

**THE USE OF VIDEO PRESENTATION TO CREATE A GOOD
ATMOSPHERE AND DEVELOP STUDENTS' SENSORY PREFERENCES
WITHIN EXTENSIVE READING CLASS**

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ABSTRACT

In Extensive Reading class, students are often asked to present what they have read. However, when it comes for them to present the material, oral presentation seems to be a common choice. When some students present their material, the rests wait for their turn. The uneasy atmosphere is created when they are waiting. Challenge is taken as how to create a good atmosphere in class. This challenge triggered the writers to conduct a small research on creating a lively Extensive Reading class by video presentation. The respondents of our research were 35 students who took the subject. Sensory preferences of four dimensions of learning style that are likely associated with L2 learning by Ehrman and Oxford (1990) become the basis method of this research. In this method, students are asked to read and make summary on the reading materials in the form of video. Based on the questionnaires given, the students admitted that they were more interested to have video presentation than just a common oral presentation because the class is more lively and the students' sensory preferences are developed.

Keywords: video presentation, sensory preferences

INTRODUCTION

In Universitas Brawijaya, Extensive Reading course is given to the third semester students as a continuation of Critical Reading course. In this course students are given pop article, scientific article, and novella. Problems emerged when students had to present their reports. Students were asked to present their

material by using power point presentation. It can be seen that the class atmosphere became dull. This may be due to the rest of the students who became audiences were merely listening to the presentation while waiting for their turn to present. With this condition, the teaching and learning process became no longer

condusive as students got bored and started to chat. The writers realized that this condition should not be continued because it would give bad impacts to the teaching and learning process during the semester. Therefore, an innovative teaching strategy needs to be taken. The writers propose a method of using video as a means of presentation. In video presentation, students are asked to make

their presentation in the form of video to visualize what they have read before. The video has a narration that the students are unnecessary to explain what the video is about in the class. This method is aimed to create a good atmosphere in class and develop students' sensory preferences hence they answer the problems emerged.

RELATED THEORIES

The Nature of Extensive Reading

Extensive Reading is defined as reading activity with a common purpose that students are able to read large number of books and other materials based on their interest. It is a belief that the ability to read fluently is best achieved through reading extensively. This differs from intensive reading whose an aim to develop students' reading skills by assisting them to gain detailed meaning from the text, to identify main ideas, to recognize text connectors, and to enhance vocabulary and grammar knowledge. The different aim of the two programs clearly shows that intensive reading does not let the students develop their reading fluency but extensive reading does (Bell, 1994). The theory behind extensive reading is popularly proposed by Krashen (1997) called 'comprehension-

input' stating that people learn language by understanding messages about what others say and when people comprehend what they read. In this case, the power of extensive reading will lead to language acquisition (Krashen, 1982). This provides adequate exposure to the language, interesting material, and a relaxed, tension-free learning environment. Besides, it equips the students with practice in automaticity of word recognition and decoding the symbols on the printed page. It can also increase students' knowledge of vocabulary because students are free to spend on silent reading of interesting book that it is considered effective to promote vocabulary growth of their own (Bell, 1998).

There are common practices of running extensive reading class. Three of them are explained as follows. First is reader interview. A regular conferencing between a teacher and students plays a key role in encouraging the students. This enables effective monitoring of individual progress and provides opportunities for the teacher to motivate students to read widely, to show their passion in the books being read, and to guide them in their choice of titles. By demonstrating commitment in their own reading, teachers can contribute positive attitudes to reading, in which it is no longer seen as tedious, demanding, hard work, but as a pleasurable part of their learning. Second is using audio material. The use of audio recordings of books which are read aloud can be an alternative. Audio material provides the students with a model of correct pronunciation and exposes them to different accents, speech rhythms. By having this, students will be able confidently to produce natural speech patterns and to read along with the voice of a recorded speaker. It may keep students' motivation to master the language as a means for talking about their reading. Third is student presentation. Brief presentations on books read play an extremely important role in the program

and students frequently give comments on the value of oral work in class for exchanging information about the books. Through this practice, it is commonly revealed that most of the book choices made by students resulted from recommendations of their friends and not by the teacher. This also encourages the students to promote their independence and autonomy.

However, a particular practice in extensive reading class to invite students' sensory preferences has seemingly not been conducted yet. It is urgently needed to conduct since through video presentation, students may involve and develop their sensory preferences that later can trigger their motivation to learn and achieve the goal. Thus, the writers propose the use of video presentation within extensive reading class. The more detailed explanation about video presentation dealing with sensory preferences within extensive reading class are presented below.

