

RESEARCH

A Student-Involvement of Video Production Model to Enhance English Listening and Speaking Skills. A case study of Undergraduate Students at a Thai Private Institution***Norinee Benchawong*, Athipat Cleesuntorn PhD.*******Ph.D. Candidate, Doctor of Philosophy in Teaching and Technology Program, Assumption University****Instructor, Doctor of Philosophy in Teaching and Technology Program, Assumption University***Abstract**

This research aims to examine a student-involvement of video production model to enhance English listening and speaking skills of undergraduate students, and to evaluate student's perception by the UTAUT Model (Unified Theory of Acceptance and Use of Technology). The mixed research design was used for this study, quasi-experimental research used for quantitative research method, pre-test and post-test for one group of student involvement of video production and qualitative research used for the study. Sixteen participants of undergraduate students in English tutorial class at Rajapark Institute (Yala Campus) were selected using purposive sampling, and the participants divided into four groups for focus group interviewed. The research instruments were English listening and speaking test, and the questionnaire with five Likert scales evaluate student's perception by the UTAUT Model, and semi-structured questionnaire used for focus group interview which was chosen from the UTAUT Model. This research employed descriptive statistic and pair sample t-test for the data analysis. The hypotheses testing showed that after student-involvement of video production in English tutorial class, the result of English listening and speaking were statistically significant improved, and the student's perception towards the UTAUT model (Performance Expectancy, Effort Expectancy, Social Influence, and Facilitating) indicated the overall of the students perception was at high level level in all aspects ($\bar{x} = 3.78$, $SD = 0.31$).

Keywords: Video Production, English Listening, English Speaking, UTAUT Model

บทความวิจัย

**การมีส่วนร่วมในรูปแบบการผลิตวิดีโอเพื่อเสริมสร้างทักษะการฟังและการพูดภาษาอังกฤษ
ของนักศึกษาระดับปริญญาตรี สถาบันการศึกษาเอกชน**

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บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษารูปแบบการมีส่วนร่วมของนักศึกษาในการผลิตวิดีโอเพื่อเสริมทักษะการฟังและการพูดภาษาอังกฤษ และประเมินการรับรู้ของนักศึกษาโดยใช้ทฤษฎีการยอมรับและการใช้เทคโนโลยี (Unified Theory of Acceptance and Use of Technology: UTAUT Model) โดยเป็นการวิจัยแบบผสมผสาน วิธีการวิจัยกึ่งทดลองสำหรับการวิจัยเชิงปริมาณใช้การทดสอบก่อนและหลังการมีส่วนร่วมในการผลิตวิดีโอสนทนาภาษาอังกฤษ เพื่อเปรียบเทียบผลการทดสอบการฟังและการพูดภาษาอังกฤษสำหรับนักศึกษากลุ่มเดียวที่มีส่วนร่วมในการผลิตวิดีโอ และการวิจัยเชิงคุณภาพที่ใช้ในการศึกษา กลุ่มตัวอย่างได้แก่อาสาสมัครนักศึกษาระดับปริญญาตรี สถาบันรัชดาฯ จังหวัดยะลา โดยการสุ่มเลือกแบบเฉพาะเจาะจงจากห้องเรียนพิเศษภาษาอังกฤษ จำนวน 16 คน เครื่องมือที่ใช้ในการวิจัยเชิงปริมาณ ได้แก่ แบบทดสอบการฟังและการพูดภาษาอังกฤษ ก่อนและหลังการมีส่วนร่วมในการผลิตวิดีโอ แบบสอบถามเพื่อวัดระดับความเห็นโดยใช้ทฤษฎีการยอมรับและการใช้เทคโนโลยี (UTAUT Model) โดยใช้มาตรวัดของลิเคิร์ต (Likert Scale Rating) 5 ระดับ และสำหรับข้อมูลของการวิจัยเชิงคุณภาพ ใช้วิธีการสนทนากลุ่ม (Focus Group Interview) โดยแบ่งนักศึกษาเป็น 4 กลุ่ม ใช้แบบสอบถามกึ่งโครงสร้าง (Semi-Structured Questionnaire) โดยเลือกคำถามจากแบบสอบถามการวัดระดับความรู้เพื่อให้ได้ข้อมูลสนับสนุน การวิจัยนี้ใช้สถิติเชิงพรรณนา (Descriptive Statistic) และการทดลองแบบจับคู่ (Pair Sample t-test) ในการวิเคราะห์ข้อมูล ผลการทดสอบสมมติฐานพบว่าหลังจากนักศึกษามีส่วนร่วมในการผลิตวิดีโอในชั้นเรียนพิเศษภาษาอังกฤษนั้น ทักษะการฟังและพูดภาษาอังกฤษเพิ่มขึ้นอย่างมีนัยสำคัญทางสถิติ ส่วนการรับรู้ของนักศึกษาการยอมรับและการใช้เทคโนโลยี ซึ่งประกอบไปด้วย ความคาดหวังต่อการปฏิบัติงาน ความคาดหวังจากความพยายาม อิทธิพลทางสังคม และความพร้อมของอุปกรณ์การสนับสนุน ผลของค่าเฉลี่ยในการรับรู้ของนักศึกษาอยู่ในระดับสูงในทุกด้าน ($\bar{x} = 3.78$, $SD = 0.31$).

