TEACHING INTEGRATED-SKILLS INSTRUCTION TO IMPROVE STUDENTS' LITERACY AWARENESS BY USING VIDEOS AND ENGAGING TECHNOLOGY

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ABSTRACT

This paper aims to disseminate and describe the use of video and technology in the digital age to improve students' literacy awareness as an English learning media used by a teacher in a Junior High School in Semarang to teach Recount Text. This study was conducted during the Pandemic COVID-19 crisis, so all of the processes were done through several online platforms. The study engaged students to improve their literacy through the process of listening to the explanation through audio, reading and writing a Recount text, and in the end, they practiced to speak based on the script they have made to put the caption on the videos. The result of these activities is a Recount text video made by students. This video can also be used as learning media for other classes. From the pre-test and post-test result, it shows that students have better learning achievement by using this method. Other benefits of conducting the teaching method are it increases students' motivation and self-autonomous learning, not to mention, they can learn English in a real context situation and digging their social skills through the collaborative working project.

Keywords: *Integrated-skills Instruction, Literacy Awareness, Technology and Media in Education*

INTRODUCTION

In the current era of the Industrial Revolution 4.0, the role of Information and Communication Technology is vital in various lines of life. Not only affects how humans interact, but technology has also greatly influenced how humans shape their culture. The massive influence of the development of technology and information needs to be well developed so that it can also be utilized in the world of education. Besides, technological developments also require students to master foreign languages well. This is because technology and the internet are windows to the world so that students are expected to be able to interact with the global world. This goal can be achieved by providing good knowledge and soft skills for students. A collaboration of the ability to master information technology and foreign languages is a basic provision that must be owned by students in basic education.

English as a foreign language that is taught from primary education to higher education needs to be mastered by students well considering its urgency in today's digital era. However, there are still many teachers who teach material conventionally, making students' learning motivation weak. The development of contemporary learning media is necessary so that students can learn well to achieve learning goals.

English at the primary education level is one of the subjects of self-development which has been introduced in elementary schools as local content and continues at the junior and senior high school levels. In the last two levels, English is a core subject that has the same degree as Bahasa Indonesia as the National language. This group of core subjects together with Mathematics, Natural Sciences will be tested simultaneously with National standards. The 2013 curriculum, which is currently being used in almost all schools in Indonesia, is designed so that subjects are compiled and taught in a comprehensive and inter-related manner. Each subject must be taught and refer to learning objectives to measure cognitive abilities, skills, and can shape the character of students.

English has four skills, namely listening (listening), speaking (speaking), reading (reading), and writing (writing). These four types of skills must be mastered comprehensively by students. For that, it is necessary to have student-centered learning media that can improve these skills. English learning in class, nowadays, is good enough with multimedia support in the classroom. Today's teachers generally use LCDs to present material in the form of slide shows and audiovisuals, in the form of photos and videos. Both are tools to achieve competency levels better in accordance with the learning objectives formulated earlier. However, sometimes this learning media is chosen not according to the student's interest, so that sometimes when students listen to the material being taught they have low motivation. Students tend to be passive because learning is still teacher-centered.

This study tries to use up-to-date learning media and was designed by using multimedia-based. The learning media that were developed are autobiographical videos made independently by participants. In addition to cooperating with the benefits of the current digital era, that videos were made in writing stages, namely writing text, then reading (reading text), and finally speaking. These stages were carried out to increase students' literacy awareness in this case reading and writing. This is because reading interest in Indonesia is very minimal. According to UNESCO, the reading interest of the Indonesian people is 0.001% [1]. Of course, this is very concerning because Indonesia is only in the second-lowest position of countries around the world. Of course, the role of education in schools needs to encourage students' literacy awareness by increasing the amount of material that requires students to not only read but write.

This study attempts to combine the role of information and communication technology in teaching English. This multimedia-based learning media will use videos to improve student competence in integrated skills. The purpose of this research is to improve students' skills in English, in various skills, to increase awareness of information literacy, and to describe the effectiveness of using video in teaching English, especially Recount Text.

