

**PROMOTING MULTIMEDIA BASED LEARNING
VIA SELF VIDEO RECORDING (SVR) TO TRIGGER STUDENTS'
WILLINGNESS TO COMMUNICATE**

A Thesis

By

RINNA SLAMET



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

**PROMOTING MULTIMEDIA BASED LEARNING
VIA SELF VIDEO RECORDING (SVR) TO TRIGGER STUDENTS'
WILLINGNESS TO COMMUNICATE**

By

RINNA SLAMET

A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2017**

ABSTRACT

PROMOTING MULTIMEDIA BASED LEARNING VIA SELF VIDEO RECORDING TO TRIGGER STUDENTS' WILLINGNESS TO COMMUNICATE

By

RINNA SLAMET

The success of learning English as a second language is easily indicated by the ability of performing the target language in communication. Willingness to communicate is indicated as one aspect that influence students' performance in their study achievement. In line with learning style right now in which most teachers use multimedia, 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, Pringsewu. The WTC questionnaire adapted from Pattapong (2010) was delivered twice for pretest and posttest. Before the posttest, there was teaching treatments. Soon after the posttest, the researcher delivered the questionnaire to know students' perceptions toward the implementation of SVR. The design of the research was: T1 (X1 X2 X3) T2

The result of Paired Sample T- Test was able to show the impact of the treatments by using Self-Video Recording (SVR) on the students' willingness to communicate score is significant, since the value of variable sig. (2-tailed) is .000. It means that the analysis of the collected data statistically indicates significant positive relationship between multimedia-based learning via self-video recording and students' willingness to communicate.

Research Title : **PROMOTING MULTIMEDIA-BASED LEARNING
VIA SELF-VIDEO RECORDING (SVR) TO TRIGGER
STUDENTS' WILLINGNESS TO COMMUNICATE**

Student's Name : **Rinna Slamet**

Student's Number : **1523042008**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



Advisor

Prof. Ag. Bambang Setiyadi, M.A. Ph.D.
NIP 19590528 198610 1 001

Co-Advisor

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

The Chairperson of Department
of Language and Arts Education

Dr. Mulyanto Widodo, M.Pd.
NIP 19620203 198811 1 001

The Chairperson of Master
in English Language Teaching

Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Ag. Bambang Setiyadi, M.A. Ph.D.**

Secretary : **Dr. Flora, M.Pd.**

Examiners : I. **Prof. Dr. Cucu Sutarsyah, M.A.**

II. **Mahpul, M.A., Ph.D.**

The Dean of Teacher Training and Education Faculty

Dr. Muhammad Fuad, M.Hum.

NIP 19590722 198603 1 003

Director of Postgraduate Program

Prof. Dr. Sudjarwo, M.S.

NIP 19530528 198103 1 002

4. Graduated on : January 05th, 2018

LEMBAR PERNYATAAN

Dengan ini saya menyatakan dengan sebenarnya bahwa:

1. Tesis dengan judul "Promoting Multimedia Based Learning via Self Video Recording to Trigger Students' Willingness to Communicate" adalah hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan atas karya penulis lain dengan cara tidak sesuai tata etika ilmiah yang berlaku dalam masyarakat akademik atau yang disebut plagiatisme
2. Hal intelektual atas karya ilmiah ini diserahkan sepenuhnya kepada Universitas Lampung

Atas pernyataan ini, apabila di kemudian hari ternyata ditemukan adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya, saya bersedia dan sanggup dituntut sesuai hukum yang berlaku.

Bandar lampung, 05-01-2018

Yang membuat pernyataan,



Rinna Slamet
NPM 1523042008

CURRICULUM VITAE

The writer, Rinna Slamet, was born on August 22nd 1976 in Bandar Lampung. She is the first and the only daughter out of three children of a happy moslem couple Mrs. Ratinem, A.Ma.Pd. and Mr. Usman Slamet. She graduated from State Elementary School 2 Way Halim in 1989. Then she continued her study at State Junior High School 2 Kedaton Bandar Lampung and graduated in 1992. After that she entered State Senior High School 5 Bandar Lampung (SMAN Way Halim) and graduated in 1995. In the same year she was accepted at Teachers Training and Education Faculty of English Education at Lampung University and graduated in 1999.

Her teaching life was started when she was in her third year at Lampung University. She started her teaching experience at LPBM Teknokrat from 1998 to 2000. And then, from 2000 to 2008 she taught at STBA Teknokrat. From 2005-2007 she also taught at Open University. From 2010 until now, she has been teaching at State Vocational School (SMKN) 1 Gadingrejo. From 2013 until now, she has been teaching at State Community Academy (AKN) Pringsewu. From 2014 until now she has been teaching at Vocational School (SMKS) YPT Pringsewu.

Bandar Lampung, 05 Januari 2018

DEDICATION

By offering my praise and gratitude to Allah SWT for the abundant blessing to me, I would proudly dedicate this piece of work to:

My beloved parents for every prayer, love, support and guidance to me, so that I can live my life as you wish.

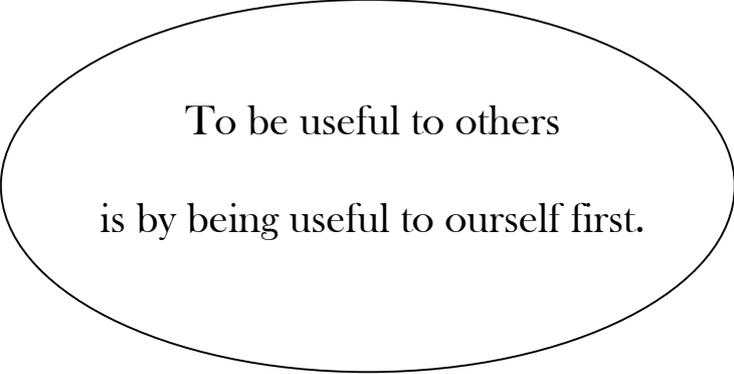
My lovely husband, my *Abi*, for his wonderful support and understanding during my busy time.

My lovely son, Nino, the spirit of my life.

My fabulous friends of the 3rd batch of Master of English Education.

My Almamater, Lampung University.

MOTTO



To be useful to others
is by being useful to ourself first.

ACKNOWLEDGEMENTS

Praise to the Almighty God, the beneficent and the merciful, Allah SWT for amazing blessing and undoubtful love given in every step of my life, especially for His guidance for accomplishing this thesis, entitled "Students PROMOTING MULTIMEDIA-BASED LEARNING VIA SELF-VIDEO RECORDING (SVR) TO TRIGGER STUDENTS' WILLINGNESS TO COMMUNICATE."

My great acknowledgment is so special to all my families: My extraordinary father ("*you are always in my pray...*"), my wise mother, my partner of life '*Abi*', and my lovely son '*Nino*'. My grateful appreciation is also extended to my thesis advisors, Prof. A.G. Bambang Setiyadi, M.A.,Ph.D. and Dr. Flora, M.Pd. Thanks to the outstanding advices "sharp"critics, and wise suggestions during completion of this thesis. I do thank all the magister of English program lectures especially to Prof. Dr. Cucu Sutarsyah, M.A., as my academic advisor and Mr. Mahpul, M.A., Ph.D., as my examiner. Thank You for your great comments and suggestions which are able to develop this thesis better.

Thanks to my incredible friends of the 3rd batch of Master of English Education, especially to Melina Sari, M.Pd., Khairun Nisa, M.Pd., Agatha Wuri Y.S.,M.Pd., Fefiyana, M.Pd., Novita Nurdiana,M.Pd., Emilda, M.Pd., Shirtha El Rusyda, M.Pd., Ria Pratiwi, M.Pd., Yuniati Al Aida, M.Pd., Rika Kemala, M.Pd., Habi Septiawan, M.Pd., and others that cannot be mentioned one by one. Thanks for togetherness. The last but not the least, thanks to my almamater, Lampung University.

Bandar lampung, Jan' 2018

Rinna Slamet

TABLE OF CONTENT

	PAGE
ABSTRACT	i
CURRICULUM VITAE	ii
DEDICATION	iii
MOTTO	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES	x
I. INTRODUCTION	
1.1 Background of the Problem	1
1.2 Formulation of the Problem	07
1.3 Objectives of the Research	08
1.4 Uses of the Research	08
1.5 Scope of the Research	09
1.6 Definition of Terms	10
II. FRAME OF THEORIES	
2.1 Willingness to Communicate	12
2.1.1 MacIntyre’s L2 WTC Model	19
2.1.2 Aspects of WTC	22
2.1.2.1 Cultural Context	22
2.1.2.2 Social and Individual Context	26
2.1.2.3 Classroom Context	27
2.1.2.4 Social and Psychological Context	28
2.2 Multimedia in Language Learning	31
2.3 Video	37
2.3.1 Video for Multimedia Learning	39
2.3.2 Reasons for Video Implication in FLT Classroom	40
2.3.3 The Benefits of Using Video in ESL Learning	41
2.3.4 Teacher’s Role in the Implementation of Video	44
2.4. Self Video Recording (SVR) for Teaching	45
2.4.1 Designing Self Video Recording (SVR)	46
2.4.2 General Process of Classroom Activities	47
2.4.3 Advantages and Disadvantages of SVR	49

2.5 Group Work.....	50
2.6 Roleplay and Discussion.....	52
2.7 Perception.....	54
2.8 Theoretical Assumption.....	57
2.9 Hypothesis	57
III. RESEARCH METHOD	
3.1 Research Design	58
3.2 Subject of the Research.....	60
3.3 Research Procedures	60
3.4 Data Collecting Technique	63
3.5 Validity and Reliability of the Instrument	64
3.5.1 Validity of the Questionnaire	64
3.5.2 Reliability of the Instrument	65
3.5.2.1 Reliability of WTC Questionnaire	65
3.5.2.2 Reliability of Students' Perception Questionnaire	66
3.6 Data Analysis	66
3.7 Hypothesis Testing	67
IV. RESULT AND DISCUSSION	
4.1 Report of the Research	68
4.2 Students' Willingness to Communicate.....	69
4.2.1 The Result of WTC Pretest	69
4.2.2 The Result of WTC Posttest	70
4.2.3 The Findings	71
4.3 Students' Willingness to Communicate Aspects	77
4.4 Students' Perceptions on SVR	80
4.4.1 Students' Perceptions on Process and Technology	86
4.4.2 Students' Perceptions on Teacher	88
V. CONCLUSION AND SUGGESTION	
5.1 Conclusion	94
5.2 Suggestion	95
5.2.1 Suggestion for English Teacher	95
5.2.2 Suggestion for Further Research	96
REFERENCES	97
APPENDICES	

LIST OF TABLE

	PAGE
Table 3.1 Aspects of Students' Perception.....	63
Table 3.2 The Reliability of WTC Questionnaire	65
Table 3.3 The Reliability of Students' Perception Questionnaire	66
Table 4.1 The Average Score of Pretest on Students' WTC	69
Table 4.2 The Average Score of Posttest on Students' WTC.....	70
Table 4.3 Descriptive Statistical Value on Pretest and Posttest Score of Students' Willingness to Communicate	72
Table 4.4 Paired Sample Statistic of WTC Aspects	77
Table 4.5 Paired Sample Test of WTC Aspects	78
Table 4.6 Students' Aspects Improvement	78
Table 4.7 Cultural Aspects of WTC Questionnaire.....	79
Table 4.8 The Result of Students' Perceptions on SVR	81
Table 4.9 Students' Perceptions on Process and Technology.....	86
Table 4.10 Students' Perceptions on Teacher	89

LIST OF FIGURE

	PAGE
Figure 2.1 Heuristic Model of WTC in L2 of Macintyre, et.al.(1998)	20
Figure 2.2 Aspects of WTC (Pattapong: 2010)	30
Figure 4.1 TheResult of Students' WTC on Pretest	70
Figure 4.2 The Result of Students WTC on Posttest.....	71

LIST OF APPENDICES

	PAGE
Appendix 1 WTC Questionnaire in English	102
Appendix 2 WTC Questionnaire in Indonesian	104
Appendix 3 Students' Perception Questionnaire English Version	106
Appendix 4 Students' Perception Questionnaire Indonesian Version	108
Appendix 5 Students' Result of WTC Questionnaire (Pretest)	110
Appendix 6 Students' Result of WTC Questionnaire (Posttest)	120
Appendix 7 Questionnaire of Students' Perception	130
Appendix 8 Lesson Plan 1	140
Appendix 9 Lesson Plan 2	146
Appendix 10 Paired Sample T-Test for WTC Questionnaire (Pretest)	151
Appendix 11 Paired Sample T-Test for WTC Questionnaire (Posttest)	153
Appendix 12 Reliability Test of WTC Questionnaire	155
Appendix 13 Paired Sample T-Test for WTC Aspect	161
Appendix 14 Reliability Test of Perception Questionnaire	164
Appendix 15 Some Practical Techniques for Video Implication	165
Appendix 16 Research Schedule	169
Appendix 17 Letter of Research Permission	170
Appendix 18 Letter of Research Implementation	171

I. INTRODUCTION

1.2 Background of the Problems

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.