คำสำคัญ: การผลิตวิดีโอ, ทักษะการฟังภาษาอังกฤษ, ทักษะการพูดภาษาอังกฤษ, รูปแบบ UTAUT

INTRODUCTION

The teaching and learning of English language have been coming up with creative and innovative ways to engage the students, inclusive of the administration and preparation for teaching and learning in each course, technology was critical in teaching support and to assist students in learning more straightforwardly. The technological advances make teaching and learning of all the more exciting for those who were willing to experiment out of the lecture platform to familiar through various implementations. For instance, YouTube, movie application, Podcast, Facebook, Line, and other platforms. To be maintained and developed their learning to get the opportunity to admittance technology.

According to the TQF:HED (Thai Qualifications Framework for Higher Education) in the Kingdom of Thailand. On five standards of the learning outcomes; 1) Morality and ethics, 2) Knowledge development, 3) Intellectual development, 4) Interpersonal relationship and responsibility and 5) Mathematical analytical thinking, communication skills, and information technology skills, (MUA., 2009).

The study was about a student-involvement of video production model approach to enhance English listening and speaking skills of Thai private institution undergraduate students, this study committed to TQF standard no 5) Mathematical and analytical thinking, communication skills, and information technology skill.

BACKGROUND

English language education in the Kingdom of Thailand was not new. It has been a core subject in the Thai curriculum for many years. The Thai student's English lessons in elementary schools lie somewhere between mediocre and non-existent. Most high school students, particularly those in poorer rural faculties, will barely string some words along to create a coherent sentence, or write a little paragraph in English.

The previous research of Plailek, T. (2011) stated about Factors Affecting English Speaking Ability of Second Year English Major Students in the Faculty of Education, Rajabhat Universities in Bangkok Metropolitan area. The researcher founded the factors that affected English speaking of the students were English learning strategies, habits in learning English language and their grade averages at the 0.05 level, 76.39% of the target students have a good English speaking ability, and 15.52% of them have excellent English speaking ability. Moreover, 8.07% of them have poor English speaking ability.

Sripatham N., (2013) English-Teaching Problems in Thailand and Thai Teacher's Professional Development Needs to state the conclusion of the study "Thai teachers of English view the problems involving themselves, curricula and textbooks, assessment, and other factors supporting teaching success at a moderate level. The teacher sees a high level of problems

resulting from students' lack of exposure to English and insufficient background of the language. Students' lack of perseverance in practicing or seeking more opportunities to practice the language also contributes to their lack of confidence in using language for communication".

LITERATURE REVIEW

Educational technologists would not take into account, the personal computer as merely another piece of kit. If educational technology was worried about thinking fastidiously regarding teaching and learning, then a laptop features a contribution to forming, regardless of its use as a way of implementation, for the lack of laptop primarily based learning environment offers, the replacement perspective on the character of teaching and learning and so on general academic objectives.

Lam, Y., & Lawrence, G., (2002) stated that Technology not only allows learners to control their learning process but also provides them with ready access to a considerable amount of information over which the teacher has no control. There were many instructional media to support teacher to use technology in their classroom, using technology at the school by itself was not operative unless a teacher has a theory to model their lessons.

