metafunction has been integrated into language learning and they are considered as part of social semiotics, namely the asset for understanding and solving the meaning of a communication in general and in particular. Linking back to the visuality, Kress and van Leeuwen (2006) named these metafunctions and visual complementarity that should be unified in every visual content.

Using audio visual material in language teaching has benefited in a lot of improvement in students' speaking skills, hence it is considered as one of the suitable teaching techniques in developing students' speaking skills (Kausar, 2013). The presence of audio in this term is vital as supported by Harmer (2007) that when a learner intends to master speaking skills, they need to closely listen to the way word or expression is pronounced. Subsequently, they must be able to pronounce the words and expressions correctly and they need to utilize suitable tones, stress, and intonation patterns as they speak in varied contexts. Regarding the visual, the learners need to see the facial expressions and gestures performed when the conversationalists are engaged in a conversation. Thus, the provision of teaching materials in the form of audio-visual is very important for those who are learning speaking.

Every language student has to bear the fundamental ability of speaking. Some professionals in the area contend that a variety of factors may have an impact on how well EFL students speak. Because it is the primary means of direct communication, this ability is seen as being of utmost importance. Without it, surviving in a technologically advanced world where English is regarded as the dominant language for communication is quite challenging. Regardless of their linguistic compe-

tence, EFL students may experience several difficulties in the development of their speaking abilities, according to Al Hosni (2014). Additionally, according to Rababah (2005), one of the issues faced by English language learners is a lack of exposure to the target language, in this case, English. As a result, the teaching environment may not be favorable for the development of oral communication skills, and students encounter difficulties when trying to improve their speaking abilities. According to Senel (2012), speaking abilities are viewed as a process of creating and communicating meaning in a variety of circumstances by interacting with the other person through verbal and nonverbal cues. Then, speaking is an interactive process in which the speakers engaged not only communicate but also create meaning based on the conversational environment as well as take in and process information, according to Brown (2001). Other experts characterize speaking abilities as dynamic cognitive capacities that may be further broken down into a variety of sub-skills, including automation, information processing, and information control (Lazarton, 2001). Therefore, among the other four talents, speaking abilities, particularly in English, are the most important since someone who understands a language will be seen as capable if he is regarded as a speaker of that language. Speaking abilities are crucial for conveying our ideas, views, emotions, and messages to one another.

Speaking abilities are frequently hampered by a number of issues. Variations in language usage and a lack of speaking chances in the classroom, according to Aleksandrzak (2011), are the root causes of speaking skill issues. Students have greater exposure to language from these sources than they would through the wide range of conversations that occur in real life, whether from movies, songs, or other media. Speaking abilities are impacted by both linguistic and non-linguistic aspects, such as grammar, vocabulary, pragmatic variables, emotional factors, and more, according to Hojat and Afghari (2013). When considered collectively, these variables make communicating in a foreign language more challenging. Therefore, in order to manage meaningful communication, students must not only equip themselves with sufficient vocabulary and grammatical knowledge but also pay attention to fluency and correctness (Hinkel, 2006).

What needs to be understood is that teaching speaking skills is performing the talking/speaking itself, not teaching the students how to speak. For instance, when teachers practice speaking directly in front of the students, they will automatically see real demonstrations of the skills that they need to perform and later be mastered. Intertwining this fact with theoretical bases of teaching speaking, some elements cannot be separated from theory. However, teachers are urged to realize that most theories must be adapted to the learning context and cannot be applied as it is to students. Students need to feel freedom to express themselves during the learning process and teachers should not force the students to follow the existing theory. In referent to direct teaching, the state has shifted ever since the pandemic era where direct meeting has been changed with online meetings. Students should not lose the chance to learn speaking skills as acceptable as they were in direct meetings. Hence, nowadays teachers or prospective teachers must be able to facilitate their students by holding meetings in online platforms such as Zoom class, Google Meet, etc. These video-conferencing platforms provide online synchronous meet-ups between students and teacher as well as among students themselves. However, again another problem arose where the students did not have adequate devices and internet connections. While on the other hand, learning must continue. Although it is understood that the responsibilities of facilitating learning is not supposed to be fully shouldered by the teachers, other parties

such as policy makers, curriculum developers, syllabus designers and material developers in the context of English language education are also responsible for this existing situation; but teachers are those who directly face the constructive challenge where they have to be able to cross their proximal development zone to learn new a skill, video-editing skill.

