

## Designing Transactional Conversation Videos as Supplementary Materials to Support Teaching English Speaking Skill (A Design and Development Research to the Second Semester Students of EESP of Universitas Tanjungpura in Academic year 2021/2022)

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### ABSTRACT

This research was aimed at designing transactional conversation videos as supplementary materials to support teaching English speaking skills. This research is a design and development research adopted from the ADDIE model. The respondents of this research were the second semester students of English Education Study Program (EESP) Universitas Tanjungpura. This research was done by three phases of the ADDIE approach, which is ADD. In the Analyze phase, the researcher observed the students' and the teacher's needs and the syllabus applied. In the Design phase, the researcher observed examples of good product videos, theories, and references for making the video. In the Develop phase, the researcher used Adobe Premier Pro to develop learning videos for the students. It was found that the design of the product was successfully integrated with the syllabus and met the criteria of success in product validation. The result of validation showed that the applied video with the Student's book was helpful for the students to support them in learning to speak for Transactional Functions.

**Keywords:** *Designing, Videos, Speaking Skill*

### INTRODUCTION

Teaching English is quite challenging, especially when it comes to teaching speaking skills to EFL learners. Some teachers have difficulty in teaching and learning process. While for the first year students of FKIP UNTAN, in English Education Study Program (EESP), English is an uncommon language for them. However, like other typical students majoring in English, students of the FKIP UNTAN in English Education Study Program (EESP) must be proficient in English along with other language skills of listening, reading, speaking and writing. Especially, for first year students, it is preferred to practice oral communication in English as this is an attempt to achieve fluency in classroom interactions. Furthermore, English language is used as the medium of instruction in most of the lessons. Therefore, students' speaking skills must be developed as early as possible to support success in other subjects completed during their studies.

English proficiency is not only an indicator of someone's success in language learning, but also a means of achieving other learning goals. Students' fluency in speaking will enable them to participate actively in classroom discussions or interactions. By having good speaking skills, they will be more confident in asking and giving or sharing opinions and views. Such active participation will help them build a positive character, which will ultimately make them high-achieving learners. However, based on the curriculum applied to FKIP UNTAN Pontianak English Education Study Program (EESP) students, there are several types of speaking skills that students must master in each semester based on the subjects, which are Speaking Skills Development (1st semester), Speaking for Transactional Function (2nd semester) and, Speaking for Academic Purpose (3rd semester).

During the second semester, students of the FKIP UNTAN Pontianak English Education Study Program (EESP) must be fluent in the subject of speaking for the transactional function. However, based on an interview with an English Lecturer on October 14th, 2020 as a preliminary study, researcher concluded that finding good quality, relevant and interesting supporting material to teach speaking English for transactional function is sometimes difficult. Lecturers face some problems while teaching Speaking for Transactional Function as there is no book provided that suits the needs of students. Even teachers often used books from different sources to teach them. One of the books the lecturer used was the Student Book "Learning to Speak," an English video course written by Susan Stesampleski, James R. Morgan, Nancy Douglas, Andy Curtis, and Huizhong Yang.

This book was seemed inadequate to the most relevant material for the students. In addition, because EESP students come from different regions in their secondary schools and backgrounds, their baseline of English proficiency is not entirely uniform. In fact, only some of the first year students were determined to be quite fluent in English during the session, while the rest were not yet proficient. Some of them are even nervous and afraid to start a conversation due to lack of confidence. In summary, in order to draw level with students who are low proficiency in speaking skills, teachers need to add additional materials to help students encourage their speaking skills without feeling anxious or lacking in confidence, and to show them how to improve their speaking skills with suitable content, specifically regarding speaking on behalf of the transaction function itself.

For the above problems, there are many effective ways and solutions to learn or teach English in a more creative and interesting way. Technology provides many devices or media that provide effective means of providing students with authentic educational material. When it comes to technology, video has become one of the most commonly used mediums by teachers to present material to students. Nugent (2005) asserts that many teachers use video to introduce a topic and present content. Video segments can be used in a variety of instructional settings, including classrooms, small groups, and individual students. Nugent also believes that to convey information or messages to students, teachers need media. Roblyer (2010) states that media such as slides and movies/videos provide information in a more specific and therefore more effective way than lectures and books.