To most students, getting involved to the class interaction is not an easy thing. There are many variables that have the potential to change an individual's willingness to communicate. The degree of acquaintance between communicators, the number of people present, the formality of the situation, the degree of evaluation of the speaker, the topic of discussion, and other factors can influence a person's willingness to communicate. It

was stated by MacIntyre, et.al. (1998) that students' limited mastery of the target language vocabularies, their less understanding on various tenses and their classroom situation are some causes of their unwillingness to speak in the class interaction. It emphasises that a learner's decision to speak or not, depends on the situations they are in, is determined by the *persons* with whom they speak and the speakers' *state communicative self-confidence*. Additionally, a learner's choice to speak also depends on stable variables, such as *personality*. They recommend that teaching can be improved to accommodate a student's WTC in a second language if we understand the reasons why the learners are reluctant to use the target language to speak. Moreover, in learning the target language, students are considered successful if they are able to use the language for communication. When they are able to communicate by using the target language, asking or answering the questions, it means that they have achieved the goal of the target language learning. However, in fact, many students at schools are not confident enough of making communication either inside or outside the class. Most of them are afraid of making mistakes when they speak or they lack of vocabularies mastery. This fact of course gives bad effects on the outcomes of the language learning process. Their speaking scores are low because they don't have interest to learn and willingness to communicate.

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 atmosphere, 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 discussion, personal characteristics, perceived speaking ability, teachers' role, and classroom atmosphere.

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 accommodate 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 which 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.

A great tendency towards the use of multimedia for teaching and its integration into the curriculum has gained a great importance. From various multimedia equipments, video is one example of popular media used for teaching. In fact, the use of video for educational purpose, in general, is not a new phenomenon as its existence in the educational field has been so popular. One example of video used in language learning was You Tube video. In a study by Morat, et.al. (2011), it was found that the use of YouTube in aiding

language teaching and learning is capable of stimulating, enhancing and sustaining the motivation of ESL learners. From the learners' claims of being "interested", "more interested" and "always interested" in learning English compared to the other usual lessons, these imply the ability of using YouTube as a medium to reach to language learners of various levels of motivation. This study was in line with the study done by William and Lutes in Morat, et.al.(2011) which also found language learners becoming motivated to learn English in which they 'look forward to', 'prepared for' and 'interested to join' the classes when video component was incorporated into the lessons; also one of the main features of YouTube as a video sharing website. Hence, based on these discoveries, ESL instructors should take advantage of YouTube's motivating element in ensuring the motivation of ESL learners, specifically, are not only stimulated and enhanced but also sustained. They added that with the advancement of technology, the use of video to facilitate ESL teaching and learning is also popular among ESL instructors. Besides its ability to offer ESL learners with content, context, and language, video could also be creatively exploited by ESL instructors through various ways and for various language teaching and learning purposes. The fast growing number of websites that offer video sharing services such as YouTube, which is also the most famous one, could offer more opportunities for this practice.

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 enthusiastically 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, develop independence 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 suggest 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.

1.2 Formulations of the Problems

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

1.3 Objectives of the Research

1. To find out whether there is significant difference on students' willingness to communicate before and after the implementation multimedia learning via SVR on the learning process.
2. To know what aspect of WTC is influenced mostly by the implementation of Multimedia Based Learning via Self Video Recording.
3. To know what are the students' perceptions toward the implementation of multimedia learning via SVR on their learning activities

1.4 Uses of the Research

The researcher expects that the results of this research are useful both for theoretical and practical use.

1. Theoretical Use

- a. The finding of this research can enrich the previous language learning theories using multimedia.
- b. To be one of references for the next researchers who will conduct the same research field with different perspectives.

2. Practical Use

a. English Teacher

The result of this research can add their knowledge and offer more consideration for them to apply the multimedia-based learning using the SVR as one of the techniques in teaching English. It also gives contribution to the global teaching of English.

b. Students

Through this research, the students know that the sources of learning is not only from the books, internet, or teacher. It can be taken from their creativity through Self-Recorded Video, so that it can give more chance for them to practice speaking not only inside the class but also outside.

c. Other Researcher

The result of this research contributes information and knowledge about the application of Multimedia-Based Learning via Self-Video Recording (SVR) technique. The researcher hopes that her findings can open further research using different skills or components.

1.5 Scope of the Research

This mix method of quantitative and descriptive qualitative was conducted at State Vocational School 1 Gadingrejo at the second grade students of Industrial Electronic class, at the even semester of academic year 2016-2017. There were thirty four students all together in which most of them are males (28 students) and the rest six are females. This research tried to see how the second grade students of State Vocational School 1 Gadingrejo prepared themselves to be involved in the class interaction, so that they, later, were able to speak up and build good communication in the class interaction. Therefore,

in this chance the researcher focused her research on finding out the students' willingness to communicate rather than on measuring their speaking ability. Since in this paper the researcher promoted SVR to encourage students' willingness to communicate, so, the measurement of their WTC was related to the teaching treatments using SVR. The students' willingness to speak here was measured after and before the implementation of SVR in the class. The process of measuring their willingness to communicate were done by administering questionnaires in the pretest and posttest.

1.6 Definition of Terms

In order to avoid misinterpretation, the researcher provides some key terms used in this study as follows:

- **Promoting** refers to the effort of introducing something new and encouraging people to use that new thing. In this research, the new thing refers to the implementation of multimedia learning Self Video Recording (SVR).
- **Multimedia-Based Learning** refers to the language teaching which is supported by the use of multimedia equipments. In this case the researcher choose LCD, laptop, active speaker, and hand-phone (android).
- **SVR is the Self-Video Recording.** It is the video consisting students' speaking interaction that is made by groups of students. Different group will have different topic, but it is still based on the syllabus.
- **WTC or Willingness to Communicate** is the idea that language students who are willing to communicate in the second language actively look for chances to communicate; and furthermore, these learners actually do communicate in the second language. Therefore, "the ultimate goal of the learning process should be

to engender in language education students" *the willingness to communicate* (MacIntyre, et.al.:1998).

- **Perception** refers to a belief, opinion, or the way people think about something based on the impression on joining the process of observation. In this case, the researcher looked for students' perceptions about the implementation of multimedia based learning via SVR on their learning activities.

CHAPTER II

FRAME OF THEORIES

This chapter discusses certain points; the literature review deals with the concept of motivation and its related aspects, concept of willingness to communicate, concept of multimedia in general, concept of multimedia in language teaching, and the procedures of Self-Video Recording in language teaching.

2.1 Willingness to Communicate (WTC)

Developing English for communicative purposes is a key objective of language classes in many parts of the world. As a logical prerequisite to communication practice, learners need to have Willingness to Communicate (WTC) before they will engage in L2 interaction (MacIntyre, et.al., 1998 in Vongsila and Rainders, 2016). In the L2 communication, WTC was used to explain that communicative competence alone is not necessarily sufficient to allow learners to communicate effectively in the L2, but a number of individual and situational variables also influence their tendencies to initiate or engage in L2 communication (MacIntyre et al in Chotipaktanasook: 2014). Therefore, WTC in the L2 was not only conceptualized as a trait, but also a state level which is changeable across situations. From this perspective, WTC was conceptualized as “the probability of initiating communication, given the opportunity” (McCroskey & Baer in Chotipaktanasook: 2014).

When later applied in the L2 communication, WTC was used to explain that communicative competence alone is not necessarily sufficient to allow learners to

communicate effectively in the L2, but a number of individual and situational variables also influence their tendencies to initiate or engage in L2 communication. It was stated by Mahmoodi, et.al. (2014) that students who are more willing to communicate are rather high at L2 achievement. And those who are high at L2 achievement are more willing to communicate in the classroom.

A basic question that might emerge in regard to Willingness to Communicate is “Why do learners have different WTC levels?”. Teachers probably observe certain learners who are talkative outside the classroom when they use their L1. In contrary, they remain silent in EFL class, while those who are unlikely to engage in their L1 communication outside the classroom sometimes have higher WTC in EFL class. Scholars have conducted many substantial studies on WTC and have found a range of antecedents that might answer why people differ in their WTC levels. In some studies concerning learner’s perception of factors influencing their WTC level, it is found that there are many things that lead learners to speak up or to remain silent.

Whether a person is willing to communicate with another person in a given interpersonal encounter certainly is affected by the situational constraints of the encounter (McCroskey, et.al.:1990). They believed that factors such as fear and anxiety play an important role in oral communication and he applied these issues as main elements of WTC in the second language context.

Furthermore, it was stated by Kang (2005) in Wijaya & Rizkina (2015):

“Willingness to Communicate (WTC) is an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situational variables”

From this quotation, it can be concluded that WTC in L2/FL learning is learner's tendency to actively engage in classroom communication with a number of differences it may have, such as learners' abilities and characteristics, topic, task types, classroom atmosphere, cultural influences. Kang's definition of WTC is the stem to develop this research as it brings up factors which potentially differ learners' WTC. Overall, the higher WTC the learners possess, the higher communicative competence they have.

McCroskey and Baer (1985) in MacIntyre (1998) conceptualized Willingness to Communicate as the probability of engaging in communication when free to choose to do so. WTC reflects the stable predisposition to talk in various situations and is seen essentially as a personality trait. Here, they had shown that WTC is related to such attributes as communication apprehension, perceived communication competence, introversion-extraversion, self-esteem, and so forth. Although it is certain that the situation would influence a person's level of WTC, the construct developed by McCroskey and associates has been conceptualized explicitly as a personality trait rather than as a situation-based variable. Further, in Marzban & Mojgan (2017) McCroskey and Baer also proposed WTC as a more definite concept, defined as the intention to initiate communication given the opportunity. This delicate modification in definition leaves room for establishing a clear path to the overall purpose behind communication research projects and directs research towards an array of factors that bring about this purpose, including the specific context of communicating in a second or foreign language.

Zakahi and McCroskey (1989) investigated whether high WTC individuals were more likely to participate in an 'out-of-class' communication study or not with 381 students in an introductory communication class. The results showed that high WTC students were

more likely to participate in out-of-class communication study, were more likely to be scheduled before the study, and were more likely to participate after persistent efforts of the researcher than the low WTC subjects. The researchers suggest that most students are hesitant to take part in communication studies, that's why even high WTC students participated within the persistent efforts of the researcher. Moreover, Zakahi and McCroskey conclude that communication studies bear in mind the WTC level of the students for their studies.

Likewise, a study for the relationship between WTC and other individual differences comes from McCroskey and Richmond (1990a). In their descriptive study, McCroskey and Richmond claim that WTC and extroversion are strongly correlated. They also indicate, considering the research results, that the ones with high self-esteem might be more willing to communicate. However, they conclude that those correlations would be related to differences between individuals who participated in the studies and further studies are needed. Tan, et. al. (2016) on their study tried to explore the possible relationship between WTC and English language learning motivation of secondary school students from National Secondary Schools (NSS) and Chinese Independent Schools (CIS) in Malaysia. Cluster sampling method was used. A questionnaire containing Gardner's Attitude/ Motivation Test Battery (AMTB) and McCroskey and Richmond's WTC scale was distributed to 100 students in NSS and 170 students in CIS located in northern region of Malaysia. The findings indicated a significant relationship between WTC and motivation. There was no significant relationship between students from national and Chinese independent schools in terms of WTC but a significant relationship between students in both schools with regard to motivation was observed.

A similar study was conducted by Sallinen-Kuparinen, et.al. (1991) to investigate the cross-cultural differences between Finnish and other populations in terms of communication orientations such as WTC, communication apprehension, introversion, and self-reported communication competence with 249 college students. The results put forward that Finnish students were less willing to communicate than the students from other countries. Also, differences between Finnish and other cultures appear in introversion. While they were found to be more introverted ones, the other variables including communication apprehension and self-reported communication competence did not show significant differences among cultures. Researchers conclude that differences and similarities are associated with cultural differences between Finnish and other populations. The study from Zoghi, et. al. (2014) attempted to investigate the relationship between willingness to communicate and learning styles of Iranian EFL learners. The participants were 78 EFL learners who studied English in Iran Language Institute, Karaj Branch. Two questionnaires including Ehrman and Leaver's questionnaire of learning style (2003), and Willingness to Communicate Questionnaire were used as instruments for gathering data. The results of this study presented some of the differences of learning styles of EFL learners (synoptic vs. ecstatic) and they also presented some information about the learners' willingness to communicate. It indicated that the ecstatic learners are slightly more willing to communicate orally-oriented tasks than written-oriented tasks. The results also revealed that these students mostly believe that communication is very important even if they don't use correct grammar.