Alexander Astin's 1984 theory of student involvement explained how desirable outcome for institutions of higher education viewed concerning how students change and develop in a result of being involved co-curricular. The core concepts of the theory were composed of three elements. The first was the student's "inputs," such as demographics, background, and any previous experiences. The second was the student's "environment," which accounts for all of the experiences a student would have during college. Lastly, there were "outcomes" which cover a student's characteristics, knowledge, attitudes, beliefs, and values that exist after a student has graduated college (Astin., A., 1984).

OBJECTIVES

The objectives of this research were;

1. To examine the video production model to enhance English listening skills of undergraduate students.
2. To examine the video production model to enhance English speaking skills of undergraduate students.
3. To evaluate student's perception by the UTAUT Model after a student-involvement of video production.

RESEARCH METHODOLOGY

This research was mixed method design, quantitative and qualitative to in line with the research objectives, and the instructional designed that relevant with the student involvement of video production to create video clips related to the tense in the English language for each lesson for construction, application, and systematization of pedagogical innovations in the area of teaching and learning English approach. The one group pretest–posttest design for this study focuses on the enhancement of the undergraduate student in English Listening and Speaking Skills by the involvement of student were produced video clips to treatment students in a tutorial class of listening and speaking English class.

Participants

The population of this study was all of the undergraduate students studying at Rajapark Institute (Yala Campus). The sample was 16 students who enrolled in a tutorial classroom of English listening and speaking and selected by using purposive sampling method. Participants have tested the knowledge by doing pretest– posttest English listening and speaking skills. All participants were selected for a focus group and interviewing by divided into four groups.

Collection of Data

The quantitative data collection, to measure a student's English listening and speaking skills enhancement, the test paper will be created to conduct the pretest–posttest design to measure the students' skills and knowledge, To collect the data from the answer sheet of each student by creating the test paper, student will do the pretest and posttest.

The instrument was to create test paper of English Listening and Speaking skills. The test was using free online learning and printable by ello productions © copyright (2016). The experiment proceeded by pretest and posttest, the teacher and the researcher evaluated student skills of the enhancement, and to agree with the research objective to explore the influence the use of a student–involvement of video production model in teaching and learning English and according to the TQF:HED (Thai Qualifications Framework for Higher Education) of standards no. 5 Mathematical, analytical thinking, communication skills, and information technology skills (MUA, 2009) by the creation of the video production model of a student in the English tutorial classroom.

To measure student's perception, questionnaire adopted from survey questionnaire of the previous research, Using the UTAUT model to Determine Factors Affecting Acceptance and Use of E–Government Services in the Kingdom of Saudi Arabia Alshehri, M., A., (2012) part 3. With 5 Likert scale rating. Furthermore, qualitative data were collected from the focus group by semi–structured interview based on each core of the UTAUT Model, and the opinions of participants analyzed.

Data Analysis

The data analyzed for quantitative data, through the use of descriptive statistic and inferential statistics, statistical package “SPSS” used to analyze, frequency, percentage, mean, standard deviation, and ranges were created to describe the demographic information. The results from the Likert scale confirmed the attitude, and additionally, inferential statistics performed for testing the research hypotheses an alpha of .05 used as the marker of statistical significance. The score from pre-posttest, the mean score compared with pair sample t-test and information from the open-ended questions of the interviewing analyzed by content analysis.

CONCLUSION

After the involvement to produce the video, the data was analyzed using paired-samples t-test. The finding was as followed;

Table 2. Mean and Standard deviation of Test Scores for English Listening skills.

English Language Skills	Pre-Test		Post-Test	
	Mean	S.D.	Mean	S.D.
	($\bar{x}$)		($\bar{x}$)	
Listening	12.81	7.064	20.31	4.990

Table 3. Pair T- test for Mean Difference of Pretest-Posttest for English Listening skills

	Mean Differen ce	S.D.	Sig	N
PRE POST TEST (LISTENING)	-7.500	5.164	.000	16

Table 4. Mean and Standard deviation of Test Scores for English Speaking skills.