Furthermore, teenagers like to watch movies whenever they have time. It is like a habit. In addition, students love video because video presentation is interesting, challenging, and stimulating to watch. Video helps students to learn more interactive in the classroom, and brave to express their ideas. In the other words, video could help students increase their self-confidence in English use (Heimei, 1997).

In line with that, there are several related studies about designing and utilizing video as a teaching media or supplementary material in teaching English Speaking skills in the classroom. Sartika (2016) conducted development research on Teaching and Learning Using Technology for the Eleventh Grade Students of SMA Negeri 2 Pontianak in Academic Year 2016/2017 entitled “Designing DIY Vlog Project to Encourage Students to Speak English”. In addition, based on the results of this research it was found that the product was acceptable for teaching and learning but still needs some revision on several parts. Meanwhile, Yunita (2015) conducted pre-experimental research about “the effectiveness of using English Video on students’ speaking ability in the second grade of MTs PSM Mirigambar Tulungagung.” It was found that there was a significant difference in students’ speaking ability by using English conversation Videos. Moreover, research on title “Designing Video as Media to Teach Speaking for the Eleventh Grade Students of Man Jambi” was conducted by Syuhendra (2020). The researcher found that the video could help not only the teachers in teaching process but also the students.

Overall, by utilizing all the previous research as references, the researcher made instructional material in the form of transactional conversation videos which can be used to support teaching English Speaking for Transactional Function to the second semester students of EESP at FKIP UNTAN Pontianak. All the previous studies have proven that their focused media and materials successfully improved the targeted student’s language skills. The differences between the prior studies to the research that the researcher conducted were the level of the students, materials, and the focus of the language skills. This research focused on transactional conversation video as a medium that was produced by the researcher, speaking for transactional function as materials, and speaking as the focus of language skill.

This research entitled “Designing Transactional Conversation Video as Supplementary Materials to Support Teaching English Speaking Skill” was conducted in developmental research as the method of the research and several phases of ADDIE instructional design as the main theory to design the product to see how the researcher designed a transactional video which is based on transactional function and to see how usable the product from the researcher to support teaching English Speaking for Transactional Function to the second semester students of EESP at FKIP UNTAN Pontianak.

## **METHOD**

The researcher used a research procedure namely; ADDIE Approach developed by Branch (2009). Branch (2009) explains about ADDIE model, which consists of five phases namely analyzing, designing, developing, implementing, and evaluating. The five phases are explained in the table below.

**Table 1: ADDIE Approach by Branch (2009)**

	<i>Analyze</i>	<i>Design</i>	<i>Develop</i>	<i>Implement</i>	<i>Evaluate</i>
<b>Concept</b>	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
<b>Common Procedures</b>	<ol style="list-style-type: none"> <li>1. Validate the performance gap</li> <li>2. Determine instructional goals</li> <li>3. Confirm the intended audience</li> <li>4. Identify required resources</li> <li>5. Determine potential delivery systems (including cost estimate)</li> <li>6. Compose a project management plan</li> </ol>	<ol style="list-style-type: none"> <li>7. Conduct a task inventory</li> <li>8. Compose performance objectives</li> <li>9. Generate testing strategies</li> <li>10. Calculate return on investment</li> </ol>	<ol style="list-style-type: none"> <li>11. Generate content</li> <li>12. Select or develop supporting media</li> <li>13. Develop guidance for the student</li> <li>14. Develop guidance for the teacher</li> <li>15. Conduct formative revisions</li> <li>16. Conduct a Pilot Test</li> </ol>	<ol style="list-style-type: none"> <li>17. Prepare the teacher</li> <li>18. Prepare the student</li> </ol>	<ol style="list-style-type: none"> <li>19. Determine evaluation criteria</li> <li>20. Select evaluation tools</li> <li>21. Conduct evaluations</li> </ol>
	<i>Analysis Summary</i>	<i>Design Brief</i>	<i>Learning Resources</i>	<i>Implementation Strategy</i>	<i>Evaluation Plan</i>

Analyzing is the process of identifying the probable causes for a performance gap. Designing is the process of verifying the desired performances and appropriate testing method. Developing is the process of generating and validating the learning resources. Implementing is the process of preparing the learning environment and engaging the students. In addition, evaluating is the process of assessing the intentional products and processes, both before and after implementation.