Furthermore, in a recent article, Yashima, et.al. (2004) examined the influence of attitudes and affect on WTC and second language communication in two investigations. For the first investigation, 154 students (141 females and 13 males) were used. The participants answered a questionnaire designed by the researchers that includes

attitudinal/motivational measures and the 20-items WTC questionnaire. The results of the study showed that WTC was highly correlated with communication anxiety and perceived communication competence, and frequency of communication. In the second investigation, 60 Japanese high school students (17 boys and 43 girls with 16,1 mean age) who participated in a year-long study program in the United States participated in the study. The participants responded to two questionnaires: one before departure, and one during the visit to the US. The findings of the second investigation confirmed the results of the first investigation, which suggests WTC was highly correlated with communication anxiety and perceived communication competence, and frequency of communication. Also, the study found that frequency of communication correlated with satisfaction in interpersonal relationships during the visit to the US.

Through some researches, it was noticed various result concerning impacts of willingness to communicate on students' learning styles. Students with high levels of WTC were more willing to volunteer for a communication study conducted outside of their regularly scheduled classes (Zakahi & McCroskey, 1989). More recent study by Bergil (2016) sought to investigate English as a foreign language (EFL) learners' WTC levels at a Turkish state university on preparatory class learners. The main purpose of the study was to examine WTC levels of preparatory class learners regarding the individual differences they have and relate the learners' WTC levels with the speaking skills they perform. The significance of this study lies in its theoretical contributions to the WTC construct and its pedagogical implications for teaching English as a foreign language and teacher education in the Turkish EFL context. This study was conducted at Amasya University to the preparatory class students. 73 preparatory class students studying English during the 2015-2016 academic year 35 and 38 of whom were male and female consisted the sample of the study. This study addressed several outcomes one of which

indicated that context and receiver-type speaking skills were not equally included in the foreign language classes. The activities covered during the foreign language classes should provide various opportunities for the learners to use their language learning skills in different situations. The obtained results triggered that the learners and teachers needed to know their expectations from each other for better and more objective language education. Thus, the learners should have the awareness of the learning objectives and outcomes of their foreign language classes.

MacIntyre et.al. (1998) define WTC as a “situational variable” with both changeable and permanent influences. They also make the distinction between WTC in one’s first language (L1) and second language (L2), dismissing the claims that the latter is preordained by the former: “It is highly unlikely that WTC in the second language (L2) is a simple manifestation of WTC in the L1”. They emphasize the difference in levels of competence between the two, as L1 competence is in most cases higher. This claim is further supported by the introduction of the affective element – students’ feelings about their own proficiency in the target language, and the level of anxiety experienced while speaking.

The willingness to take advantage of opportunities to use a second language reflects a level of success in language learning and language training. What language teacher would not want her or his students willingly speaking the L2? Clearly a language learning that leads students to be willing to communicate can be considered successful. Examining the issue from the reverse perspective leads to an interesting question: Can a language learning be considered successful if it fails to engender WTC among its students (MacIntyre, et.al., 1998). This is an area of significant concern for language curriculum designers and language planners because conversations in L2 are instances of

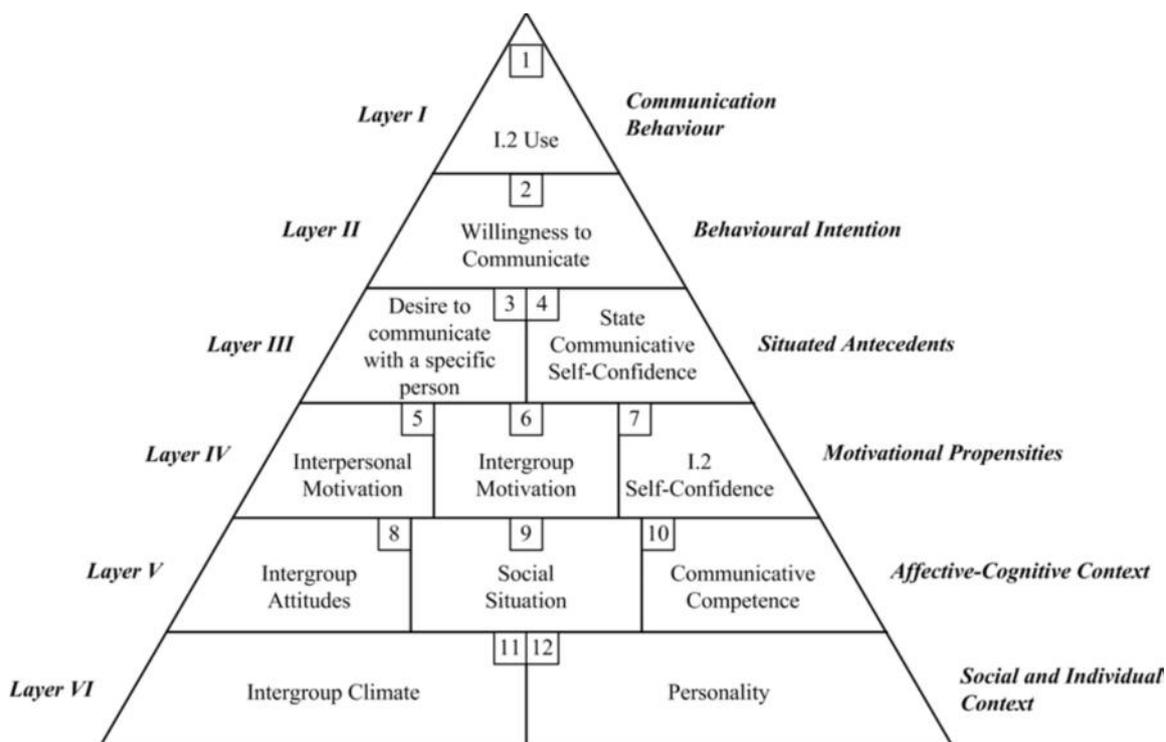
intergroup contact and have the potential to promote positive intergroup relations. However, contact between language groups also has the power to alter language learning and communication patterns, with minority languages in a position of some risk if speakers consistently speak the language of the majority group. WTC therefore reflects both individual and societal level communication processes.

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teacher can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Teachers can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, teachers can create an authentic practice environment within the classroom itself.

2.1.1 MacIntyre's L2 WTC Model

MacIntyre, et. al. (1998) developed a theoretical L2 WTC model based on the L1 WTC model of McCroskey and Baer. Their model explains the mental processes conducive to initiating communication in L2 a pyramid-shape. Figure 2.1 illustrates the MacIntyre et al.'s Model. L2 WTC was defined as "a readiness to enter into discourse at a particular time with a specific person or persons using L2." This model emphasises that learners will seek out the opportunity to engage in L2 conversation if they are willing to communicate. The WTC is conceived of as a mental process where multi-layered variables operate in a distal continuum.

Figure 2.1 Heuristic Model of WTC in L2 of MacIntyre et al. (1998)



The model comprises twelve variables arranged in six layers which are classified into two main levels: level one involves situational variables (Layers I-III) and level two involves individual influences (Layers IV-VI). The situational variables (e.g., desire to speak with a specific person) are subject to change, depending upon the specific context at a given time. The individual variables (e.g., intergroup relations, learner personality) are conceived as being stable properties of a person that can be applied to any situation.

The distal arrangement of the situational variables and the individual influences in the model indicates the significance of situational variables over individual influences, because situational ones are located in the upper level closer to the top of the pyramid, while the individual variables are located in the lower level at the base of the pyramid. Despite having non-immediate impact on WTC, individual influences form the fundamental level of the WTC process.

Layer I situated at the top of the pyramid represents the *L2 Use*, which not only refers to speaking activities, but also to other activities, such as reading newspapers and watching TV in L2. Layer II represents behavioural intention, which refers to *Willingness to Communicate*. Layer III indicates situated antecedents which immediately influence the WTC and involves *Desire to Communicate with a Specific Person* as well as *State Communicative Self-Confidence*. These two situationally dependent variables are the most salient determinants of WTC, that are formulated by the enduring influences or individual differences located underneath. *Desire to Communicate with a Specific Person* depends on situations where two types of motives operate. These motives are *Affiliation and Control*. *Affiliation* refers to a need to establish a relationship with the interlocutors that comes from integrative motives such as attractiveness, similarity, and familiarity, while *Control* refers to a type of communication which depends on instrumental motives, such as more powerful interlocutors, where interlocutors aim to manipulate each other when communicating, often with specific aims, such as requiring their assistance, cooperation or services. These two types of situations also impact on enduring variables (i.e., *Interpersonal Motivation* and *Intergroup Motivation*) in layers below. *State Communicative Self-Confidence*, which is oriented by situational variables, is determined by *State Anxiety* and *State Perceived Competence*. *State Anxiety* refers to levels of worry in speaking in a specific situation, which can be attributed to many factors, such as negative past experiences. *State Perceived Competence* refers to how a person perceives her or his capacity to communicate at the moment of speaking. The latter two variables were evident as the most important antecedents of WTC.

Under the situational variables remote from the summit of the pyramid are located the enduring influences or individual differences level. Layer IV, *Motivational Propensities*, contains three variables. First, *Interpersonal Motivation* depends on either *Control* or

Affiliation. Second, *Inter-group Motivation* is directly affected by a particular group to which a person belongs and which is impacted by *Intergroup Climate* and *Intergroup Attitudes* in layers below and also depends on either *Control* or *Affiliation*. Third, *L2 Self-Confidence* consists of two components, *Cognitive* and *Affective*. The L2 self-confidence at this level is more stable than state communicative self-confidence in the situational level. Layer V, *Affective-Cognitive Context* includes three variables: *Intergroup Attitudes*, *Social Situation*, and *Communicative Competence*. Finally, layer VI, *Social and Individual Context*, comprises two factors, *Intergroup Climate* and *Personality*. *Intergroup Climate* reflects the special characteristics of the bilingual context, where the issue of availability of the language or linguistic vitality (*Structural characteristics of the community*), as well as attitudes towards ethnic groups (*Perceptual and affective correlates*), becomes important. Control and Affiliative motives are important elements that drive WTC, because they are repeatedly emphasised in both situational and individual variables in the model.

2.1.2 Aspects of WTC

Based on the finding of Pattapong (2010) in his research about willingness to communicate in a second language, there are four main contexts of aspects contributing to participants' willingness to communicate including Cultural Context, Individual and Social Context, Classroom Context, and Social and Psychological Context.

2.1.2.1 Cultural Context

In a research by Pattapong (2010), the cultural aspect of WTC in English in class among Thai EFL learners emerged clearly from the participants' responses to his interview questions. The participants were reluctant to speak in class because they did not want to cause discomfort to their peers. Sometimes, they did not dare challenge their teacher in

class, because, according to Thai cultural values, teachers are regarded highly as an authority figure, whom students are obliged to obey.

The cultural aspect of WTC in English in class as Pattapong explained were emerged clearly from the participants' responses to his interview questions. The participants were reluctant to speak in class because they did not want to cause discomfort to their peers.

One way to think about culture is that “ culture is to society what memory is to individuals” (Kluckhohn, 1954 in Triandis 2001). It includes what “has worked” in the experience of a society that was worth transmitting to future generations. Language, time, and place are important in determining the difference between one and another culture. Since language is needed to transmit culture and it is desirable to have the same historical period and geography to do so efficiently (Triandis, 1994 in Triandis, 2001).

One of the major dichotomies of cultural characteristics that differentiates the behavioural tendencies of people in different cultures is individualism and collectivism. This cultural dichotomy may be employed to examine the role of cultures in social interaction. According to a cultural study by Hofstede (2011), it was stated that culture has been defined in many ways; this author's shorthand definition is: "Culture is the collective programming of the mind that distinguishes the members of one group or category of people from others ". It is always a collective phenomenon, but it can be connected to different collectives. Within each collective there is a variety of individuals. If characteristics of individuals are imagined as varying according to some bell curve; the variation between cultures is the shift of the bell curve when one moves from one society to the other. Most commonly the term culture is used for tribes or ethnic groups (in anthropology), for nations (in political science, sociology and management), and for organizations (in sociology and management).

People tend to believe that the way they see the world is the way most people see the world. Therefore, they tend to see their psychological theories as universal (Triandis, 1996). Thus, although there are many definitions, there is wide agreement that culture consists of shared elements that provide the standards for perceiving, believing, evaluating, communicating, and acting among those who share a language, a historic period and a geographical location. The shared elements are transmitted from generation to generation with modifications. They include unexamined assumptions and standard operating procedures that reflect “what has worked” at one point in the history of a cultural group (Shweder & Le Vine, 1984 in Triandis, 1996).