English Language Skills	Pre-Test		Post-Test	
	Mean	S.D.	Mean	S.D.
	($\bar{x}$)		($\bar{x}$)	
Speaking	18.25	2.54	26.44	3.67

Table 5. Pair T- test for Mean Difference of Pretest-Posttest for English Speaking skills

	Mean Differen ce	S.D.	Sig	N
PRE POST TEST (SPEAKING)	-8.188	3.038	.000	16

According to table 2, 3, for hypothesis 1 and table 4, 5. for hypothesis 2, the paired – sample t-test conducted to evaluate whether the scores on the pre-test and post-test of English listening and speaking were different. The results indicated that the mean of the post-test score was a significant improvement. The involvement in producing the video of the undergraduate student was useful in terms of its ability to improve the students' skills of English listening. The first and second null hypothesis therefore rejected.

Regarding the objective of the research; To examine the video production model to enhance English listening, and speaking skills of undergraduate students, pretest and posttest were designed to compare the score of English listening and speaking test before and after student' involvement in video production to produce video clip related to English conversation. The result showed that the posttest score of both English listening and speaking skills were higher than the pretest score.

A survey questionnaire was used to collect data regarding A student-involvement of video production model approach to enhance English listening and speaking skills of Thai private institution undergraduate students. Likert scale rating question according to the UTAUT Model from the previous research by Venkatesh et al. (2003) had validated measures for each of the constructs included those certified items in the questionnaire with Likert-type 5-point scale: 1 = strongly disagree, 2= disagree, 3= Neutral, 4= Agree, and 5 = strongly agree, the interpreted in table 6.

Table 6. Mean ($\bar{x}$) and Standard Deviation of Interpreted A student's perception by the student-involvement of the video production model in English classroom under the UTAUT Model (Unified Theory of Acceptance and Use of Technology)

UTAUT Model	Mean ($\bar{x}$)	Std. Deviation	Interpreted
Performance Expectancy (PE)	3.9219	.37326	Agree
Effort Expectancy (EE)	3.8125	.55151	Agree
Social Influence (SI)	3.8594	.40793	Agree
Facilitating Condition (FC)	3.5469	.45843	Agree
Total Average	3.7852	.31538	Agree

From Table 6, the Illustrates descriptive statistics for a student's perception by the student-involvement of the video production model in English classroom the UTAUT Model. The mean values for Performance Expectancy, Effort expectancy, Social influence and Facilitating conditions indicated the overall of the students perception was at high level to the highest level in all aspects ($\bar{x} = 3.54$, $SD = 0.45$ to $\bar{x} = 3.92$, $SD = 0.37$).

Moreover, for qualitative data, the researcher were conducted semi-structured questionnaire for focus group interview which were chosen from the UTAUT Model, with the purpose to interview students of tutorial English class, who was produced the video clip of English conversation, the interview were divided into four groups from sixteen students, the result were showed in table 7.

Table 7. The thematic clusters of the items used in a questionnaire and examples of the questions that were included

Theme	Items	Percentage (%)	N (16)
Performance	Do you think it is a good idea that instructors use student involvement of a video production as instructional media in the English language class? or increases your knowledge/skills?	100	16
Effort	Was it easy for you to have more English listening and speaking skills learning through the involvement of a video production?	81.25	13
	People, who influence my behavior think I should		

From Table 7, the most of respondents were extremely agreeing to involve the video production for enhancement English listening, and speaking skills, a merely small number of students commented “it is not easy” “we have not ready for tools.” Overall respondents indicated that the involvement in producing video in English class was favorable instructional media for English learning. The percentage result expresses the answer of the opened–end questionnaire contains of a focus group interview.

For a 100% of respondents contributed the answer that the student–involvement of video production as instruction media to English language class improved their performance, for 81.25% of respondents contributed the answer that English listening and speaking skills through the involvement of video production were efforts.

For a 100% of respondents, their influencing people supported that studies the student involvement of video production, and for 81.25% of respondents contributed to the answer that leaning through the involvement of video production with the use of facilitating.

Recommendations for Future Research

The findings from this study have shown promising evidence that student involvement in video production as instructional media and activities to offer a worthwhile alternative teaching approach in the students’ learning of English language. Supplementary period and efforts in scheduling and planning the class activities with the involvement of student hopefully will ensure better students’ learning in the future and the subject of the alternative field.

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