

The Comparison of Ordinary Discussion and Presentation Methods with the Use of National Geographic Youtube, Screen Shoot Pictures and Information Gab Approaches to Improve Students' Communicative Speaking

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Keywords: National Geographic Youtube, screen shoot pictures, information gap, communicative speaking, and Classroom Action Research.

Abstract: This study aims to explain the extent to which the comparison of presentation methods and ordinary discussion with the use of National Geographic Youtube, screen shoot pictures, and information Gap approaches can improve the communicative speaking ability of students taking English II courses in the Department of History, Faculty of Humanities Andalas University. The research subjects consisted of 30 students. This research was carried out in the even semester of 2017/2018 academic year. Learning methods apply Classroom Action Research (CAR) based on the theory of Kemmis and McTaggart (1988) where the beginning to the middle of the semester (cycle 1) the usual presentation and discussion methods are used, while from the middle to the end of the semester (cycle 2) National Geographic Youtube, screen shoot pictures and information gaps are used. The findings obtained from this study suggest that use of National Geographic Youtube, screen shoot pictures, and information gap, helps most students understand more about the historical events discussed and use correct vocabulary more precisely because before the presentation students must watch and hear the videos repeatedly. The results of watching and listening are accompanied by the absence of written words and sentences from the images, thus causing students to be able to speak better using natural gestures and using their sentences in explaining historical information discussed. Students are also more active in discussions because they have engaged during the learning process. This is in contrast to the previous presentation and discussion classes where students tended to stiffly read powerpoint slides with long sentences which are the result of the creation of other texts..

1 INTRODUCTION

The English Language Course is a compulsory subject in the History Department of the Humanities Faculty and worth 4 credits which is, according to the curriculum, divided across two semesters, semester 1 and 2. In semester 1, the English language course 1 focuses on grammar mastery. In the second semester, the learning process in English Language 2 is more directed at the practice of speaking. The contribution of the courses prepares students to be able to communicate and speak in English in general.

The teaching materials provided for the course up to date is the General English Speaking Text Book, in which dialog, texts, questionnaires and work instructions are available so that students could only follow as instructed. The learning that has been

carried out so far is in the form of monologue presentations and dialogues in pairs every week. Lecturers determined the topic of monologue presentation texts and dialogues for each group at the beginning of the lecture. In the next meeting, the individual or each group pair appeared with a reference that came from reading the text in the textbook. This was followed by a discussion with available questions.

The measurement of student learning was in the form of attendance value, reading the report, present grade, and activity. Besides that, there was also midterm and semester exam assessment. For mid and end semester exams were not conducted in the form of oral examinations considering the large number of students (about 40) but in the form of written exams

about understanding previous topics. The weight of the assessment was as follows;

Presentation	: 20%
Attendance	: 10%
Active	: 10%
Task reading report	: 10%
Mid-Term Exam	: 25%
Final-Term Exam	: 25%

The distribution of the final grades of students, in general, was C to B based on the experience of researchers teaching students in 2017. Internal factors from the students include low motivation and understanding because they do not like to read, have a lack of discipline, do not actively ask questions, and do not prepare to speak before coming to class. External factors come from the lecturer, in this case, the researcher himself and include ordinary teaching methods that mean students are only focused on the textbook and unable improve and develop themselves.

2 METHODS

2.1 Learning plan

Learning was designed from the beginning of the lecture period to the midterm test (cycle 1 of the two planned cycles) was in the form of group presentations with students taking turns each week. Lecturers determined the topic of presentations for each group at the beginning of the previous lecture. In the subsequent meetings, each group presented in turn using power points. This was followed by a question and answer discussion.

Students prepared Powerpoints according to the requirements given by the lecturers such as not being able to use long sentences or complex written information, especially paragraphs. Information in the slides was to conveyed using phrases, diagrams, lists or schemes. Presentation materials consisted of historical topics relating biographies of heroic figures and historical events, especially in Indonesia and West Sumatra.

The learning material used after the mid-semester test (cycle 2) used National Geographic Youtube, Screen Shoot Picture, and Information Gap method. This learning model is an ideal way, according to researchers, to integrate learning to improve students' listening and speaking skills. The pleasure of watching a video certainly increases students' interest in watching and hearing speech in English.

Furthermore, National Geographic Youtube is an audio-visual media that describes many phenomenon in the world including history. On the Youtube channel, there are illustrations and dialogues or monologues from experts. Students were expected to watch from beginning to end repeatedly so that they understand the content thoroughly and master the vocabulary used. This activity was done at home so students have more time explore.

Next, Screen shoot picture is a technology where an open screen feature can be photographed using a smartphone. Almost all students had smartphones, and they were very skilled at using them. Students used screen shots when watching National Geographic Youtube taking photos of event chronologically or explanations of concepts. Students used these photos in explanations in presentations. They could no longer use long paragraphs. To be able to explain these photographs they needed to have sufficient preparation.

Student communication with lecturers or English classmates can often be unnatural and ineffective. For instance, lecturers often ask students or students ask other students artificial questions with obvious answers. For example: Do you sleep every day? What am I doing?