People exhibit differential behavioral tendencies to communicate more or less across communication situations. It is reasonable to presume such a personality orientation predisposes individuals to exhibit those tendencies. However, to research, the relationship between the behavioral tendencies and the personality orientations requires a measure of those orientations (McCroskey & Richmond, 1990). Further, they stated that In a few countries, like Japan, a single culture is almost universally dominant. In other countries, like the United States, there is a majority culture and many subcultures. These subcultures exist both as a function of geographic region and ethnicity. The communication norms of Texans and New Yorkers, for example, differ. So too do Mexican Americans, Black Americans, Japanese Americans, Native Americans, and so forth. Whenever a person finds her/himself in an environment in which her/his own subculture is in a minority position compared to other people with whom he/she must communicate, that person may be described as "culturally divergent." It is incumbent on the individual to adapt to the larger group's communication norms to be effective in communication in that environment. Culturally divergent individuals are very similar to

people who have deficient communication skills. They do not know how to communicate effectively so they tend to be much less willing to communicate. The difference between the culturally divergent and the skill deficient is that the culturally divergent individual may have excellent communication skills for one culture but not for another. Cultural divergence, then, is seen as being highly related to willingness to communicate if a person regularly resides in a culture different from her/his own. On the other hand, if the person communicates primarily in her/his own culture and only occasionally must do so in other culture, the impact would only be transitory and situational.

Student characteristics, such as being quiet, inhibited and respectfully fearful, are commonly seen in communicative language classrooms in Thailand. These behaviours of Thai EFL learners are similar to Chinese EFL learners. Cultural orientation, which was used to explain the unfavourable characteristics to L2 WTC of Chinese EFL students may be applied to the Thai context, because implicit theories of culture have great influence on how the members of a society choose to behave in different situations (Gudykunst, 1998 in Pattapong, 2010).

Communication norms are highly variable as a function of culture. Thus, one's communication norms and competencies are culture-bound. Although we commonly think of a person's personality as being composed of "individual differences" between that person and others around them, people in a given culture may well have more group similarities than individual differences, and only when placed in contrast to other cultural groups are the group characteristics brought into, sharp contrast. Hence, a person seen as "very talkative" when compared to other people in the same culture may be seen as "somewhat withdrawn" when compared to people in other culture. Being seen as "high" or "low" in willingness to communicate, then, may be as much a function of the

culture in which one lives as it is a personality orientation which differentiates that individual from others (McCroskey & Richmond, 1990).

2.1.2.2 Social and Individual Context

It is undoubted that the roles of social influence from socially significant others and individual differences factors were found to be associated with the participants' WTC in English in class based on the students' interview responses. Social influences seemed to relate to the participants' attitudes towards learning and speaking English, which may lead to their WTC. The participants were willing to speak English in class, because they would like to be good at English to please their parents. Some had positive attitudes towards learning English, because they received support from their significant others.

As for individual differences, some participants chose to stay quiet while working in groups, because they enjoyed listening to others rather than voicing their opinions. Some were reluctant to speak, because they were not able to understand the language input or they did not know how to express their thoughts. Moreover, some were keen to speak in class, because they used to participate in English conversation either inside or outside class in previous learning contexts.

An emergence of social influences from the participants' interview responses strengthened the role of 'significant others' in Thai social interaction behaviours, as was evident in the responses reported in the cultural context. Although social influences were found in the participants' responses, they did not appear to directly influence the participants' WTC. Despite the lack of an explicit relationship to WTC, the impact of social influences on students' attitudes towards learning English appeared to influence their WTC in English.

Unlike social influences, individual differences are internally related. Individual differences involved *Personal Characteristics*, *Communicative Competence*, and *Language Learning Experiences* (Pattapong, 2010). Personal characteristics and communicative competence seemed to directly impact the participants' willingness to communicate. However, language learning experiences seemed to form their attitudes which may have led to their WTC. A full discussion of social influences and individual differences variables is provided below.

2.1.2.3 Classroom Context

Participants' desire to speak English varied when they spoke with different people in class. The students' WTC in English in class was greatly affected by classroom situations. Some were more willing to speak with their close friends than others. Some were likely to speak more if they spoke with more competent peers. Some were more reluctant to speak with teachers than peers, while others were not. The participants had different feelings when communicating in different situations in class. Some preferred to speak in pairs more than in groups, while this was opposite for some others. Teachers were also found to be important in the participants' WTC.

The participants were more willing to speak if the teacher was friendly. Moreover, their desire to speak increased if teachers gave them some encouragement. The issues of classroom tasks were also related to the participants' willingness to speak in English. If tasks topics were interesting to them, they would be willing to speak. Some were more inclined to speak if they had language structure to follow when performing the tasks.

Pattapong (2010) in his research stated that the issues about classroom situations emerged more frequently from the stimulated recalled interviews than from other WTC contexts. Participants' responses regarding the effect of classroom situational factors

which affected their willingness to communicate were structured in three main groups: *Interlocutors*, *Class Management*, and *Tasks*. First, interlocutors in class situations involved both teachers and classmates. Because the participants had more opportunity to speak with their classmates than their teacher, their willingness to communicate markedly depended on the peers with whom they communicated. Second, class management concerned how the class was organised for the participants to use English to communicate in class. Class management was further divided into Communication Situations, Class Atmosphere, and Teaching Methods. Finally, Tasks concerned the characteristics of tasks that the participants were involved in and which affected their WTC. The classroom situational factors, including interlocutors, class management, and tasks are discussed below. Because these issues emerged in relation to the specific situations, the specific contexts in which the participants were involved are identified.

2.1.2.4 Social and Psychological Context

The participants' willingness to communicate in English was influenced by social and psychological factors. The participants' desire to communicate in English was affected by influences from others. For example, some did not want to speak because they felt nervous. Some perceived that their English was not good and they were worried that they would look stupid if they spoke out. Some were not hesitant to speak English because they would like to be good at it in front of their peers.

However, influences from others did not affect the choice to speak in English for some participants. Instead, they chose to speak or not depending on themselves. Some were reluctant to speak if they deemed that they could not articulate what they thought and they were not sure what to speak about. Some were keen to speak, because they would like to improve their English. Some may not want to speak if they felt sick or upset.

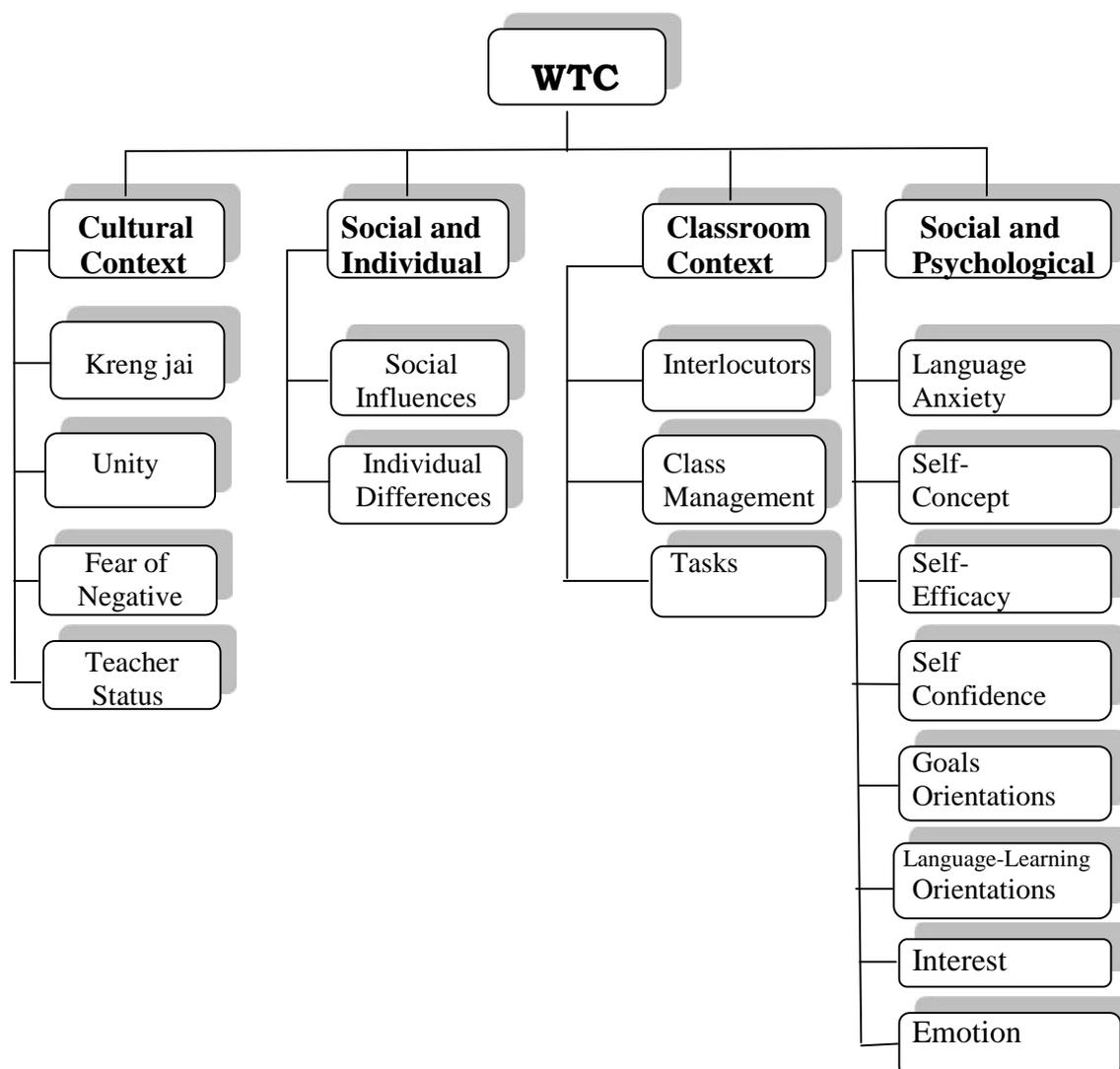
The factors in the social and psychological context included *Language Anxiety*, *Self-Concept*, *Self-Efficacy*, *Self-Confidence*, *Goal Orientations*, *Language Learning Orientation*, *Interest*, and *Emotions* (Pattapong, 2010). Language anxiety concerned the nervousness that was aroused at the moment of speaking which was primarily based on a fear of making mistakes. Self-concept, self-efficacy, and self-confidence concerned self-evaluation of their English competency. Although they are superficially similar, they are all logically distinct.

Self-concept concerns the self-perception that the participants have about their general English competence which is based on how they compared their English competency with their self-satisfaction (i.e., internal comparison) or how they compare their competency with other's performance (i.e., external comparison). The participants' self-concept reflected their sense of self-worth. For example, the participants who had high self-concept felt proud of themselves, because they perceived that their English is better than their friends. Self-efficacy differed from self-concept, because self-efficacy concerns the participants' perceptions of their English competence in doing specific task using specific skills. This perception is based on their self-satisfaction and it has no relationship to self-worth. For example, the participants who had low self-efficacy in her English pronunciation knew that it is difficult for them to make /r/ and /l/ sounds. Self-efficacy is more cognitively oriented than self-concept. Another concept of self-perception is self-confidence. Self-confidence is concerned with how certain the participants feel when they speak English in class. It is discussed in more detail in the self-confidence section of this chapter.

Goals orientations concern the purposes that participants set in their minds which relate to their choice of speaking English. Goal orientation was divided into mastery and

performance goals. Participants who adopted mastery goals chose to speak English in order that they could improve their English, while participants who adopted performance goals chose to speak English because they wanted to outperform their peers. Language learning orientations concerns the reasons why participants chose to learn English. Interest concerns how the participants feel towards learning English. Emotions concern how the participants felt before speaking or at the moment while they were speaking. A discussion of how each factor in the social and psychological context affected the participants' WTC is provided below.

Figure 2.2 Aspects of Willingness to Communicate (Pattapong:2010)



2.2 Multimedia in Language Learning

The rapid progress of technology has caused the innovation of learning paradigm and its movements. Therefore, the needs towards the multimedia learning materials really exist, due to the condition of technology which is much more developing. In the field of education in Indonesia, for examples, the students from Elementary School, Junior High School, Senior High School, are encouraged to know technology earlier. This need is legalized through the establishment of curriculum which includes the subject of computer in school of Indonesia. Even, to support the understanding of technology in schools, the government gradually assists schools by giving sets of computer hardware as a device of practice. Thus, it is obvious that the needs for learning materials based on technology as a device help the students of vocational school understand English. As a consequence, then, the teachers are expected to implement the multimedia materials for the improvement of learning; it has become the urgent needs for the improvement of capabilities by the doers of education, especially for the lecturers to have capabilities and interest in designing the multimedia learning materials for each subject.