Sensory Preferences

Sensory preferences become one of the four dimensions in learning style which are strongly associated with foreign language learning (Ehrman and Oxford, 1990). Sensory preferences can be split

into four basic areas, namely visual, auditory, kinesthetic, and tactile. It refers to students' learning perception with which they think most comfortable. Visual students, for example, prefer to read and obtain any information from visual stimulation. They will think very hard and get confused when getting information from lectures, conversations, or oral directions without any visual aid. Contrarily, auditory students feel comfortable to learn something without visual input. They are more likely to enjoy learning by lectures, conversations, and oral directions. While kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards. They prefer to have frequent breaks and move around the room. Reid (1987) argues that EFL students in different cultures use different sensory preferences in their learning. Further, he says that Asian students such as Indonesian students belong to highly visual learners while Hispanic students are categorized into auditory learners.

The Use of Video in Reading Class

In the last decades video is trustworthy and strongly recommended as a learning resource in language classroom. It is considered as a beneficial medium

that represents expressions, gestures and other visual forms that invites a greater amount of enjoyment and interest than traditional printed material since it meets the need of auditory or visual learners. Harmer (2004, p. 282) explains some of the reasons as to why the language teacher and students are advised to use video as a medium of learning and teaching. The use of video equips students with a sensory experience that offer concepts and ideas to be an experience. Learning material in the video would be easy to remember because it is fun. In line with Harmer, Kemp: 1963, P. 3-4 as cited in Margono (2010:11) lists the function video as audio visual aids and the contribution to a language learning as follows:

- 1) The instruction can be more interesting. Video can attract the students' interest especially those of English learners. If they are interested, they will give much attention to what is being taught or discussed. They will be curious to know about the lesson. This can lead to an interesting language learning processes.
- 2) Learning becomes more interactive. Many activities can be created through applying visual aids in teaching learning process, for example watching English dialogue on video. That activity is relatively more interesting than the activity

of listening or writing merely explained by the teacher.

3) The quality of learning can be improved. If there is a good preparation of using video, it will be possible for teacher to create a good language learning process in which the students' participation would be dominant. As a result, the students' knowledge and skill can be improved.

4) The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced. The purpose of aids should mean to simplify the instruction. They should not make the process of teaching and learning more complicated.

RESERCH

This research was a descriptive qualitative research. Respondents taken for this research were 35 students of the third semester in the year 2015/2016 at Faculty of Cultural Studies of Universitas Brawijaya who took Extensive Reading class. The data were taken mainly from classroom observation by using field note as the research instrument to take a note any important and relevant data dealing with students' activities on conducting video presentation and students' participation as the indicator of lively classroom and questionnaire to find out

In accordance with the benefits of video in language classroom, the writers believe that video presentation is considered appropriate applied in extensive reading class since this method triggers the students to create video to be presented in front of the class as the visualization of their comprehension of the books they have read by utilizing their sensory preferences. Learning material through video is also relevant with the students particularly for those who use their sensory preferences in learning reading material.

METHOD

students' perception on video presentation in extensive reading class. The data from the observation and the questionnaires then were classified and processed in order to answer the questions posed. The data from observation would be in the form of description telling about the activities of students in carrying out video presentation while the qualitatively gained data from the questionnaires were made into matrix which helped the researcher to make categories on the provided data. After all the data were gained, next step was data analysis since it is an integral part of

qualitative research and constitutes an essential stepping-stone toward both gathering data and linking one's findings with higher order concepts (Given, 2008: 186). Provided data were analyzed by using related theory and information to

FINDINGS

This part is presenting the data found in the classroom observation and students' questionnaire about video presentation in Extensive Reading class. In the classroom observation the writers noted that students' presentation started from the second meeting in the form of retelling. In the next two meetings they were asked to present the material in the form of power point presentation. At the following meetings then students were asked to present the material in the form of video presentation. In this presentation, the class was divided into groups, each group consisted of five students. Every group was asked to find an article and they should share it to the lecturer. Then they had to read the text and synthesize it in the form of video within 5-7 minutes duration. In the last meeting the students were enquired to fill questionnaire sharing their experiences of using video presentation. During the video presentation for some meetings the students were so enthusiastic

answer the research question which focused on how The Use of Video Presentation to Create a Good Atmosphere and Develop Students' Sensory Preferences within Extensive Reading Class.