To avoid this Information Gap is a method that requires students ask something they truly do not know. As students' are ignorant of much historical information, it was hoped that student discussions including information Gap materials would stimulate natural meaningful communication (Talebinezahd, 1999).

2.2 Development of learning methods

This research was a type of classroom action research using personal self-intervention to produce improvements and has special research problems (Mc Niff et al., 1996) It is a type of practitioner research used to improve practitioners' practices. The act implies doing or changing something (Gay and Pete, 2000).

There are four steps in this type of research, namely 1) formulating problems and planning actions, 2) monitoring actions and observations, 3) reflecting the results of observations, and 4) revising action plans (Kemmis and Mc Taggart, 1988). This action research was carried out in the form of a cycle. For one cycle, three topics were used. Topics were selected for two cycles (16 meetings including introduction, initial, middle and end tests): for cycle one (1 topic 2 meetings): Bung Hatta, the Republic of Indonesia Regional Government (PDRI), and Rohana

Kudus and for the second cycle, The truth about Sadam Hussen, American before European Civilization, and The Pyramids. The work steps of each cycle were as follows:

1. Planning

- a) Make or find three topics related to the history
- b) Divide class into groups consisting of three students
- c) Determine the roles of group members, such as: the group leader, secretary, and other members.
- d) Establish rules for the discussion
- e) Prepare research instruments.
- f) Collaborate with parallel class lecturers
- g) Request approval from the dean
- h) Make an agenda before each group meeting.
 - Step 1: Students watch National Geographic Youtube at home
 - Step 2: students take some screen shoot photos
 - Step 3: students display photos in PowerPoint

The role of group leader was to

- Lead the group when making presentations
- Ensure balanced participation of all members
- Maintain dynamic discussion
- Keep time
- Ensure group members were focused on the tasks assigned
- Answer questions

The secretary's role was to

- Present
- Make a note of who asked and who gave the answer
- Create a discussion report

The role of group members was to

- Present
- Record the points raised by students
- Participate actively in group discussions.
- Listen to the contributions of each group

The role of discussion participants was to

- Ask open questions
- Help answer questions from other participants
- Make a reading report

The role of the research lecturer was to

- Facilitate group interaction
- Consider ways to improve student abilities
- Listen carefully
- Ask

Observe student progress and appearance

2. Action

Classes were carried out according to plan. During the group meeting it was decided that the discussion stage should be carried out after the group presentation, the participants were to ask the questions, and the answers were not to immediately be answered by the group but by other discussion participants. At the time of the discussion the lecturer stimulated the conversation by asking open ended questions (e.g. how ...? What ... Why ...? Where ...? that would allow the group to explore the material in more depth.

3. Observing

- a) Researchers monitored groups during learning activities by walking around or sitting at the back of the class.
- b) Collaborators (other staff members) observe researchers during the discussion/presentation process.
- c) Collaborators observe, record and record English activities verbally during the learning process.
- d) Researchers and collaborators evaluate activities using evaluation instruments that have been prepared.

4. Evaluating

At the end of the first cycle, researchers and collaborators analyzed the data collected from observation sheets/checklists, interviews, and speech tests to identify weaknesses/problems, and determine what progress/success had been found in cycle one. Researchers tried to remedy any weaknesses to improve the method, and researchers continue to use the more successful elements in for the next cycle.

2.3 Development of student assessments

There are several categories of student assessments that include assessment of soft skills, hard skills and processes. In this project soft skills included attitude, cooperation and leadership. Hard skill scores were based on appearance, and listening skills were assessed from speaking during discussions and examinations. The process score was taken from student activity and attendance in class

2.4 Action Research Parameters

Speaking ability assessment depended on the listening ability to understand audio-visual text.

The assessment of speaking ability was based on the Hughes speech test rubric (Hughes, 1983). Five rubric components were evaluated in the assessment: 1) grammar, 2) vocabulary, 3) fluency, 4) understanding, and 5) pronunciation. Each indicator has 6 levels of proficiency. The final student assessment grade included soft skills, hard skills and processes.

Table 1. Assessment

No	Component	Weight Rating
1	Assessment of soft skills	
	Attitude	10%
	Cooperation	10%
2	Leadership	10%
	Assessment of hard skills	
	Presentation	10%
	The listening ability reflected from the ability to speak	10%
	Oral mid-test	15%
	Oral final test	15%
3	Process evaluation	
	Activity	10%
	Presence	10%
	Total	100%

3 RESULTS AND DISCUSSION

From the results of the analysis of the implementation of the ordinary method in the first cycle through presentation and discussion of topics in the first meeting until before the midterm examination, it appears that in the presentation students generally use existing text/information without using citations, paraphrasing or summarizing. This means students rely on plagiarism for their presentations.