Multimedia can provide a large amount of instructional information to the students for the purpose of English learning and accelerate the process of information searching. When we need some related information, we can easily find it from the large amount of information stored on the internet. With a wealth of updated information from the internet, multimedia is popular with the teacher who needs to update the teaching materials.

Multimedia learning is a cognitive theory of learning which has been popularized by the work of Richard E. Mayer and others. Multimedia learning happens when we build mental representations from words and pictures. The cognitive theory of multimedia

learning was popularized by the work of Richard E. Mayer and other cognitive researchers who argue that multimedia supports the way that the human brain learns. They assert that people learn more deeply from words and pictures than from words alone, which is referred to as the multimedia principle (Mayer, 2005a in Sorden, 2016).

What is a rationale for a theory of multimedia learning? People learn more deeply from words and picture than from words alone. This assertion - which can be called the multimedia principle – underlies much of the interest in multimedia learning (Mayer, 2009). The words can be spoken or written, and the pictures can be any form of graphical imagery including illustrations, photos, animation, or video. Multimedia instructional design attempts to use cognitive research to combine words and pictures in ways that maximize learning effectiveness. Further, Mayer (2009) also added that there are five processes in the cognitive theory of multimedia learning, namely:

1. Selecting relevant words for processing in verbal working memory,
2. Selecting relevant images for processing in visual working memory,
3. Organizing selected words into a verbal model,
4. Organizing selected images into a pictorial model, and
5. Integrating the verbal and pictorial representations with each other and with prior knowledge.

Another research is about the effect of immersive multimedia learning with peer support in speaking skill among male and female students (Asnawi: 2015). This study investigated the effects of immersive multimedia language learning technique on performance in English in terms of oral production skills in reading and speaking that involved six measures, namely, pausing, phrasing, stress, intonation, rate, and integration without the mediation of the first language of the students amongst both males and

females. After being analyzed by using one-way ANOVA, the findings showed that following the immersive multimedia learning, male students in the immersive multimedia group with peer support performed significantly better in four of the six measures of reading skills, namely, phrasing, stress, intonation, and integration as compared to their counterparts in the non-peer supported groups and there were no significant differences for pausing and rate. On the other hand, female students in the immersive multimedia learning with peer support group performed significantly better in all six measures of oral production for reading and speaking than their counterparts in the groups without peer support. These findings showed that the immersive multimedia technique with peer support reduced the use of code-switching strategies by the students and enabled them to develop oral production skills in English approaching the patterns of native speakers especially amongst the female students.

The Cognitive Theory of Multimedia Learning (CTML) centers on the idea that learners attempt to build meaningful connections between words and pictures and that they learn more deeply than they could have with words or pictures alone. According to CTML, one of the principle aims of multimedia instruction is to encourage the learner to build a coherent mental representation from the presented material. The learner's job is to make sense of the presented material as an active participant, ultimately constructing new knowledge (Mayer, 2009 in Sorden, 2016).

The previous idea was supported by Mayer in Gilakjani (2012) who stated that multimedia provides a complex multi-sensory experience in exploring our world through the presentation of information through text, graphics, images, audio and video, and there is evidence to suggest that a mixture of words and pictures increases the likelihood that people can integrate a large amount of information.

Further, Gilakjani (2012) in his research identified some of the most important principles of multimedia learning and what the research said about how they contribute to student learning as follows:

1. Words and pictures are better than words alone
2. Multimedia learning is more effective when learner attention is focused, not split
3. The presentation of multimedia content should exclude extraneous and redundant information
4. Multimedia learning is more effective when it is interactive and under the control of the learner.
5. Multimedia learning is more effective when learner knowledge structures are activated prior to exposure to multimedia content
6. Multimedia instruction that includes animation can improve learning
7. Multimedia learning is most effective when the learner is engaged with the presentation.
8. Multimedia learning is most effective when the learner can apply their newly acquired knowledge and receive feedback.

From the lists above it can be summarized that multimedia can give more interesting performance of learning media since it consist not only words but also completed by sound and pictures. To this fact, students is believed will learn better and consequently their learning result will be better too. Next, multimedia applications are more effective when learner's attention is not split. Split attention occurs when the learner is forced to attend to information that is far apart, such as when content is visually far apart on the screen or if it is presented at two separate points in time. For students, learning is most effective when interesting and irrelevant information is eliminated because of the brain's

limited information processing resources. That's why they will learn more when extraneous and redundant information was not included in a multimedia presentation. Furthermore, since multimedia learning is interactive and under the control of the learner, multimedia presentations are more effective. They have the ability to interact with the presentation, by slowing it down or by starting and stopping it. Another advantage is that in multimedia learning, activation can be accomplished by allowing students to preview the content through demonstrations, discussion, directed recall and written descriptions. Moreover, if it is followed by animation, has more suitable content of you-me materials than third person, and requires feed-back from the audience.

As a matter of fact, multimedia learning combining animation with narration generally improves performance on retention text better than when information is presented as either text or narration alone . More importantly, meaningful learning is demonstrated when the learner can apply what is presented in new situations, and students perform better on problem-solving when they learn. Similarly, Neo (2010) has conducted a research of multimedia learning and the results of the study show that by setting an authentic task, via a multimedia project, into a constructivist learning environment, students became highly motivated learners and active in their learning process and provided strong support and encouragement for educators to incorporate multimedia technology and constructivist learning into their classrooms.

In other words, students' positive attitudes towards developing a multimedia project was related to the students' teamwork and collaborative effort, their motivation towards their projects, the skills that they acquired from doing the project, their perceptions towards the learning environment and their perceptions about applying their skills in the real-world. Students were very motivated to develop a multimedia project where they were

able to control every decisionmaking level and this resulted in their positive perception of the study. Teamwork, Skills, Application, and Environment, although important factors, did not play a significant role as Motivation to influence students' attitude towards this learning environment.

Multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Educational institutions all across the globe have already started implementing technology in education. Thus, technological innovations should go hand in hand with the growth of English and change the way in which we communicate. In fact, the growth of the Internet has facilitated the growth of the English language. In this sense, computers are no longer the exclusive domains of a few individuals, but rather they are available to many.

With the rapid growth of science and technology, the use of multimedia technology in language teaching has created a favorable context for reforming and exploring English language teaching models in the new age. This trend features the use of audio, visual, and animation effects in the English language teaching classrooms. Multimedia technology plays a positive role in improving activities and initiatives of students and teaching effect in the classrooms. Nowadays, it is rare to find a language class that does not use some forms of technology. In recent years, technology has been used to both assist and enhance language learning. In fact, some technology tools enable teachers to differentiate instruction and adapt classroom activities and homework assignments, thus

enhancing the language learning experience. In other words, multimedia takes advantage of complete capabilities at once.

2.3 Video

Video is one of the most diversified and distinct virtual learning mediums that capture and present information and offer a sensory learning environment, which enables learners to understand more and retain information better (Boateng,et.al.,2016). Mayer (2002) in Muniandy and Veloo (2011) has defined video as a kind of multimedia material consisting of verbal and non verbal presentations displaying simultaneous images, narration and on screen text. Video which had evolved from silent movie has gone through numerous changes to its present stage as a new digital technology.

Katchen in Cakir (2006) in his study also tried to provide the required information for foreign language teachers (FLT) so that they can make use of video efficiently in the classroom. Reasons for video implication in FLT classroom and teacher's role in this process have been revealed along with some practical techniques for video implication. To reach successful and effective results with teaching language through video, the learners and the teachers should perform their tasks perfectly. Moreover they should be informed of the new methods and techniques in FLT. To do this, seminars can be organized. A group of teachers and experts should prepare video, which will enable the schools to obtain them easily. These videos should be modern, interesting and in parallel with the syllabus. In a word, it can be concluded that the use of technology is nowadays inevitable in the classroom.

Dale's research suggested that increasing the modalities by which content was presented could increase retention rates. Wiman and Mierhenry (1969) in Marshall (2002) extended Dale's concept to conclude that people will generally remember:

- 10% of what they read
- 20% of what they hear
- 30% of what they see
- 50% of what they hear and see.”

Further, he added that engaging the learner through text and visuals has proved an effective means to enhance retention. But placing the learner in the middle of the content and responsible for making decisions and acquiring knowledge takes learning one step further. Confucius’ quotation, “*I hear and I forget. I see and I remember. I do and I understand,*” makes the point plainly: learning by doing results in new knowledge and retained knowledge. Active learning involves putting students in situations where they must read, speak, listen, contemplate, think deeply, write, and respond.

In line with the learning style in this modern and sophisticated century, Bonwell and Eison (1991) in Marshall (2002) have defined the following attributes of active learning:

- students are involved in more than listening;
- less emphasis is placed on transmitting information, and more emphasis is placed on developing students’ skills;
- students are involved in higher-order thinking (e.g., analysis, synthesis, evaluation);
- students are engaged in activities (e.g., discussion, writing, kinesthetic activities); and
- greater emphasis is placed on students’ explorations of their own attitudes.

By putting the learner in control of the learning environment, modern educational software can support each of these active learning attributes, even the learning materials or media can be developed by the students.

Recent research suggests that the use of videos might be another context ripe for those who are learning English as a second language (ESL) or as a language other than what they speak at home. Using videos in the classroom is motivating and fun as video introduce various aspects of real life into the second or foreign language learning environment and help to contextualize the learning process. Videos can be used in many different instructional settings, from classroom to online campuses. The great value of videos lies in their combination of sound, images, and sometimes, text . Cakir (2006) added that by video use, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

2.3.1 Video for Multimedia Learning

One example of multimedia learning is the teaching learning process by using video. It is not a new thing in English learning process since it was used by many teachers to teach their students since long time ago. Its ability to produce sounds and various moving pictures can reflect the real activities of communication as it was supported by Muniandy and Veloo (2011) who stated that the use of video is not new in the field of education. The visually appealing video has in many ways helped educators and learners to understand the meaning of a certain phenomenon. For the past several decades, the video medium has been used as a teaching resource to enhance English language learning.

Multimedia researchers have also found that the use of videos can enhance the teaching of English language as videos can provide great visual stimulus through its combination

of illustrations, sounds, graphics, and text. Mixture of sound, pictures, mental images, perceptions, figures, text and others can facilitate student engagement and improve learning process (Canning et.al. 2000 in Muniandy and Veloo (2011). Thus, literature show that the use of videos in teaching has grown over the past few decades and left positive impacts in improving the process of teaching in the classrooms.

2.3.2 Reasons for Video Implication in FLT Classroom

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997 in Cakir, 2006). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for our students. Video makes meaning clearer by illustrating relationships in a way that is not possible with words, which proves a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programme can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention span.

It is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used. Teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected

short sequence from the program can be utilized for intensive study. To pay special attention to a particular point in the program it is possible to run in slow motion or at half speed or without sound.

Cakir (2006) defines another point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning. Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

2.3.3 The Benefits of Using Video in ESL Teaching and Learning

The benefits of video in a teaching context are numerous and have been well documented. Video provides a natural medium for enhancing the sense of context and realism in case studies. It can capture the complexity of classroom interactions and allow students to replay events and thus see important features that escaped them on first viewing. It provides vast amounts of rich detail using images and sound that capture the immediacy of a real classroom that all students can draw upon as common examples of authentic learning experiences (Jacobs, et.al., 1999 in New House, 2007).

Morat and Abidin (2011) describe the use of video specifically in aiding ESL teaching and learning is supported by numerous benefits which could be further understood through the following examples:

1. The ability to present authentic language

The use of video in language teaching and learning is highly known for its ability to provide authentic language learning environment for the learners. Videos such as movies, television programs, and news broadcasts, which generally demonstrate real language that is not simplified and is spoken at a normal pace with genuine accents, are some of the examples of authentic videos that offer the authenticity. This real language experience is especially important to ESL learners who have minimal exposure to authentic English as they are not living among the native speakers. Hence, with the its authentic content, language learners, especially ESL learners, could be introduced to the nature of the language in a more realistic manner as presented by the characters in the videos. Besides that, the use of authentic video could offer ESL learners with richer understanding of the language because it is essential for them not to be competent in the target language only but also its background, history, and culture. Moreover, this would indirectly allow the learners to see “situations that are far beyond their classrooms” and inculcate cross-cultural awareness among them, which include aspects such as body language, attire, food and others.

2. Increase learners’ comprehension

With video’s ability to feature moving visual element, along with sound, the combination of these elements would help to increase ESL learners’ comprehension because they do not only hear the language but also see it. In other words, they are presented with the total context which includes the paralinguistic and linguistic elements, together with the physical environment . Through the paralinguistic features especially, learners would have the tendency to comprehend better as they offer gestures, facial expressions and other visual clues.