Good video should also present good, easily comprehensible yet interesting materials. Regarding teaching materials, another problem merge which is—often times—found during the online learning process in the pandemic era is teaching materials that are not interesting as it even demotivated students in learning. Some teachers took the initiative to use videos that are already available from Youtube or other sources. However, it would be better if the students could see their teacher himself in the video. This condition is regarded crucial because by seeing their teacher presence in the video (either facial or audio presence), the learning environment will still materialize and the students still acknowledge the learning momentum with the own teacher. This will make students feel the presence of the teacher or the so-called *social presence* which can make them feel that learning still feels like learning in a face-to-face, direct class.

Specifically speaking, in Aceh, most of the teaching materials used during online learning are only photos and files sent via WhatsApp. These types of materials basically have little to no appeal at all for students; and this consequently affects the learning process in a non-beneficial way for it is not carried out optimally. As a matter of fact, teachers can make interesting videos for teaching means—instead of photos alone—that are quite adequate yet simple by using android features. This research is aimed at to provide training to prospective-teacher students in the English Education Study Program to master simple video-editing skills in order to make teaching materials in the form of videos for learning speaking. In addition, this training is also to prepare them to continuously adapt with the increasing technological developments in the current era. This study is considered significant as it can benefit the prospective teachers (who are the samples of this study) to be able to make teaching materials that are certainly interesting for students in the future. With the development of audio-visual teaching materials for learning speaking in the English Education Study Program at FKIP, Serambi Mekkah University, Aceh, more exceptional digitalized learning can hopefully be achieved.

This study aims to provide video-editing training to final year students so that they have the skills to make their own teaching materials in the form of audio-visual which will be very useful when they come face-to-face with students. After completion, the skills of making and editing videos will be very useful in opening the horizons and creativity of students when they are required to maximize the benefits of technology integration in learning. Inevitably, future constraints still have the potential for continued online learning and these digital video-editing skills are beneficial in the long term. And when the Covid -19 pandemic is over, the skills of making and editing videos for teaching materials are still very useful in making teaching materials more interesting and increasing students' motivation and interest in learning.

Specifically, the hypothesis is as follows:

H_0: There is not an increase in the ability to design audio-visual speaking materials after given video-editing training for prospective-teacher students at the English Education Study Program, Serambi Mekkah University, Aceh, Indonesia.

H_a: There is an increase in the ability to design audio-visual speaking materials after given video-editing training for prospective-teacher students at the English Education Study Program, Serambi Mekkah University, Aceh, Indonesia.

2. Method

This research was carried out using a quantitative approach. Quantitative research focuses on research results in the form of numerical data. Suharsaputra (2012) stated that quantitative research uses numbers that are later calculated and analyzed. In addition, Sugiyono (2013) added that quantitative research is a method used to test certain samples where data collection uses research instruments and statistical data analysis in an effort to test predetermined hypotheses.

The stages carried out to achieve the target of this research are as follows. The researchers initially determined the research scheme, formulated a suitable research design to find solutions to the problems mentioned above, and conducted an initial survey regarding the relationship between video-editing skills and the development of audio-visual teaching materials for students at the English Education Study Program, Serambi Mekkah University. Later on, the data began to be collected. The data collection procedure was conducted for 10 meetings starting from May to June 2022. It began with a pretest where students were asked to make a 3-minute video of teaching materials, a total of 3 videos, where the time given per video editing process is 60 minutes. Then, the next 8 meetings were treatment procedures where students or samples were given training on video editing. The person-in-charge of this training is a professional vendor engaged in videography and cinematography, namely Vindx Media Studio. Henceforth, at the final meeting, the samples were given the same posttest again to then be compared their ability to develop teaching materials before and after being given treatments.