The questionnaire highlighted three points, namely Students Perception on Technique of Presentation, Students Perception on The Use of Video Presentation to Create Good Atmosphere in Class, How Video Presentation Stimulates Students' Sensory Preferences.

From the result of the questionnaire, it is clearly seen that the students were familiar with techniques of presentation. The techniques that they used mostly were retelling and power point presentation. According to the students, retelling was the most obvious way to make the class dull. In this technique, students retold the material in front of audiences and lecturer. If the presenter had poor intonation and pronunciation, the rest would feel like chatting with others or playing with gadget. This kind of presentation led into an uncondusive situation at teaching learning process. The second technique that the students were familiar with was power point

presentation. This kind of presentation was done in almost all lectures. However, the students realized that they had to make their presentation interesting so as not to make others felt bored, because they sometimes also got bored when their friends from other group presented their material. The last technique was video presentation. In this technique, students were asked to synthesize the material in the form of video. In this kind of presentation, students said that they had more efforts because they needed to synthesize the material in the form of a video. They needed to record the voice for narration, they needed to act if they synthesized the material in the form of drama, and sometimes they needed to go somewhere to really experience what the material was about. Their perception and preferences became the foundation on how the video would be like. Therefore, the forms of video presentation were various like drama, documentary, or animated pictures.

Students Perception on Technique of Presentation

From 35 respondents, all (100%) said that the first technique *ie* retelling is boring and out of date. This was because

some students reported the material to the lecturer while others were waiting for their turn to be called. At discussion session they confessed that in this kind of presentation, they tend to wait for their turn by chatting or playing gadget. Therefore, it can be concluded that the first technique doesn't work for creating a good atmosphere in class. From the questionnaire, it can be summed up that 11 (31%) of the total respondents stated that power point presentation is interesting. From the discussion made during the class, they said that making video presentation is time and money consuming so they prefer the simpler one. The rest 24 (69%) stated that power point presentation is so common that it doesn't really help creating good atmosphere in class. The lackness of power point presentation is on the narration side. Sometimes presenters speak too slow or in a low voice with poor intonation. Most presenters do not try to make their presentation fun by applying some features like gif images which can make the power point presentation becomes more interesting to be seen. Hence it can be concluded that the number of students who think that video is more able to liven class is higher than those who don't.

Students Perception on The Use of Video Presentation to Create Good Atmosphere in Class

This part explores students' perception on the use of video presentation to create good atmosphere in class which covers the reason why video presentation is more effective to create good atmosphere in class than power point presentation. Based on the questionnaire, all students stated that presenting reading reports by using video presentation is more various in the way the presenters synthesizing the material. Moreover it has sound effect and narration that help students to really pay attention to the presentation. The next thing is because students can feel the hard effort from the presenters to make their video presentation. Their effort in shooting, compiling, and editing scenes, inserting music suitable with the condition of the storyline, recording narration, and writing credits are worth paying attention. From the observation, it can be assumed that the class atmosphere became more lively since that students were more enthusiastic in engaging class' activity. They were more relaxed in conveying their idea because video promoted more enjoyable learning style. This relaxed situation which promoted interaction was created due to a situation where students would not feel

burdened as they need to ask questions to the presenters, their classmates, not their lecturer. According to Brown (2001: 167) interaction is the collaborative exchange of thought, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other or simply stated to get an idea of one person's head and into the head of another person and vice versa.

How Video Presentation Stimulates Students' Sensory Preferences

In line with the characteristics of students' learning styles in Indonesia context as mentioned in the theoretical review above, the writers assume that video presentation is considered as the best teaching method to teach Extensive Reading class since it is appropriate for visual and auditory learners. In this case, the students required to create video presenting about their comprehending on the books they have read gives them much opportunities to explore their sensory ability since they are demanded to be creative and generative to represent their thought about the books read through a video. In addition, video presentation can make students experience what it is like to be directors and actors at a time. This is a good thing as students can also learn from

their experience while making the video. In other words, video presentation provides some benefits for the students.

Using video presentation may not be the best strategy to create a good atmosphere in class as well as develop students sensory preferences. Nevertheless, such strategy is proven to be able to meet the thing mentioned above. Most students agree that this strategy helps them enjoying the extensive reading class which is usually boring. As a result,

students become more motivated in term of maintaining good quality of the video and therefore this strategy develop competitiveness among students. Although this strategy is a starter, the writers expect that this strategy is useful for creating good atmosphere in extensive reading class and help them develop their sensory preferences. However, this strategy can be evaluated so as to create better extensive reading class in the future.

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