3. Enhance various language skills

Video is also especially useful as it can be utilised to enhance ESL learners' various language skills such as listening, speaking, writing, reading and grammar. Authentic content of a video for example, could be used to focus on grammar and vocabulary such as to introduce new words and grammatical components, supplemented by other production activities. Moreover, the content of certain video such as the plot could be manipulated to enhance learners' writing and speaking skills by eliciting their opinions of the plot through their writing as well as their speaking ability. This includes activities such as discussion, debate, role-play, dialogue, and group presentations . Nevertheless, the integration of video based material, "inducing satisfactory viewing comprehension and presented in an integrated language skills instruction, is a valuable approach to whole language teaching" . Hence, videos should be utilised with the purpose of integrating all the skills through activities such as guided practice and interactive follow-up discussions among all the learners as well as with the instructor. However, in employing these activities, it is important that ESL instructors pay close attention to various characteristics of the learners like their proficiency level in ensuring the success of the implementation.

4. Motivating

Of all the possible benefits of using video, specifically in language teaching and learning, its usage is highly associated with its motivating feature . This feature is indeed essential as motivation is considered the backbone of any classroom including ESL classroom . The combination of moving visual and sound elements, coupled with interesting activities, could help to stimulate learners' interest as they have the chance to not only hear the language in use but also see. Moreover, it could help to liven up the language learning process and make it more meaningful by

bringing in the real world into the classroom. Videos which describe interesting, authentic situation in which relevant English is utilised, can attract ESL learners' attention and interest. Hence, they would possibly be more motivated to learn English, which they may have found difficult, through the exciting way.

2.3.4 Teacher's Role in the Implementation of Video

Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for s/he has the prime responsibility for creating a successful language learning environment. The teacher should get use of the power of video films. At his point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive (Cakir, 2006).

It is certain that the teacher is as effective as the video film in teaching through video, because he is the only person who enables the learners to comprehend what they watch and hear by using some of the communicative techniques. The teacher can be a controller, an assessor on organizer, a prompter and a participant as well.

Cakir (2006) states that the teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they are watching the video film. The teacher is also an assessor because he or she assesses the learner's work in order to see how well they are performing. The teacher should wait until the end of the activity and then he must evaluate the learner's outputs. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and should know exactly what to lead to success. He should not give useless information or confusing instructions to the learners

in order not to waste a lot of time. He should clearly explain what they are going to watch and what their task is.

The other role that the teacher carries is being a prompter because he acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to encourage learners participate. The teacher is a participant because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learners feel comfort and facilitates learning. Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class. The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he should prepare viewing guides which are easy and related to the language level of the students (Cakir, 2006). (See Appendix 15).

2.4 Self-Video Recording (SVR) for Teaching

It is described previously that the use of multimedia effects to students' interest in learning participation. In this part, the researcher describes how the SVR created by students is applied in the learning activities to motivate students' willingness to communicate. Firstly, in the class at the first meeting the teacher divides the students into group of five students. Based on the syllabus, the teacher chooses the topics, then, gives those topics to each group differently. The topics the teacher chooses are: Expressing obligation, Conditional If, Offering help/things, Public Places, Asking/Giving Direction, Biography, and Songs.

After knowing the topic, then each group discuss what they are going to do. Each group discusses about what scenario of role play they are going to take, where will the location

be, how they divide the role, and when they are going to do recording. Each group has ten to fifteen minutes for video recording. In the class during the discussion, the teacher is ready to be their advisor in group discussion. Teacher can give suggestions and comments to the students' plan. While they are starting making the video script, they can ask suggestions from the teacher. If they cannot finish the script at class, they can bring it home, then they can do group work until they result a video of their role play.

When it is ready, then on the schedule the video is submitted. The teacher chooses one video and then play it. All students sit closely with their group. They have to pay attention and make a note to the scenario from the video. They may take a note about the theme of the video, the setting, the character, and other related aspects to the scenario. After watching the video, the teacher gives chance to the groups to retell orally what they have seen. The owner of the video will get the last chance. It is so because the video owner will be the one who will command the opinions of other groups about the content of the video. While one group is giving their commands, others pay attention to the speaker, and make a note. Later, they may add suggestion or even objection towards the idea. Then, after all groups retell the video, the owner group gives comments and decide which group can retell best. The teacher, while watching the video, and during the class interaction make a note about the mistakes and will make them as discussion material in related to the topic she is going to explain after the discussion. After all, the teacher gives comprehension questions in spoken form.

2.4.1 Designing Self Video Recording

As has been stated before, SVR (Self-Video Recording) is a video created by students based on the teacher's instruction. The followings are the procedures how SVR is developed in the present study:

1. The students are divided into several groups consisting four or five students.
2. Each group will get one different topic, taken from the syllabus.
3. The students get the chance to discuss the topic with their groups concerning its contents and some related aspects to it.
4. The groups get the chance to create the dialog scripts to be used in making the video. While the students are creating the video script, the teacher walks around the groups to give the students chance to ask about the difficult things they may not able to solve.
5. After finishing the scripts, the groups divide the roles in the dialog they make. Here, the teacher does not have the role to decide the actor/actress of the video will be made because she wants to give the chance to students to be independent, especially in recognizing their friends' characters.
6. After they get their own roles, they make the video in a location they have considered to be appropriate for their background. They use handy-cam or hand-phone to record their actions. Then, they do editing.

2.4.2 General Process of Classroom Activities

Before implementing the learning process using SVR, the class activities include the following steps: preparing the strategy, designing the lesson plan, determining the criteria of success and setting up the instrument. In reference to the planning, the implementation of the use of video will be done by the researcher while the activities during the implementation are observed by the collaborator. Then, for reflecting, it was done by analyzing the data collected during the implementation. The result of the reflection could determine whether the use of video was successful or not.

The process of classroom activities, in general, had three phase procedures: pre-activities, main/whilst activities and post activities.

a. Pre Teaching

In pre- teaching activity, firstly the teacher will do brainstorming in order to stimulate the students' thought about the topic going to be discussed. At the first the students were shown some pictures to elicit and to recall their background knowledge to the topic to be learned. Then, the teacher provided a set of questions to be answered by the students to lead them on what they learn. The teacher elicited some vocabulary and useful expressions related to topic emerged from the students and wrote on the white board. He set up the classroom in order to make the students ready to watch the video and told the students what they are going to study about.

b. Whilst Teaching

In whilst teaching, the teacher led the students to watch the video with different strategy such as with sound or without sound strategy and delivered some questions dealing with the content of video. After that, the teacher gives chance to the group of the students to retell what they have seen from the video, what expressions is mainly used by the video then what comments they can give towards the video. The comments can be about the strengths and the weaknesses of the story or the language used by the actress/actors. Then, the teacher will get more inputs that she can use to be teaching materials. In implementing the discussion, students were given some alternative model expressions or vocabulary from the video. The teacher drilled the students some language points such as, useful expressions, vocabulary, patterns, intonation, stress viewed in the video. The students also were asked to pay attention non-linguistic features appeared in the video like facial expression, gestures and culture how the target language is used in the real situation. Considering that the video is naturally ceated by the students, there will be

some mistakes on their pronunciation, diction, expressions, or structure. However, the researcher will use them as learning materials in the class as it is always found in one of the question types in the national examination, i.e. error recognition.

c. Post Teaching

In post teaching, the teacher focused on providing feedback, correction and suggestion on what the students do during the teaching and learning activities. However, this step was preceded by having some students act out the dialog or conversation they watched from the video.

2.4.3 Advantages and Disadvantages of SVR

By using Multimedia-Based learning via Self Video Recording, we will get some advantages. As multimedia is a developing and wanted teaching media by most students, it will easily motivate the students to attend the class and pay more attention to the teaching learning process. The students, who are the actors in the video will enjoy watching their play, pay more attention to every play they watch. As a result, the students can develop their motivation to be active in class interaction. There are some reasons that make them active. First, they are familiar to the topic. Although the teacher gives special theme, then it can be modified by the students. Second, the students' more active learning is because they are curious to see their face in a video. Third, they have more time to learn about the topic. Moreover, their position as the actor of the video indirectly forces them to memorize the materials.

The last but not least, teaching English using SVR can develop students' independence and self confidence. Their working at home without being supervised will give them chance to discuss everything with the group. And in a group discussion outside the class, it is believed that students will get self confidence because they feel free and relax.

As we realize that nothing's perfect in this world, teaching via SVR also has some weaknesses. First, if the groups are less creative, the students make more mistakes on the recording of the video. The mistakes are on their pronunciation, the dictions, and their capability in expressing the words. The causes can be indicated that the mistakes appear because they are lazy to open the dictionary to know the correct pronunciation. They also never consult the teacher about what they have to choose when they are facing some options of using the words.

2.5 Group Work

Group work is a form of cooperative learning. It aims to cater for individual differences, develop students' knowledge, generic skills and attitudes. Groups may be defined in many ways, indeed providing an absolute definition of a group, as with much of the theory around group work, is highly problematic and contestable. However for the purposes of discussing groupwork within a context of working with young people we may define a group as a small gathering of people.

Group work is defined as more than one person working together to complete a task or assignment. In the classroom, group work can take many forms; however, the goal remains the same--get students to interact with each other and collaborate to complete a unified task. By doing so, we are getting students to work with people they may never have chosen to work with. This concept teaches diversity, communication, and compromise.

There are three basic means of organising classroom activity; whole -class lessons, group work or individual work. Each activity type offers its own Advantages and disadvantages, as well as possessing unique characteristics which might either promote

or inhibit learning processes in the classroom. The choices teachers make with regard to the setting for students' learning may produce different challenges, but can also result in enjoyment for both teachers and students (Granström in Frykedal et.al 2012).

Overall students perceived the group work activity as positive, even 'essential', and this encouraged quite a few of them to make more of an effort in contributing to the group's outcomes. They were also very aware of both real and potential difficulties that had to be overcome to achieve the desired goals and made concrete suggestions to resolve such issues. It was evident that the presentation scheduling was the difficulty most beyond their control and this resulted in expressed frustration. Kriflik L. et.al. (2007)

According to Burke A. (2011), there are six advantages to working in a group: First, Groups have more information than a single individual. Groups have a greater well of resources to tap and more information available because of the variety of backgrounds and experiences. Second, groups stimulate creativity. In regard to problem solving, the old adage can be applied that "two heads are better than one." Third, people remember group discussions better. Group learning fosters learning and comprehension. Students working in small groups have a tendency to learn more of what is taught and retain it longer than when the same material is presented in other instructional formats. Fourth, decisions that students help make yield greater satisfaction. Research suggests that students who are engaged in group problem solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved. Fifth, students gain a better understanding of themselves. Group work allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior. Last, team work is

highly valued by employers . Well developed interpersonal skills were listed by employers among the top 10 skills sought after in university graduates.

Properly structured, group work can reinforce skills that are relevant to both group and individual work, including the ability to:

- Break complex tasks into parts and steps
- Plan and manage time
- Refine understanding through discussion and explanation
- Give and receive feedback on performance
- Challenge assumptions
- Develop stronger communication skills.

By creating group, it can also help students develop skills specifically to collaborative efforts allowing students to tackle more complex problems than they could on their own, delegate roles and responsibilities, share diverse perspectives, pool knowledge and skills, hold one another (and be held) accountable, receive social support and encouragement to take risks, develop new approaches to resolving differences, establish a shared identity with other group members, find effective peers to emulate, develop their own voice and perspectives in relation to peers.

2.6 Role Play and Discussion

The most common types of communicative output activity are role plays and discussions. In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic

competence. They have to use language that is appropriate to the situation and to the characters. Students usually find role playing enjoyable.

According to Liu and Ding (2009), role-play is an effective technique to animate the teaching and learning atmosphere, arouse the interests of learners, and make the language acquisition impressive. In their research, they used role-play technique to see how the students performed in groups when they were given a familiar situation to role play in. They also observed their language potency and how the errors can be corrected as well as how to give feedback to the learners for further improvement. Their observation was that if the teacher gave a familiar situation than the result would be positive and rather giving instant feedback they should be shown the video tapes with oral feedback for 'self or peer correction.' We followed the similar pattern for feedback and noticed that students performed well as they acted in a familiar situation and when they watched their recorded performances with oral feedback, they improved accordingly.

Role plays provide learners with the opportunity to examine, understand, and acquire knowledge which will assist and better facilitate intercultural communication. This type of creative, communicative task will provide an opportunity for experimentation with language and experimenting with knowledge about various cultures. Learning from peers through group activities will benefit students implicitly and explicitly. Within this framework, a higher level of communicative competence and a broader understanding of intercultural exchange may be obtained (Qing , 2011).

Further, Qing added that within a creative, communicative, and collaborative setting, role plays benefit learners in many ways. Students can be exposed to an incredibly wide variety of experiences and potential experiences while improving overall communicative competence. Also, role plays provide training for both speaking and listening in any

language-learning situation. Next, role plays enable students to build up more confidence while speaking English and inherently foster a wide range of participatory, communicative activities which require an incredible array of various communication techniques. Finally, role-plays may be justified as a fun activity which provides useful language exchange, promote interaction, stimulate creativity, develop fluency, increase intercultural awareness, deepen understanding and increase communicative competence.