This research is a research development (Research and Development) where this research will produce a product, namely instructional video media from and by students. The object of this research was the VIII grade students of MTs Darus Sa'adah Semarang. Data analysis was carried out in various stages, namely pre-research observation which will be used to measure the extent to which students' abilities before using video media. The next stage is data collection employing observation through tests, questionnaires, and interviews. Next is training and making English video material on Recount text type. The last stage is a post-research observation with the same

instrument. The expected output of this research is to be published in international seminar proceedings and to be accepted in accredited national journals.

This study attempts to link multimedia-based and information technology to improve student learning outcomes and students' literacy awareness in English, especially by using video. The object of this study were students of class VIII MTs Darus Sa'adah Semarang City. This research is expected to be able to increase student motivation to learn English and improve student learning outcomes in English subjects, especially in the type of Recount text.

Integrated Skills- Instruction

The integrated-skills approach has become a new trend in EFL contexts because it is an effective approach to develop students' communicative competence. It is also believed to improve the ability to use English in gaining access to social, educational, and professional opportunities (Pardede, 2019). In contrast, the segregated-skills approach tends to use English in an isolation way in which the traditional approach belongs to.

In the segregated-skills approach, the mastery of discrete language skills such as reading and speaking is seen as the key to successful learning, and language learning is typically separate from content learning (Mohan, 1986). The main reason for the skills segregation is the belief that teaching is much easier if syllabuses are organized around one skill than focused on some at one time (Pardede, 2019). Based on this idea, the textbook and students' books especially that is used in Indonesia, are usually arranged by one skill to another skill. For example, in the opening of the unit, we can see listening skill material. The author embedded the title as a listening skill only, while actually, the students can practice more than just listening, but also they can practice their reading and (or) writing skills. In accordance with this, Oxford stated that the segregation of language skills is indicated through the titles of the classes offered, such as "Basic Listening Comprehension," "Intermediate Reading," "Grammar I and II", "Advanced Writing", and so on (Oxford, 2001).

In many EFL programs and conventional common classes, many teachers still implement segregated-skills teaching by presenting one skill separately from the others (Pardede, 2019). Tajzad and Namaghi, (2014 in Pardede, 2019) found that although segregated skills teaching may help students develop their knowledge of the language, but it does not enable them to use the knowledge in actual communication. They may neglect that the use of English in real context is impossible to occur in a single way. Communication in real life engages at least two skills, such as, listening and speaking or writing and reading. They both occur together at the same time. Oxford (2001) concluded that although it is possible to teach one or two skills in absence of the others in the classrooms, the discrete skill approach would fail to prepare the learners for academic, job-oriented or, everyday communication. When a person uses a language in an authentic setting, skills such as speaking, reading, writing, and listening are naturally integrated to achieve communicative competence (Sevy-Biloon, 2018). Integrating-skills is an integral part of language teaching (Su, 2007). It has been seen by the professor that in everyday communication most language skills are not separated, therefore it is not helpful for the students to learn the skills separately (Sevy-Biloon, 2018).

Literacy in Digital Era

Being literate encompasses proficiency in reading and writing but being literate has come to have a much broader meaning. Today in the United States, the goal of education is to ensure that every child becomes literate (Kleeck and Schuele, 2014). In traditional definition, being literate sometimes assume as the ability to read and write. The attribute of literacy is generally recognized as one of the key educational objectives of compulsory schooling. It refers to the ability to read and write to an appropriate level of fluency (Blake and Hanley, 1995). Literacy then comes to broader meaning when it touches almost every aspect of human well-being. In addition, in this disruption era, literacy is not merely one compulsory goal that should be achieved by students rather than a means of how they will survive dan compete in the current era. Literacy is an important means of communication that allows individuals, communities, and institutions to interact from time to time and throughout space by using language in a network of social relations (Benavot in Saputri, 2019).