The samples involved in this study were 13 students in the English Education Study Program, Serambi Mekkah University who were selected employing total sampling procedure. The tool used was *Kinemaster;* this application was chosen due to its detail and miscellanous editing panels. Regarding the research instrument, the videos were assessed using an assessment rubric based on the visual theory of Kress and Van Leuween (2006). The criteria was to highlight the key elements essential to be integrated in a video-in this case, learning videos. Beside, the criterion also considered how a good video should be designed as well as and an easy-to-understand narrative flow.

Afterwards, the data were analyzed based on the rubric generated from Kress and Van Leuween (2006) to determine whether the video speaking teaching materials developed by these samples can be categorized as good according to the research questions that have been formulated earlier. To analyze the data, SPSS 22 was used involving formulas such as normality test and Z-Score to see whether there was an increase in video editing skills from before and after the treatment process.

3. Results and discussion

3.1. Result

The results of the data analysis were as follows. First, it is necessary to confirm that the data distribution is normal in order to move on to the Z-Score. The normality test was therefore performed, and the results are displayed in Table 1.

Table 1 - Test of normality

Kolmogorov-Smirnov			Shapiro-Wilk		
Statistic	*df*	Sig.	Statistic	*df*	Sig.
0.447	11	0.076	0.677	11	0.017

Table 1 demonstrates the pretest value for Kolmogorov-Smirnov and Shapiro-wilk values are greater than α=0.05—which is 0.447 for the former and 0.677 for the latter, respectively. In other words, the data distribution from the pretest on students' vide-editing ability is normal. Hence, the Z-Score test can be continued. Later, the *df* (degree of freedom) also needs to be determined for n=13 (*df*=n-2, *df*=11). Then, the critical area for the df=11 and α=0.05 needs to be determined because this study used a right-tailed hypothesis. In addition, Figure 1 shows how the bell-curve appears.

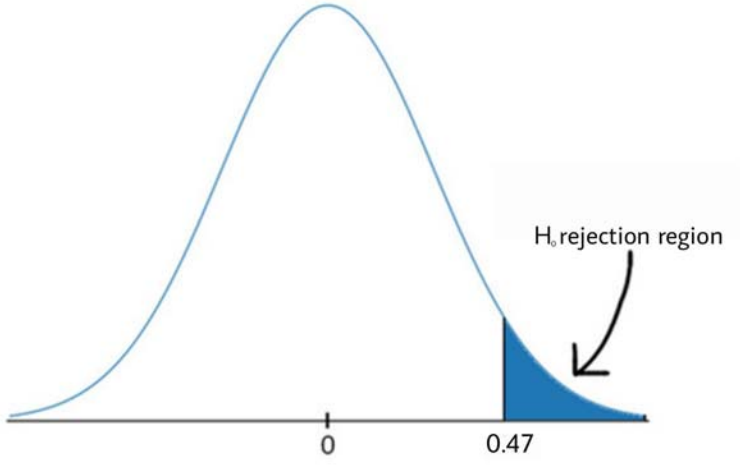

Figure 1-Critical area (df=11; α=0.05, r_{table}= 0.47)

The curve as depicted from Figure 1 emphasizes that the r_{value} resulted from Z-Score analysis needs to be higher than 0.47. If the value is higher than 0.47, it lies in the H_0 rejection region or H_a accpetance region. It is now permitted to move on to hypothesis testing because the data distribution is normal and the critical region has been established. The Z-Score was applied in this study to test the hypothesis. Table 2 displays the finding.