Role plays provide learners with the opportunity to examine, understand, and acquire knowledge which will assist and better facilitate intercultural communication. This type of creative, communicative task will provide an opportunity for experimentation with language and experimenting with knowledge about various cultures. Learning from peers through group activities will benefit students implicitly and explicitly. Within this framework, a higher level of communicative competence and a broader understanding of intercultural exchange may be obtained.

Language learners can also benefit a lot from discussions held in the classrooms when the instructor prepares the language learners first, and then gets out of the way. Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more

2.7 Perception

The nature of perception depends on one's view of the world. When students evaluate course instruction highly we would hope it is because the instruction has produced effective learning. This tenet is in fact the basis for many validity studies that have been

conducted with student evaluations of courses and teachers. Student achievement is not only influenced by the teacher's actions. There is another factor that plays important role to the students' improvement, i.e. their perceptions toward the teaching styles. So, what exactly is meant by "perceptions" and how will this concept influences the foreign language learning process?

Although final course examination scores have been the primary criterion for establishing the validity of student evaluations, the scores reflect only a limited view of student learning outcomes. More comprehensive indicators of student learning would go beyond a single exam score, which typically reflects only narrowly defined course objectives. Such indicators might include student perceptions of their increase in interest in the subject, critical thinking skills, interpersonal outcomes (e.g. cooperative abilities), intrapersonal outcomes (e.g. self-understanding) and other broad course outcomes (Koon and Murray, 1995 in Centra & Gaubatz, 2005). Further, Centra & Gaubatz also stated added that another advantage of student perceptions of learning over final course examination scores is that the latter are limited to multisection courses that use a common final exam . These are typically first year introductory courses. Student perceptions of learning can be studied across a wide variety of courses, thereby making the results more generalizable.

According to Puspitawati (2011), in general, there are two main approaches in explaining the process of perception, i.e.:

- **Bottom-Up Approach:** Perception is built from a set of primary features to a representation in our cognitive system without involving higher cognitive processes. It assumes a passive and automatic processing during perception.

- Top-Down Approach: Perception starts with a set of primary features but it is influenced by higher cognitive processes (such as knowledge, past experience and context). It assumes an active and volitional process at the basis of perception.

Further, Lindsay and Norman (1977) in Ahen (2009) stated that perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the world. The researchers describe the definition into two categories which is sensation and perception. Sensation refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, nose, tongue, or skin. Sensations refer to the human sensory systems which function as the receptor of information regards certain matters or object observed by an individual. It is the stimulation process where the input is transferred directly to the human brain.

One research study about perception is focused to examine students' perceptions of teaching styles. The study enabled educators to be aware of students' perspectives and to recognize the need to make adjustments in teaching (Chang:2010). Based on this statement, it can be concluded that consideration about the teaching technique and materials will be useful if it is based on students' perception. Through students' perceptions, teacher is able to recognize the weaknesses or strengths. After knowing the weaknesses, the teacher can evaluate and make a decision about what should be improved, modified, or deleted.

One of the most significant findings of the study concerning the students' perceptions was about the popularity of YouTube among students and teachers, which matches the web traffic reports by Alexa in Vian Yee (2015). It was stated that although there were differences in the percentage of positive feedback from students and teachers with regard to the attractiveness of YouTube, the results confirmed that YouTube had a positive

effect on students' motivation. Such finding was crucial as the primary reason for using ICT tools to enhance students' motivation.

2.8 Theoretical Assumption

Based on the frame of theories, the writer assumes that applying multimedia-based learning via Self-Video Recording (SVR) is able to improve students' willingness to communicate so that their speaking ability will be better. Watching SVR is predicted to arise the students' motivation to study inside the class. It also can make them enthusiastic in learning activities since they know that the result of their creativity is appreciated to be used as learning materials and will be watched by their classmates. The topics are also familiar to them and it has been discussed before at home while making a recording. Familiarity and enough time preparation can influence students' self confidence. Moreover, they will feel happy because of this. And, this means that learning by using SVR can create more attractive class activities so that it is able to encourage students' willingness to communicate.

2.9 Hypothesis

Based on the problems, theories and theoretical assumptions, the researcher formulates her hypothesis as follows:

“There is significant difference on students' willingness to communicate before and after the implementation of multimedia learning via Self Video Recording (SVR) on the learning process.”

CHAPTER III

RESEARCH METHOD

This chapter discusses the methods of the research that was used during the research progress including: research design, subject of the research, research procedures, data collecting techniques, validity and reliability of the instruments, and hypothesis testing.

The research was done at the school where the researcher works, i.e. State Vocational School 1 Gadingrejo Pringsewu Regency. The research was applied on the even semester of academic year 2016-2017, to the second grade students of Electronical Industrial Program. There were thirty four students (as respondents) in this research, in which twenty eight students are males and the rest six are females.

3.1 Research Design

This research study expected to investigate and gain a deeper understanding of the factors perceived as being most influential on students' willingness to communicate during the learning activities. The main aims were to find out whether the implementation of self video recording was able to find out the significant difference before and after the implementation of multimedia learning via SVR, to find out what aspect(s) of WTC is influent mostly by the implementation of multimedia learning via SVR, 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. Previously, there was pretest in which students answered the questions about their 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 the pretest, then, students got three times treatments of teaching via Self-Video Recording. The last, there was posttest 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

3.2 Subject of the Research

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.

3.3 Research Procedures

In constructing the research, the writer applied the following steps:

1. Doing observation to the class

The class observation was done in order to find out how was the class condition during the English learning activities. The researcher paid more specific attention to students' activities in the pre, while, and post sections of the teaching learning process and what were the students' difficulty in learning English, especially their difficulty in communication. The writer made notes about every aspect that causes students' anxiety of delivering their ideas and tried to think the possible clue for the condition.

2. Formulating the research questions and the subject of the research

After knowing the students' problem about their learning English difficulties, the writer tried to formulate the research questions and decided the subject of the research. In this case, the subjects of the research were the second grade students of electronical industrial at State Vocational School 1 Gadingrejo.

3. Deciding the way of collecting data

Based on the research questions, the researcher decided the way of collecting the data, i.e. by administering the pretest, applying the treatments, administering the posttest, and delivering the questionnaires of students' perceptions.

4. Deciding the Research Schedules

Based on the school annual schedule, the writer decided the times for applying the pre-post test, three treatments of teaching English via Self Video Recording, and the time for delivering students' perception questionnaire. After getting the fix schedules from the school, finally the researcher could decide the schedules for her research.

5. Administering the pretest

Before the treatments, the writer administered the questionnaire. The students were asked to answer twenty five questions about willingness to communicate before being taught by Self Video Recording. The researcher adapted the questionnaire from Pattapong (2010).

6. Dividing students into groups

After the pretest, the students were divided into groups. Each group could choose one topic prepared by the teacher for their dialogues. The topics chosen by students were taken based on the syllabus of the eleventh grade of English curriculum of 2013 (revised edition). The members of the groups were various depending on the scenario of their script.

7. Arranging the Group Dialogue

The researcher asked students to arrange the dialogue based on the topic got by every group. Here, the teacher could do the assistance to each group by walking around the class while all students are busy doing the group discussion. If, at

that time, the group could not finish the dialogue script, the teacher could ask the group to finish it home and later continued doing the recording of the video. They got two weeks chance for finishing the video project.

8. Applying the Treatments

After recording of the video, next, based on the schedule, the teacher applied the multimedia learning via Self Video Recording. To each learning schedule, the teacher chose the video which was suitable to the syllabus of English. There were three meetings with two different topics. The first topic was used for the first and second meeting, and the second topic was used for the third meeting.

9. Giving the posttest to the students

The post test procedures were the same as the procedures of the pre test. The students answered the same questions as they got from the pretest.

10. Administering the questionnaire of Students' Perception

Through this kind of questionnaire, the researcher hoped to get more supporting data to her pretest and posttest. There were twenty five questions that were viewed from two points of view; students' perceptions toward the process and the teacher.

11. Analyzing the Data

After collecting the data, the researcher analyzed the data by using SPSS for the questionnaire of WTC and students' perception. The SPSS was used to analyze the reliability of both questionnaire and also to find out whether there was difference on students' WTC before and after the implementation of multimedia learning via Self Video Recording (SVR).

12. Making report of the research

All in all, to the last action, the reseacher wrote her report based on the data got from all research instruments . Her finding of research was written in the fourth chapter and finally it was concluded in the fifth chapter.

3.4 Data Collecting Techniques

In collecting the data of the research, the researcher used the following techniques:

1. Delivering Questionnaire of Willingness to Communicate

The researcher adapted the questionnaire about willingness to communicate 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 comply with the purpose of this study, only two items were adapted in term of changing the name of English into Indonesian.

2. Delivering Questionnaire of Students' Perception

To support the result of the pre test and post test, the researcher applied the questionnaire of students' perception. The questionnaire was adapted from the previous research by Vian Yuen (2015). The students' perception questionnaire consisted twenty five qoestions which were derived from two aspects; teacher and process as described in the table below:

Table 3.1 Aspects of Students' Perceptions

TABLE OF SPECIFICATION

No	Aspects	Numbers of Question
1	Teacher	3, 4, 5, 13, 14, 16, 17, 18, 19, 20
2	Process and Technology	1, 2, 6, 7, 8, 9, 10, 11, 12, 15, 21, 22, 23, 24, 25

Viewed from the teacher aspects, there were ten questions asking about how students' perceptions about teacher and fifteen questions asking about how students' perceptions about things related to the process of the implementation (or the making) of Self Video Recording (SVR), both outside and inside the class.

3.5 Validity and Reliability of the Instruments

3.5.1 Validity of the Questionnaire

Validity is a matter of relevance. It means that the test measures what is claimed to measure. To measure whether the test had a good validity or not, it was analyzed through the content and construct validity. Content validity concerned with whether the content of the test was sufficiently representative and comprehensive for the test or not. The questionnaire was expected to be valid. In this questionnaire, the researcher identified one factor which concerns about the students' willingness to communicate.

Construct validity focuses on the the kind of the test that was used to measure the ability. Since the purpose of the test was to find out whether there was difference on students' willingness to communicate before and after the treatments, the researcher applied the questionnaire asking about students' willingness to communicate in various conditions. The questionnaire was adapted from Pattapong (2010). This questionnaire contains twenty five items of situations. The students had to choose one best answer depending on their feeling, which indicate how willing they were to communicate in each of the situation. The questionnaire was applied to get the answer about their willingness to communicate when they were faced by some situations.

The questionnaire consisted of twenty five questions which had four choices to be chosen by the students depending on their willingness. Those four options were 1(Definitely not

willing), 2 (Probably not willing), 3 (Probably willing), 4 (Willing) and 5 (Definitely willing).

3.5.2 Reliability of the Instruments

Reliability refers to the extent to which the test is consistent in its score, and it gives an indication 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 questionnaire will be measured by using SPSS program to find out its Cronbach' s alpa. The higher the alpha, the more reliable the questionnaire is (Setiyadi: 2006).

3.5.2.1 Reliability of WTC Questionnaire

Reliability was measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. The reliability of the critical thinking test items was analyzed by using Coefficient Alpha Formula. The reliability coefficient of the test items should be at least 0.70 and preferably higher (Setiyadi, 2006). If the reliability value of the test items was higher than 0.70 it meant that the critical thinking test items can be used by the researcher to obtain the data. Since the reliability of WTC in this study was 0.87, it meant the test item was good and applicable to measure students' willingness to communicate. To make it clear, here is the illustration for the reliability of WTC test items:

Table 3.2 The reliability of WTC Questionnaire

Reliability Statistics

Cronbach's Alpha	N of Items
,873	25

3.5.2.2 Reliability of Students' Perception Questionnaire

Reliability was measure of accuracy, consistency, dependability, or fairness of scores resulting from administration of particular examination. The reliability of the students' perception questionnaire was analyzed by using Coefficient Alpha Formula. The reliability coefficient of the test items should be at least 0.70 and preferably higher (Setiyadi, 2006). If the reliability value of the test items was higher than 0.70 it meant that the critical thinking test items can be used by the researcher to obtain the data. Since the reliability of students' perception questionnaire in this study was 0.99, it meant that the test item was good and applicable to measure students' perception about the implementation of self video recording.

To make it clear, here is the illustration for the reliability of students' perception questionnaire

Table 3.3 The reliability of Students' Perception Questionnaire

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,999	1,000	25

From table 2 we can see that cronbach alpha is 0,999. It means that the questionnaire of students' perception was reliable due to the category of significant level should be > 0.6 .