Digital literacy is a complex term that has some definitions and is often confused with other terms such as, ICT literacy, technological literacy, media literacy, and information literacy (Coldwell-Neilson, 2019). Paul Gilster defined it as the ability to understand and use information in multiple formats when presented via computer (Gilster in Coldwell-Neilson, 2019).

Nowadays, media is a massive integral part of our daily life. People today are better informed and more enlightened thanks to the service of the media. Although many complaints have raised about its negative, it cannot be ignored that media is an effective tool to educate inform, and entertain (Sownthary, 2014). In addition to this, during the Covid-19 outbreak, while all education levels were conducted online, it is common for the teachers to give their students a lecturing class through video, whether it is their video or those are freely accessed from LMS, YouTube, or any platforms. It is a simple way because on the internet million of videos can be used to facilitate teachers' explanations. The teachers can choose a video which suits their learning goals and the condition of their classes, regarding the students, facilitation, and teachers' need.

Multimedia allows the understanding of a topic to be conveyed in a variety of ways and provides students with opportunities to explain their ideas to others (Ivers and Baron, 2002. It also provides students with a medium for communication and offers them new insights into organizing and evaluating information. Besides, multimedia has the potential to change the roles of teachers and students and the interactions between them by allowing students to create their own interpretations of information (Kurniawan, 2016). In real life, students in the digital era belong to Gen Z, are much more interested in the inputs of information and knowledge in the form of audio-visual media. A big number of videos, whether they are informative and knowledgeable or only just entertainment, appeals to more than just infographic nor a text. They are thus natively digital and have the ability to catch or produce information through this media.

In the recent era, the world has entered the era of the fourth-generation industrial, which was characterized by increasing connectivity, interaction, and development of digital systems, artificial intelligence, and virtual (Lase, 2019). Accordingly, improving the quality of human resources through education is a way to balance the development of Industrial Era 4.0. The students should compete and survive in global challenges. Not only do they struggle to compete in the academic

environment, but also in the social, cultural, and job environment. Teachers need to have the expertise to adapt new technologies and current trends of teaching into their pedagogical instrument. The question occurs when teachers are often not familiar with this kind of technological change and what they should adopt in their classes. Old literacy that relies on reading, writing, and mathematics, must be strengthened by preparing new literacy: data literacy, technology, and human resources (Lase, 2019).

There are nine trends related to Education 4.0 according to Fisk; they are learning can be conducted anytime and anywhere, learning will be student-centered or personalized to individual students; students can decide what they want to learn, they will be exposed to have project-based learning, students are exposed to learn throughout field experience and they will be exposed to have the ability of data exposed, they will be assessed differently, their opinions and ideas will be counted as one point to develop curricula, and finally they will become independent in their learning progress (in Lase 2019). These nine trends should be implemented by the teachers especially in an online learning class due to the fact that the students will get boredom in facing virtual class especially during this pandemic outbreak. Instrumental pedagogic are designed regarding several aspects, and some of them should be based on the currents idea of applying digital literacy in Education 4.0.

Previous Studies

Audio visual Media, especially videos are definitely acknowledged as one of the most effective tools in education and training (Sowntharya, 2014). Research on the use of video as a learning medium in foreign language learning and teaching was conducted by Ismail Cakir in 2006 in Turkey. Research conducted by Ismail emphasized the importance of integrating the use of technology into the curriculum. The use of ICT is encouraged by the Communicative Language Learning method. In his research, Ismail explained several practical theories of ICT application in Foreign Language Teaching (Cakir, 2005).

Research conducted by Kartika Putra revealed the problems of teachers at SDN 1 Selat towards the low absorption of student learning (Putra, 2016). They then used the instructional video media about recognizing the names of fruits and vegetables in English. The research conducted is development research. In this study, it was concluded that the instructional video media with the Addie model had a good level of validity and was suitable for use in the learning process of English subjects

Another research was conducted Hevy Anna Lubis and Harun Sitompul in which they carried out the development of Interactive Multimedia in learning English Vocabulary in primary school (Lubis, 2015). This study shows that there are significant differences in student learning outcomes using interactive multimedia.