Here's one student's powerpoint example of this:
Slide 1: Hamka's Dedication

After that, he was appointed Rector of the Islamic University, Jakarta and Professor Mustopo University, Jakarta. From 1951 to 1960, he served as High Civil Religion by the Minister of Religious Affairs of Indonesia but resigned when Sukarno told him to choose between being public servants or the political spite of the Indonesian Muslim Shura Council (Masyumi). Buya Hamka is a figure of self-taught in many areas of science such as philosophy, literature, history, sociology and politics, both Islam and the West. With Arabic language proficiency is high, he can study the scholars and the Middle East such as Zaki Mubarak, Jurji Zaidan, Abbas al-Aqqad, Mustafa

al-Manfaluti, and Hussain Haikal. Through the Arabic language as well, he examines the work of French scholar, English and German, he is also familiar with famous figures such as HOS Tjokroaminoto Jakarta, Raden Mas Soerjopranoto, Haji Fachrudin, AR Sutan Mansur, and Ki Bagus Hadikusumo while honed his talent to become an expert speech reliably.

The results of this method was that students were not thinking about, formulating, re-reading, concluding, learning the meaning of difficult words or summarizing, and this affected the power point display, understanding, vocabulary mastery, pronunciation, presentation method, and activity. The student's powerpoint contained long paragraphs rather than main points to be discussed, like the example of the slide given above.

This affected the understanding of students who did presentations. Because everything was copied, the students did not read carefully, which meant they did not to have a frame or organize the ideas to be conveyed. Because students' lacked understanding and organization, and had a slideshow with long paragraphs, then students chose to avoid risk while presenting by simply reading out the words on the slides. The student did not face the participants during the presentation but the slides and had their back to the participants.

Students also used a limited vocabulary because they did not try to find out what the new words meant. Many of the new words readout were mispronounced because they had not been learned even though almost all students have a smartphone that has a dictionary that provides pronunciation. Because of the limitations of the students' understanding, lack of vocabulary, and lack of reading, they were less active in asking questions, giving answers, and commenting. The results of the student exam are also less satisfactory than desired with most scoring a B-.

The findings obtained from research from the second cycle after the first cycle evaluation process in the second half of the semester were that using National Geographic Youtube, screen shoot pictures, and information gap, most students understood more about the historical events discussed during that time. They could watch and hear YouTube with visuals or images and this helped them understand the meaning of the material.

Pronunciation of new vocabulary used by students was more accurate because before the presentation students must watch and listen to the video repeatedly. They needed to have observed the pronunciation of the vocabulary they heard and could watch how often they liked.

The results of watching and listening and the absence of many written words and sentences on the displayed images encouraged students to be able to explain information using their own words rather than simply reading the text and use communicative facial expressions and hand gestures as they faced participants from their friends.

This was in contrast to with the previous presentation classes where students tended to read power point slides which are the result of texts they themselves did not create. This resulted in the presentors standing sideways or turning their backs on the discussion participants and not using facial expressions or hand movements to communicate.

Students were also more active in discussions because they had responsibility. The questions were not just to ask for obvious information for testing but based on information gaps, things that were not known. Following are examples of some of the questions submitted:

1. How was the condition of America when the colonial arrived?
2. Why did Colombus come to America?
3. Why did Saddam Husen be labeled terrorist by America?
4. Why did the United States lead the invasion to take away Saddam Husen Government?
5. Why did the ancient Egyptians construct the pyramid?

What was difficult for some students was the availability of internet. Although in general, all students of that class have smartphones, sometimes they do not have a data package.

The strengths and limitations found though this study were that while students who already had intermediate level English skills could quickly understand what is being said. , those who lacked English skills had difficulty understanding the meaning of what was being conveyed. Most of the anonymous student comments about the method were positive but a few were negative. Here are examples:

- "I think this method is constructive in English because we have to screen shoot and explain the meaning or purpose of the image".
- "I do not think using Geographic youtube channel is very effective in the learning process because it requires an internet data package that not all people are literate about science and technology".
- "Yes there is an increase because by explaining a theme about history, it can improve students' understanding of the chosen department so that it can add insight".

- "According to me learning to use this method is very good because it can train students to dare to speak and express opinions and be able to train courage in speaking English".
- "In my opinion, actually this method is interesting to use, but because this is a new method especially in English learning that usually uses PPT plus paper, so it looks awkward".

Then below are some photos of research activities:



Figure 1: Students are presenting and discussing the topic "Saddam Husen"



Figure 2: Students are presenting and discussing the topic "American before European Civilization."

The comparison of marks from the midterm examination of the usual presentation and discussion methods and the end of term exam after using National Geographic Youtube, screenshots, and information gaps is shown below.

	Category				
	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
Mean score for speaking mid Test	68	75	70	68	66
Mean score for speaking final Test	76	76	75	77	78

From the table, it can be seen that the average speaking test scores on the oral final examinations for all categories are higher than the midterms and are in the B + category while the average final semester exam score after soft skills were added was 81 or A-.

ACKNOWLEDGEMENTS

We express thank you to the Unand LP3M who facilitated and provided financial support so that this article was realized. We do not forget to say thank you to all those who have contributed because even the slightest form of assistance, for us it is significant.

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