However in this research, the researcher used only three phases, they were analyzing, designing and developing. The analyzing phase had been done by having the students’ need analysis which were administered through google form. The obtained data used to continue the next two phases which are designing and developing.

The ADDIE model is one of the most commonly used in the field of instructional design as a guide for creating effective designs (Aldoobie, 2015). This model is an approach that helps instructional designers, any content developers or even teachers to create effective and efficient instructional design by applying the processes of the model. ADDIE for any teaching product. This study focused only on the first three phases of ADDIE, which is the ADD, they are Analyze, Design and Develop.

**Analyze**

The Analyze phase is the foundation for all other phases of instructional design. In order to carry out the analysis phase, the researcher had done the analysis by doing an interviewing and providing questionnaire to the second-semester as the preliminary process of the research. Moreover, this phase is the process of identifying the probable causes for a performance gap (Branch, 2006). So the researcher had gathered data for the performance gap which are students’ need analysis and the classroom teacher opinion.

## **Design**

In this stage, after knowing some information from the analyze phase, the researcher decided to design the product which is a set of videos on transactional settings. Branch (2009) asserts, "The purpose of the Design phase is to verify the desired performances and appropriate testing methods". This Design Phase addresses any performance gaps found in the Analysis phase of the ADDIE model, finish the Training outline, and get management approval in the Design step. Therefore, the researcher found out the method of designing a suitable video in accordance with the topic. The syllabus applied at Universitas Tanjungpura became one of the concerns in this phase. Therefore, the researcher took one of the lessons in the syllabus, which was speaking for Transactional Functions.

The researcher was also a product designer, developed the framework of the product which is a transactional conversational video from preparing the material to recording the video (camera, clips to record audio, and a device or computer that will be used in the video editing process), writing scripts that was used as the dialogue in the video and defined the settings to save the video, then during video editing the researcher used Adobe Primer or another suitable application. Besides, theory of designing a good video played an important role in this phase as well. Finally, the researcher did the final phase in this research that was the develop phase.

## **Develop**

In this stage, the researcher generated a product of an English Transactional Conversation Video as a supplementary material. Branch (2009) asserts, "The purpose of the Develop phase is to generate and validate selected learning resources". Thus, the researcher integrated the need analysis and the theory found to generate this design. The researcher also validated the product by having the expert validation. When the researcher finished the product, it was given to the English Lecturer of UNTAN Pontianak. The product was a package with the students' guide student's book. In which, those were tests on how to apply expressions on the video to the real practical speaking the classroom.

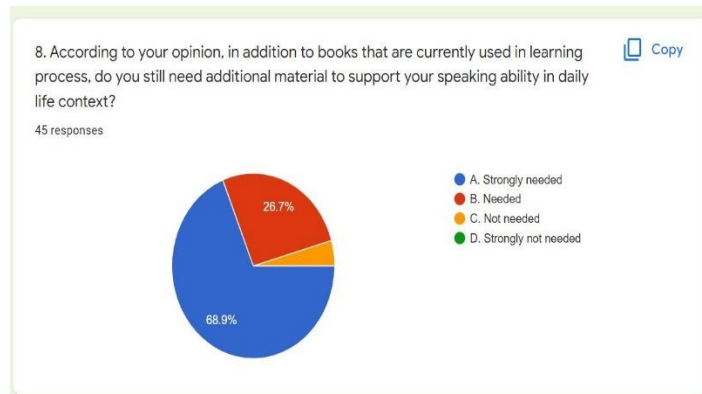
## **FINDING AND DISCUSSION**

This research was a development research which was done for designing a product "conversation videos as supplementary materials to support teaching English speaking skill for the second-semester students." The goals of this study are to design the product which meets the students' needs that might encourage them to speak in teaching English Speaking for Transactional Function and to know the product validation from the expert's perception both for the videos and the tests. The researcher found that the product met the criteria of the need analysis and the expert validation result. The findings and discussions in this study were based on the ADDIE approach, but as mentioned in the background, the researcher had only performed three phases which are analyze, design, and develop.