Table 2 - Finding of hypothesis testing

Testing	Mean	r_{value}	r_{table} (*df*=11, α=0.05, right tailed)	Remark
Pretest Posttest	56.23 79	2.63	r_{table}= 0.47	H_a Accepted

Table 2 demonstrates that the average score before applying treatments of video-editing to the 13 samples was 56.23, and this value inclined to 79 after the treatments. To be more precise, there is a 22.76 increased point from the prestest to post-test regarding the average score. Again, the r_{value}

obtained from the Z-Score is 2.63, which is higher than r_{table}= 0.47. This result accentuates that the alternative hypothesis (H_a) is therefore accepted and the null hypothesis (H_0) is rejected. In other words, after receiving the treatments, students' performance in terms of video-editing skills regarding material design in speaking has improved.

To see the concrete increase from the video-editing ability, some frames from the videos are presented below.

(Before)

(After)

Figure 2 - Sample CDH's before-after video

Figure 2 is a learning video created by one of the sample (CDH in initial). In the upper video frame it can be seen that there was a light edit applied in her video. A solid black background was used. However, there are no other features edited in her video. She only narrated the material—which is about Describing People—until the video ends. In the lower video, CDH created a more interesting video. In this video, she did not show up her face, she only inserted a voice-over with some clicking and typing sounds, background music, and image layers. This video is also enclosed with the introductory part, it has good logical sequence, CDH also inserted her positive and hopeful energy in narrating the materials and she also induced her uniqueness into this video, there are no errors in mechanics, and the quality production is also excellent.

Another result is as annotated from NFH's video, as shown in Figure 3.

(Before)

(After)

Figure 3 - Sample NFH's before-after video

Figure 3 is vide by NFH. Similar to CDH's video, NFH also produced a before-video with an edited abstract background. Her video contains no extra altered elements. She just provided narration for the final few seconds of the video, which is about Inviting People. In the lower video, a more captivating video was produced by NFH. She chose not to display her face in this video, instead choosing to add a voice-over with some clicking and typing noises, background music, and graphic layers. Additionally, this video has an introduction, a good logical flow, upbeat energy infused into the narration, and she also added her own individuality. The mechanics are flawless, and the production quality is also superb. In addition, the voice-over layered in this video was a cute cartonized voice making the explanation in this video more interesting to listen to, especially for young learners. The next video is produced by DZS *(Figure 4)*.

(Before)

(After)

Figure 4 - Sample DZS's before-after video

DZS's video is as provided in Figure 4. The before-video from DZS has absolutely no editing; it is merely a standard visual recording. There are no added or edited things in his video after all. His video was also about inviting people, he only gave narrations making the video lookes bare and flat. The after vide of his shows some features that have been inserted, which are the subtitles and some image layers. When these qualities are added, the video gains appeal, which is necessary when it is made available to students. The other video created by samples shown in Figure 5

(Before)

(After)

Figure 5 - Sample FA's before-after video

The frames shown in Figure 5 are the ones produced by FA. The before video looks a lot like that of CDH's and NFH's where there is a background added. However, there are no other features inserted. FA also explained her materials (which was about Accepting and Refusing Offers) verbally until the end of the video. In the after video, FA made a full-edited video. As that of CDH and NFH, in this video, she refrained from showing her face in favor of adding a voice-over with some clicking and typing noises, background music, and graphic overlays. What distinguishes her video is that a cartoon figure located on the lower corner of the frame. It was made that as if this figure who explained the whole materials using FA's voice. Besides, FA also brought her own distinctiveness to the video, which also includes an introduction, a good logical flow, and positive energy in her way of explaining the material. The production quality is likewise excellent, and there are no mechanical flaws.

3.2. Discussion

This study has initially highlighted a hypothesis on the concernment that whether giving treatments to the samples can increase their ability in video-editing to design learning materials for speaking. Thus the primary purpose of this study is to test or to prove this hypothesis. This study is unquestionably significant because, despite it is already in the post-pandemic era, distance learning or online learning still continues to some degrees for educations in terms of Industrial Age 4.0. Teachers as well as lecturers still need to ensure that they provide decent, interesting, relevant, and beneficial learning materials encased in a video for their students to achieve the creditable learning outcomes.