Jumasa researched the development of multimedia learning English on Recount text teaching materials at MTsN II Yogyakarta in 2016. This research produced multimedia in the form of English Learning CDs for Recount text learning which consisted of instructions, Competency Standards, and Basic Competencies, material descriptions, summaries, quizzes, and evaluations. This product is suitable for use as a complementary medium for learning Recount text (Jumasa, 2016). The use of the Recount text raises a high average score of 0.90 (N-gain> 70).

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Learning Media is a tool or tool in the form of consumable materials or can be used repeatedly to support the learning process. Generally, teachers use a tool as a companion to a textbook or student work institution. This learning media varies greatly depending on teacher creativity and related materials. Currently, many third parties sell learning media that are practical and can be used by teachers in the classroom. This learning media is increasingly developing following the times by utilizing print, internet, audio-visual (video) technology, or a combination of the three.

The use of technology as a learning medium does not necessarily make students less aware of the importance of reading a printed text such as books or other learning resources. Literacy is the language ability that a person has to communicate including the competence of listening, speaking, reading, and writing. By utilizing sound or video media, teachers can use it to stimulate student literacy awareness, especially media and digital literacy. Besides, literacy is an ability in a person to write and read. Information literacy is defined as literacy or information literacy. The essence of formation literacy is a set of skills needed to search, search, analyze, and utilize information.

In general, today's young generation prefers to read on digital means using devices such as e-books, electronic magazines, story collections on the internet, webtoon (online comics), and so on. For this reason, it is necessary to add media facilities to increase student motivation.

The principles of developing teaching materials include validity, significance, utility, learnability, and interest. These five components require the development of teaching materials that are following the material and its uses and possibilities for learning. Of course, this learning media must be attractive to students.

So, the state of the art of this study is to create learning media from and by students by utilizing audio-visual technology through an integrated skills process in the Recount text type. This research is a development from previous research that used video media for teaching English vocabulary.

METHOD

This research was conducted by developing a Research and Development (R&D) approach. The research and development model defined as "a process used to develop and validate educational products". The principle of this R&D research is to produce a product and test the effectiveness of the product to achieve a goal. The first objective is to produce a method or media, while the second objective is a validation of the benefits of the product. In this study, the research subjects are the students of class VIII MTs Darus Sa'adah. They produced a product that was a video that was made through several steps. These steps were reading, writing, and pouring it into a video. This process was expected not only to improve the students 'speaking, reading, and writing skills but also the students' literacy awareness. This research was carried out at MTs Darus Sa'adah Semarang.

The first step was done by giving pre-questionnaire on students' perceptions about the class, especially to describe their needs and how they feel about the teaching-learning progress. Besides, the pre-questionnaire consists of number of pre-test about Recount text. The pre-test and post-test provided insights about students' understanding of the materials given and their interest before and after the research. The research spent

more than one month or approximately 6 weeks to achieve the goals in which students can produce a Recount text video that was designed on their own through a collaborative project. In the end, the results of the study were described qualitatively to get more an eye-opening idea of how the method can also be applied in other English classes.

FINDINGS AND DISCUSSION
Strategies Used

There are several platforms engaged in the study. These activities were carried out through online and offline meetings. In this unit, the platforms are described to present how the study was conducted.

Google Form

This first stage was carried out by means of pre-research observation. At this stage, the researcher took the initial data in the form of the students' ability to understand the Recount text which was measured by giving tests of reading, writing, and speaking skills. During the Covid-19 pandemic, because face-to-face learning was still prohibited, reading and writing tests were carried out by giving questions online, where the test sheets were given through online classes, in this case through the *WhatsApp* group. The questionnaire and pre-test were designed by using *Google Form.* This platform was chosen because it can automatically score and give a general description of the results. In this step, students were exposed to read the questions and write the answers. It proves that they used more than one skill at one time, thus they can learn and accommodate to use both for one aim as in real life usage.