## Analyze

In this content area, the researcher had done the analysis on the teacher's or lecturer's, students' conditions through interview and need analysis. In order to have the actual condition regarding the use of supporting learning materials in the classroom, the analysis process includes the students' opinion and teacher's perception. The data was observed and obtained through google form for the data of the students need analysis. While the lecturer was also asked through interview questions to meet the need of the classroom. Therefore, the data of Analyze Phase is crucial to determine the next two phases, designing and developing.

The final product of the research was presented to the Universitas Tanjungpura. The research subject was second-semester students. Based on the obtained data through google form, it was found that the students needed a supplementary material to support their speaking. This analysis was proven by the answer of needs from the students in the figure below.



**Figure 1: Second-semester student needs analysis**

Based on the figure above, it was found that the students agreed to one of the questions that asked on their needs for the other supplementary material by 68.9%. On the other hand, 26.7% was saying that they also needed the other type of supporting materials.

Besides analyzing the students' needs by using Google Form, the researcher used the teacher perspective as well. Based on the discussion with the lecturer who has been teaching the second-semester students, the lecturer agreed to give and provide the students with the new format of learning speaking for transactional function.

The researcher collected all the details data for the valid outcome of the research. Therefore, not only the needs of the students for the material, but also the needs of the lecturer for the help. Moreover, the material of Speaking for Transactional Functions was analyzed through of the portals in SIAKAD UNTAN. The researcher provided this analysis to show that the material was in the second semester. It is captured in the figure below.

No.	Kode Mata Kuliah	Nama Mata Kuliah	SKS	Pilihan	Tipe	UTS	UAS	Total	Wali	Waktu
1	KPL017	Intensive Reading								
2	KPL014	Writing Skill Development								
3	KPL015	Listening comprehension								
4	KPL 403	Business Structure								
5	KPL405	Workshop Building								
6	SM001.0	Penelitian dan Pengembangan								
7	KPL402	ICT For ODL								
8	KPL407	Learning and Evaluation								
9	KPL 403	SPKAWING FOR TRANSACTIONAL FUNCTIONS								
1	KPL410	Exam Writing								
2	KPL407	Academic Debate and Discussion								
3	KPL300	IELT Instructional Development								
4	KPL300	TESOL Methodology								
5	KPL400	Intro to English Linguistics								
6	KPL400	Sociolinguistics								
7	KPL400	Research on EFL								
8	KPL400	English For Tourism								
9	KPL410	Praxis in EFL								

**Figure 2: SIKAD UNTAN on English for Transactional Functions**

Theory about the importance of videos, the use of the videos, and how to present a good videos made the researcher wanted to analyze the details. Accordingly, the researcher provided them in the following paragraphs. According to Solomon (2004), videos can describe an event or process in a way that makes students feel like they are really there. Using some special equipment, you can easily insert video into your multimedia presentation. Smaldino et al. (2007) video version of a video showing the size, shape, speed, recording method, and playback mechanism recorded on tape or disc in various formats.

Video is a communication medium that contains certain information. Information in the form of pictures, pictures and actions. Everything can be discussed in class. Furthermore, the potential of video in language learning is achieved only by introducing or expanding on subjects or topics that are already part of the curriculum.

According to Harmer (2001), video confirms linguistic benefits such as comprehension, as it allows students to see common meanings and moods conveyed through facial expressions, gestures, and other visual cues.

## Design

In this stage, before the researcher made the videos that would be then the final product of this research. Firstly, the researcher designed the script in all videos that fit into the speaking material based on the second-semester students' syllabus, one of the materials is English Speaking for Transactional Functions. In the process of making the video, the researcher made the script by himself which was adapted on some YouTube channels, and even websites. The following points are the links to the websites and the YouTube Channel.