Regarding the procedures, the samples were students at English Department, serambi Mekkah University Aceh. They were supposed to make three pretest videos in the first meeting. Then, in meeting 2, 3, and 4, they were provided with the lessons about video-editing using *Kinemaster* Application—an editing application which was chosen because it has detail and complete editing panels built for smartphones. Later, in meeting 5, 6, and 7, they were taught about material design for speaking especially on the topics and activities that need to present and explored in the learning videos they were going to create. Last, in meeting 8, the samples had to make the post-test videos based on their newly-learned knowledge from the six meetings combined.

The result shows that their ability does increase pertaining the fact that the average score from pretest (56.23) increased in the post-test (79). Statistically significant values need to further be obtained in proving the hypothesis that has been set up. Hence, after acquiring that the data distribution is normal, Z-Score test was utilized. The r_{value} from the Z-Score has to be higher than the r_{table} for $df=11$, $\alpha=0.05$, right tailed—which is 0.47. After the analysis process accomplished, it is found that the r_{value} is 2.63 which is higher than r_{table} 0.47. Consequently, the alternate hypothesis is accepted and the null hypothesis is rejected. Concretely, the skill increase can be seen in Figure 2 (CDH), Figure 3 (NFH), Figure 4 (DZS), and Figure 5 (FA). The increase manifests in different editing subskills for different samples. For CDH, she managed to figure out inserting excellent ideas and concepts into her video, while for NFH and FA, they figured out how to layer voice-over with various methods such as using cartoonized voice-overs or cartoon figures. For other samples, as representatively shown in DZS, the subskill increase divulges majorly into subtitling and image layerings.

Regarding the increase in creativity, concepualization and creativity, Fakhruddin et al. (2020) similarly found that learning using video—or under this circumstance, creating video—improved students' ability to think critically when analyzing their materials in the video. They additionally experienced the discussion phase about the materials with their peers. Also, it increased their creativity and solved the major challenges they encountered during learning.

Since there is an increase in building the virtual learning materials based on the findings, it has now favorably impacted every skill in language learning in English teaching. In line with Albahiri and Alhaj (2020), this is also as they found in their study. They selected YouTube videos as their learning materials to test the hypothesis that including virtual components into the learning process could promote student participation and communication. There were 48 students from a Saudi Arabian university's participated in this quasi-experimental study. According to the study's findings, the audio-visual components of the video significantly influenced how eagerly second language learners

engage in classroom interactions. Furthermore, another study by Muslem et al. (2018) also suports this finding. There were 68 students divided into a control group and an experimental group and they were given treatments using English learning videos. vvvv While the control group received audio-only treatment, the experimental group received audio-visual treatments. Due to improvements in both groups, researchers concluded that there was a favorable effect in both groups. The t-test results, however, exceeded those of the experimental group alone. Further emphasis was placed on the point that using video was superior compared to audio only. This is crucial for teachers to comprehend the pivotal potential upheld in the use of video in language classrooms to improve the learning environment. Supplementarily, Cakir (2006) noted that audio-visual resources are particularly beneficial for energizing and facilitating the process of learning foreign languages. Using audio-visual resources in language classrooms helps students stay focused and engaged because they can connect what they are learning to their everyday life by seeing and listening. Realizing the trends in using audio-visual in learning settings, teachers profoundly need to be equipped with such skill.

3. Conclusion

It is then concluded that by giving treatments to students regarding video-editing training and material design for six times, the students' ability in designing materials for speaking class improved. Additionally, their abiliy to operate other video editor applications also increase. However, this study does have some limitations though because it only involved single-group pretest-posttest design. This design prevents the findings from generalization. Hence, larger sample size needs to be considered for involvement in the future research.

Last but not least, it is anticipated that the study's findings will be able to inspirit future academics regarding technology-induced learning models and other technology-related pedagogical disciplines. The researchers believe that this study still has a lot of chances and occurrences that can be uncovered. It is suggested other researchers will attempt to figure out into deeper contexts in order to advance the field of study.

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