3.6 Data Analysis

Data analysis means the process of systematically searching and arranging the result of classroom activities, students' questionnaire, and students' interview, that were accumulated during the process of collecting the data. This data analysis was done to build

understanding of the data and to enable the researcher to report the result of this study to the readers. As the nature of the research, data analysis was done by using the procedure suggested by Miles and Huberman (1984) in Robert & Wilson (2002). The procedure includes three stages: data deduction, data display, and data conclusion or verification. This procedure was done simultaneously with the data collection after the data were already collected. It means that the data analysis occurred at the same time during the three procedures started from data collection until the writing up of the research report. Since this research used the same class for doing the pretest and posttest, the repeated measure T-test from SPSS program was applied to process the data gathered from the pretest and posttest.

3.7 Hypothesis Testing

There are two hypothesis testing in this research, they are:

H^1 : There is a significant difference on students' willingness to communicate before and after the implementation of Multimedia Based Learning via Self-Video Recording.

H^0 : There is no significant difference on students' willingness to communicate before and after the implementation of Multimedia Based Learning via Self-Video Recording.

The hypothesis testing which showed that the implementation of learning by SVR media could differentiate students' willingness to communicate was approved at the significant level of 0.05 in which $T\text{-value} > T\text{-table}$ with the level of significance under 0.05.

H_0 would be rejected if $T\text{-value}$ is bigger than $T\text{-table}$, while H_0 would be accepted if $T\text{-value}$ was lower than $T\text{-table}$.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the result of the research and suggestions from the researcher to the English teachers and the other researchers who want to conduct the research about the implementation of Self-Video Recording (SVR) in relation to students' willingness to communicate, or to language skills.

5.1. Conclusions

In line with the analysis of the data gained during the research, the result and the discussion of the present study in the previous sections, the researcher draws to these following conclusions:

1. 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 develop 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.
2. 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 . This can be noticed clearly through the video played during the class.
3. The most influential aspect of Willingness to Communicate, cultural context, can be described by unity, fear of negative evaluation, and teacher status. Unity describes the

participants' responses that indicate the need to comply with what others do in class. So, when the participants 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.

4. 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.

5.2. Suggestions

Based on the result and conclusion of the research, the researcher would like to propose some suggestions as follows:

5.2.1 Suggestion for the English Teacher:

1. 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.
2. 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.

5.2.2 Suggestion for further research:

1. It is necessary to emphasize that this study still needs to be repeated since there are still some weaknesses concerning to the video making of the students. It is important to the English teacher to encourage the groups of the students to prepare the script of the dialogue before making the video. It is very important because the readiness of the dialogue will be one of the factors that can help the students to produce better video, both in the action dialogue and in the conversation script.
2. This study is mainly about the effort to trigger students' willingness to communicate both inside and outside the school. To be able to encourage students' willingness to communicate inside the class, the teacher should be ready with special technique that can be applied when the students are inside and outside the class. That's why, it is important for further research to go deeply on the research about how to implement the SVR.
3. To continue exploring the research on the implementation of SVR inside the class, it will be better if the teacher uses interview as the supporting data to strengthen the result of the research which is got from questionnaire or observation.

REFERENCES

- Aghdam and Ali Akbar (2012) Speaking as an indicator of general proficiency in placement test. *Journal of English and literature Vol. 3(6), pp. 136-149.*
- Ahen. 2009. Students' Perception Towards English For Self Expression. *Faculty of Cognitive Sciences and Human Development. Universiti Malaysia, Sarawak.*
- Ampa, Rasyid, Rahman, Haryanto, and Basri. (2013). The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills. *International Journal of English Language Education ISSN 2325-0887- Vol. 1, No. 3*
- Asnawi. 2015. The Effects of Immersive Multimedia Learning with Peer Support on Speaking Skill among Male and Female Students. *Studies in English and Language Education Journal, Volume 2.*
- Bergil. 2016. The Influence of Willingness to Communicate on Overall Speaking Skills among EFL Learners. *Procedia-Social and Behavioral Sciences 232.*
- Boateng, et al. 2016. Videos in Learning in Higher Education: Assessing Perceptions and Attitudes of Students at the University of Ghana. *Smart Learning Environments.* DOI 10.1186
- Burke A. 2011. Group Work: How to Use Groups Effectively. Southern Oregon University, Ashland, OR 97520. *The Journal of Effective Teaching, Vol. 11, No. 2, 2011, 87-95 .*
- Cakir, I. (2006). The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology – TOJET*, Vol. 5, No. 4. ISSN: 1303-6521.
- Cakir. 2006. The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom. *The Turkish Online Journal of Educational Technology (TOJET).* Vol.5
- Centra and Gaubatz. 2005. Students Perceptions of Learning and Instructional Effectiveness in College Courses. *SIR II. Listening, Learning, Leading. ETS.*

- Chang, Ching. 2010. *Students' Perceptions of Teaching Styles and Use of learning Strategies*. A Master Theses. University of Tennessee, Knoxville. ychang5@utk.edu
- Chotipaktanasok. 2014. *Enhancing Learners' Willingness to Communicate in English with Social Media*. Dhurakij Pundit University.
- Frykedal KF et.al. 2012. Group Work Management in the Classroom. *Scandinavian Journal of Educational Research*, (56), 5, 1-13. *Scandinavian Journal of Educational Research*, (56), 5, 1-13.
- Gilakjani, Abbas P. (2012). The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning. *I.J.Modern Education and Computer Science*, 2012, 4, 57-66 .
- Hofstede. 2011. Dimensionalizing Cultures: The Hofstede Model in Context. *Online Reading in Psychology and Culture: International Association for Cross-Cultural Psychology. Article 8*.
- Jahanshahi. 2013. *The Effect of Groupwork on Learners' Willingness to Communicate in EFL*. A Thesis. Shahid Rajae Teacher Training University. Faculty of Humanities, India.
- Kosari, Gulden and Hasan Bedir (2014). Strategies-Based Instruction: A means of Improving Adult EFL Learners' Speaking Skill. *International Journal of Language Academy ISSN: 2342-0251 Volume 2/3 Autumn 2014 p. 12/26*
- Kriflik and Mullan. 2007. Strategies to Improve Student Reaction to Group Work. University of Wollongong. jmullan@uow.edu.au. *University Teaching & Learning Practice*, 4(1), 2007. Available at:<http://ro.uow.edu.au/jutlp/vol4/iss1/3>
- Liu, F. & Ding, Y. (2009). Role-play in English language teaching. *Asian Social Science*, Vol. 5(10), Qingdao, China.
- Lofthouse, Rachel. (2011). The camera in the classroom: video-recording as a tool for professional development of student teachers. *Teach Journal 1 (2) December Online*. Available at: <http://bit.ly/tyfJ5M> (Accessed 28 October 2011).
- MacIntyre, P. D., & Charos, C. (1996). Personality, attitudes, and affect as predictors of second language communication. *Journal of Language and Social Psychology*, 15(1), 3-26.
- MacIntyre, Clement, Dornyei & Noels. (1998). Conceptualizing Willingness to Communicate in a Second Language: A Situational Model of Second Confidence and Affiliation. *The Modern Language Journal* 82 (4) 545-562.

- Mahmoodi and Moazam. (2014). Willingness to Communicate (WTC) and L2 Achievement: The Case of Arabic Language Learners. *Procedia.Social and Behavioral Sciences Vol.98. Elsevier Ltd.*
- Marzban & Mojgan. 2017. The Relationship between Willingness to Communicate and Vocabulary Learning Strategies among Iranian EFL Learners. *Theory and Practice in Language Studies, Vol. 7, No. 11, pp. 1119-1125*
- Marshall, James. 2002. *Learning with Technology: Evidence that Technology Can and Does , Support Learning.* San Diego State University.
- Mayer, Richard. 2009. *Multimedia Learning.* Cambridge University Press. Second Edition.
- McCroskey et.al. 1990. Willingness to Communicate: Differing Cultural Perspective. *The Southern Communication Journal/SCJ. Vol.56*
- McCroskey & Richmond. 1990. Willingness to Communicate: Cognitive View. *Journal of Social Behaviour and Personality. Vol.5, No.2.*
- Mirsane & Khabiri. 2016. The Effect of Teaching Communicative Strategy on EFL Learners' Willingness to Communicate. *Theory and Practice in Language Studies Vol.6, No.2.*
- Morat, Shaari & Abidin. (2011). Facilitating ESL Learning Using YouTube : Learners' Motivational Experiences. *English for Specific Purposes World. ISSN1682-3257. Vol. 17.*
- Muniandy and Veloo. 2011. Managing and Utilizing Online Video Clips for Teaching English Language: Views of TESOL Pre Service Teachers. *2nd International Conference on Educational and Management Technology. IPEDR Vol. 13 /IACSIT Press, Singapore.*
- Neo, M. (2010). Students' Perceptions in Developing a Multimedia Project Within a Constructivist Learning Environment. *TOJET: The Turkish Online Journal of Educational Technology – January 2010, volume 9 Issue 1.*
- New House, et.al. 2007. Reflecting on Teaching Practice Using Digital Video Representation in Teacher Education. *Australian Journal of Teacher Education. Vol.32*
- Pattapong, Kamlaitip (2010). *Willingness to communicate in a second language: A qualitative study of issues affecting Thai EFL learners from students' and teachers' points of view.* Universiti of Sidney.

- Puspitawati. 2011. The Development of Children's Perception of Hierarchical Patterns: An Investigation Across Tasks and Population. *Laboratoire d' Etude l' Apprentissage et du developpement / CNRS-UMR 5022*.
- Qing, XU. (2011). Role-play an effective approach to developing overall communicative competence. *CS-Canada. Cross Cultural Communication. Vol 7, No.4*.
- Riasati, M.J. and N. Nooreen, 2012. Antecedents of willingness to communicate: A review of literature. *World Applied Science Journal Vol.17 (10)*.
- Robert and Wilson. 2002. ICT and the Research Process: Issues Around the Compatibility of Technology with Qualitative Data Analysis. *Forum: Qualitative Social Research Vol. 3, No.2*.
- Salinen, McCroskey, & Richmond.1991. Willingness to Communicate, Communication Apprehension, Introversion, and Self-Reported Communication Competence: Finnish and American Comparison. *West Virginia University, Volume 8*.
- Setiyadi, Ag. B. 2006. *Metode Penelitian Pengajaran Bahasa Asing*. Yogyakarta: Graha Ilmu.
- Simic, Ivana. 2014. *Willingness to Communicate: A Comparison Between Austrian and Serbian Students*. A Thesis. Institute of Linguistic. Graz.
- Sorden, Stephen. 2016. *The Cognitive Theory of Multimedia Learning*. An Article. Chinle Unified School District, Chinle, Arizona
- Tan, Ong, Sim, Hoi and Sia. (2016) Willingness to Communicate in English and Motivation Level among Chinese Secondary Students in Northern Malaysia. *International Journal of Humanities and Management Sciences (IJHMS) Volume 4, Issue 3 (2016) ISSN 2320-4044 (Online)*
- Tousi and Khalaji. (2014) The Impact of Willingness to Communicate on Iranian EFL Learners Speaking Ability. *International Research Journal of Applied and Basic Sciences. Science Explorer Publications*.
- Triandis, H. C. (1996). The Psychological Measurement of Cultural Syndromes. *American Psychological Association. Vol.51, No. 4. University of Illinois, Urbana-Champaign*.
- Triandis, H. C. (2001). Individualism-collectivism and Personality. *Journal of Personality 69.6. Blackwell Publisher*.
- Vian Yee. 2015. *Teachers' and Students' Perceptions towards the Use of YouTube Videos in an English classroom*. A dissertation. The University of Hong Kong, Faculty of Education.

- Vongsila and Rainders. 2016. Making Asian Learners Talk: Encouraging Willingness to Communicate. *RELC Journal Vol.1-17*.
- Wijaya & Rizkina. 2015. Factors Affecting Indonesian Students' Willingness to Communicate (A Case Study in Higher Education). *The 7th COTEFL International Conference. Vol.16*. University of Muhammadiyah Purwokerto.
- Yashima, Nishide, & Shimizu. 2004. The Influence of Attitudes and Affetc on Willingness to Communicate and Second Language Communication. *Language Learning Vol. 54-1*.
- Zakahi & McCroskey. 1989. Willingness to Communicate: A Potential Confounding Variable in Communication Research. *Communication Report, Volume 2, No.2*. West Virginia University.
- Zoghi, Yoosefi, Shokrzadeh, Masoomifar, Farsi, & Badie. (2014) Investigating the Relationship of Willingness to Communicate with Learning Styles in Iranian EFL Learners. *International J. Soc. Sci. & Education 2014 Vol.5 Issue 1, ISSN: 2223-4934*.