1. **Website:** <https://collegedunia.com/news/e-482-booking-tickets-for-events>
2. **Website:** <https://mini-ielts.com/403/view-solution/listening/booking-ticket>
3. **YouTube:** <https://www.youtube.com/watch?v=ovrzq0QEJQg>
4. **YouTube:** <https://www.youtube.com/watch?v=wyqfYJX23lg>

Based on student analysis, the researcher agreed that creating videos based on their specific needs would meet their needs. Videos need to be informative and critical, especially when it comes to transactional functions such as hotel reservations, meal orders, and reservations. The author or researcher should think step by step to be consistent with the theory and subject matter.

The researcher needed to identify the good points and the right value when creating a video. The video can be interactive or dynamic as long as you are using the video itself. As Asyar (2012) stated, the interactive video should be clear, engaging, and relevant. Based on this, the researcher worked hard to create a video educational medium for students. In this study, the researcher observed three things that authors need to prepare before creating media or videos.

The researcher first created the concept before shooting the video. The author or researcher should pay attention to what the concept refers to in the student's analysis. The researcher believes that the concepts will help students and make them easier to understand. In addition, this study is related to the second-semester syllabus, which is a part of the transaction function English subject syllabus. For this reason, the researcher used all topics related to transactions.

At this stage, the researcher consulted with a consultant about the feasibility of the scripted dialogue contained in the video. Dialogues and screenplays should fit the mindset of students in the second semester of the university. Therefore, the researcher had created scripts in a way that is compatible, efficient, vocabulary-simple, grammatically simple, and easy to understand.

***The Script of Video 1 on Title "A Hotel Reservation"***

***Speaker 1 (00:00)***

***Good morning. Welcome to the Kapuas Palace Hotel. How may I help you?***

***Speaker 2 (00:04)***

***Good morning.***

***Speaker 2 (00:04)***

***I am Misbahul Aslam.***

***Speaker 2 (00:06)***

***I have a reservation for a single room for three nights. Is it possible to check it for you?***

***Please.***

***Speaker 1 (00:11)***

***All right, Mr. Aslam, let me pull up your reservation.***

***Speaker 2 (00:13)***

***Yes, thank you for that one.***

***Speaker 1 (00:18)***

***I can't seem to find a record of your booking. Did you book directly through a store or do you use a hotel reservation or maybe a travel agent?***

***Speaker 2 (00:27)***



***Yes. Last time, I booked it directly through you, I have paid the first deposit. For the first night and I have. The reservation code if that might help.***

***Speaker 1 (00:36)***

***Sure. Can I see that feed, please?***

***Speaker 2 (00:38)***

***Of course I have it here.***

***Speaker 2 (00:40)***

***Wait a minute.***

***Speaker 2 (00:41)***

***I think. Okay. Here you are.***

***Speaker 1 (00:45)***

***Okay. Thank you. I see. Maybe there was a glitch with our booking system. Well, we don't have any more single room available.***

### **Develop**

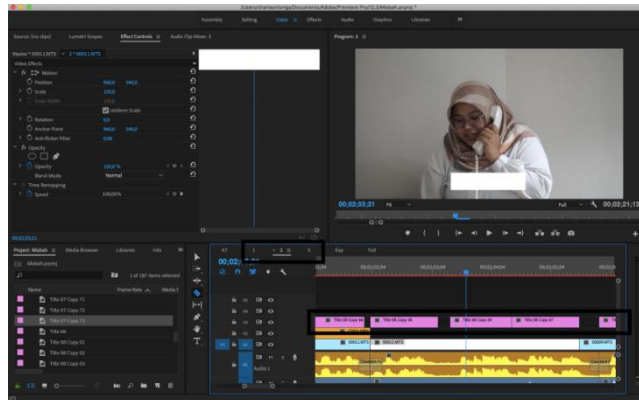
In this content area, the researcher has come to the process of generating the product, where the Analyze Phase and the Design Phase had been done. In this Develop Phase, the researcher found the processes of generating the product such as editing and rendering. The application that the researcher chose for editing is Adobe Premier Pro, this application eased the editor for finishing the product.



**Figure 3: Adobe Premier Pro**

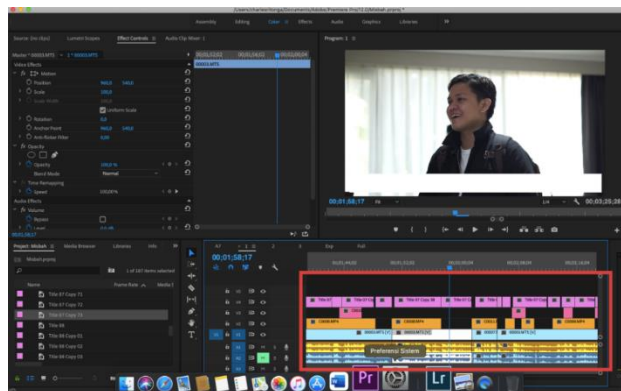
There were several processes done in the editing part. The editing process is explained in detail in the following sub-topics. In the editing process, the researcher edited the video by doing some stages. They are importing videos, cutting videos, and giving subtitle and color grading. These editing processes brought information to the findings of this research.

The editor who was the researcher put the raw video in a set of layers so that the editing process could be done easily. Moreover, this process of inserting videos was the first process for editing.



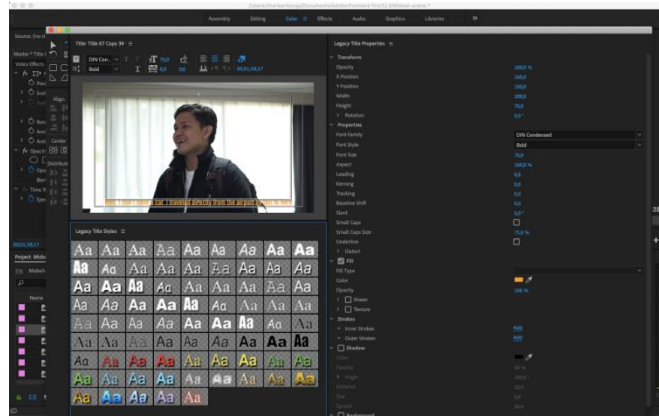
**Figure 4: Getting All the Videos in One Set**

The next step in the editing process was the cutting process in which the editor cut the video into several parts to find the best-suited part that meets the criteria of a good quality video. During this process, the researcher found that a good learning video is a video that has a smooth flow. To make a smooth run of the video, the editor tried to cut it nicely and neatly. The picture below shows the process of cutting the video.



**Figure 5: The Process of Cutting Video**

In this part, the editor fitted the sound and time as well as the motions of both speakers to produce a well-managed subtitle. The editor also chose the font and its color to have a standard of a good video. The picture below shows the process of giving subtitles for the video.



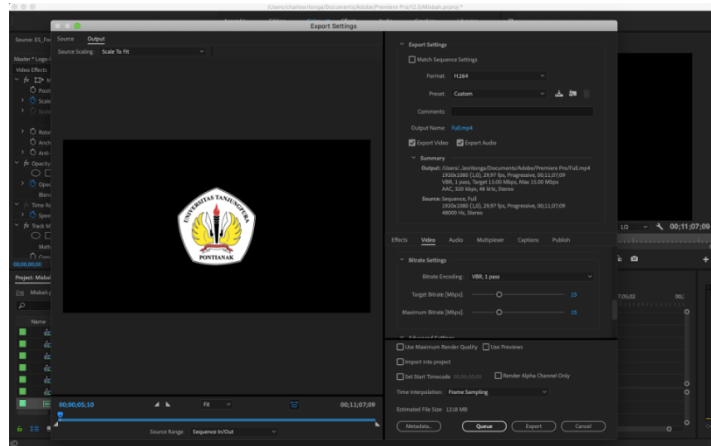
**Figure 6: The Subtitling Process**

In this editing part, the editor adjusted the video with the most suitable color to make it proper to watch. The process of grading the color was quite difficult due to the difficulty of color adjusting. The given picture below represents the process of grading the color of the video.



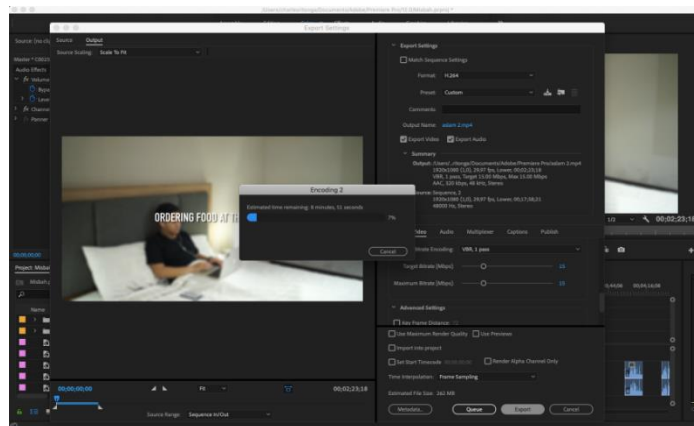
**Figure 7: The Color Grading Process**

The cover of the video was designed by the editor considering the video that would be given to Universitas Tanjungpura. The cover of the video was equipped with a disclaimer that says “This video is only fictitious if there is a similarity of the actors in the video including names and places in this story; it is all just a setting. This video was made to be an additional material in teaching speaking for transactional function subject for second-semester students at English Education FKIP Universitas Tanjungpura.” In addition, the video has three parts and each part has its title. The picture below presents the information about the cover of the video.



**Figure 8: Cover of the Video**

In finalizing the video, the editor rendered the video in high quality to make a good graphic of the video. The presented picture below shows the process of rendering.



**Figure 9: The rendering Process**

The researcher developed a transactional conversation video as supplementary materials to support teaching English speaking skills to second-semester students in Universitas Tanjungpura. The main problems regarding the learning were the lack of interactive media and both the students and the teacher agreed to have supplementary material to support their teaching and learning process in the classroom. Accordingly, the researcher designed a set of videos by using the method of ADD, they are Analyze, Design, and Develop phases (Branch, 2009).

In Analyze phase, the researcher gathered several problems regarding the students' and the teacher's needs. The data were gathered by the questionnaire questions, were collected by Google form, the English teacher was also asked to answer some questions in the interview. The researcher gathered some data on the use of English textbooks and the students', and teachers' problems concerning the media used in the classroom. Therefore, that basic information was used to decide what worked best for both

parties, the researcher could design a video that helped the teacher and the students with new media availability.

The Design phase was conducted based on the Analyze phase. In this content area, the researcher selected and collected appropriate materials to be used in Multimedia, for instance, examples of good videos. Besides that, the researcher paid attention to the Syllabus used in the university to develop the product in order to be in accordance with the development of teaching and learning in the institution. Moreover, the researcher focused on the design of the script and theory that worked best for making the video.

In the Develop phase, the researcher faced the real situation of developing the product. The researcher constructed the Video of transactional functions by selecting and gathering all the information in two prior phases, which were Analyze and Design phases. The researcher designed the video by concerning the needs of the students and the syllabus used in the university. The student book was also designed to accompany the videos as a set of product. Moreover, the researcher did an evaluation of the product at the end of this Develop Phase. Based on the presented phases done, the researcher had developed videos on Transactional functions topic for the second semester students, which successfully fulfilled the principle of criteria of a good video by having expert validation.

## **CONCLUSION**

Based on the results of the product, which had been done, the conclusion could be drawn that students and the lecturer needed another alternative way of learning speaking. It could help not only the teachers in teaching process but also the students, in order to encourage them to speak English more broadly and deeply both in the classroom and outside of the classroom, the final product which is the video is an one of the effective media in enhancing students' speaking skill because they can take examples of the expressions in the video as examples of doing their practical knowledge in the material of Speaking for English Transactional Functions.

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