YouTube and PowerPoint

After giving the pretest and interviews, the next step done was giving a glimpse of the description of the output they have to produce. The video was shown through conventional class by using LCD and the students watched the video. This video was taken from YouTube and other videos that were related to the topic from previous studies. The videos used were narrative videos, to get them familiar with the grammar they use in their video. In this step, they also learned about Simple Past Tense. They memorize some irregular and regular verbs in English. What literacy exposed in this step? While watching the video, two skills are exposed, they are listening and writing skills. Due to they have to learn about the script and general story of the video, students took notes on some verbs that occur in Simple Past Tense.

After they watched the video, the teacher then explained the generic structure and language features of Recount text. In this step, the teacher presented the material in *PowerPoint*, and some additional relevant materials were taken from www.slideshare.net. During this activity, students proceed with inter-related literacy to get into the information as a piece of new knowledge. This process, which engaged reading and writing skills, linked between digital and traditional literacy. Students learned to process critical literacy by which they should manage the information they used for their purpose and also media literacy.

WhatsApp

To get connected to the students easily at an unlimited time, all of the discussion was taken place through the WhatsApp group. This platform is the most reachable application for sharing and discusses materials being taught. Because the data usage of this application is regarding lowest than any other media, it is used to take the interview test. Both by giving voice notes or video calls, they told the teachers about what they feel about the learning process and their opinions on how to design an interesting class. The students recorded their perception toward teaching-learning progress they usually do in the conventional class. This is needed to find out the students' perceptions in general about English subjects, especially their understanding of the topic, in this case, a Recount text.

The teacher then collected students' responses and assessed their answers, especially about their understanding of Recount text. Through this media also, students discussed with their classmates and teacher about the topic they want to write before finally transformed it into audio-visual media.

The students collaborate with other members of the group, decided by themselves, to create a written text about their own Recount text. This was done in several steps because it was started by outlining the text, arrange it into text. After they wrote their Recount text, the teacher revised their works, especially on its structure and grammar. The process of producing a written text needs students' ability to transform knowledge into a product. It is based on the principals of critical and information literacy. These collaborative works expose students to work in a group accordingly, they gain social and team-work skills.

Zoom

Synchronous learning is needed to get a genuine environment as a face-to-face meeting. This platform was used when the teacher wanted to explain more about the topic and some steps and instructions as the paths to produce the video. Through this media, students communicated with teachers and other classmates about the Recount text. It was selected as an alternative way and to facilitate them when it was impossible to meet in a face-to-face class. This learning process exposed them to global literacy where they should face current challenges.

Video Editor Application

The final product expected from students is a Recount text that was transformed into a video. The video was used to entertain the readers of the written text which turned into moving pictures. In this step, students use some applications such as *VivaVideo, KineMaster*, and some of them used *TikTok* for making some parts video. It seems simple and easy for them to do it, but what they get from this activity was that they try to learn how to grow their creative and global literacy while editing the video and put the text as a subtitle. Not only do they edit it into an interesting piece product, but they also have to make it attractive to engage their friends' attention. The teacher then assessed the video in several aspects such as grammar, pronunciation, and also the art of video. The assessment was not so complicated because the goal of the learning

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was to make them feel confident to use English in a real context and make them interested to learn it.

Results

The pre-test consisted of 20 questions about Recount text. The question is a Reading test in which students should answer in multiple-choice. A text was given in the form and students had to answer this based on the text. The text was chosen based on their reading ability; it means that the text was for beginner level. The questions were all about generic structure, language features, and content of the text. The result of the pre-test is shown in the chart below:

Average	Median	Range
54.58 / 100 points	50 / 100 points	0 - 90 points
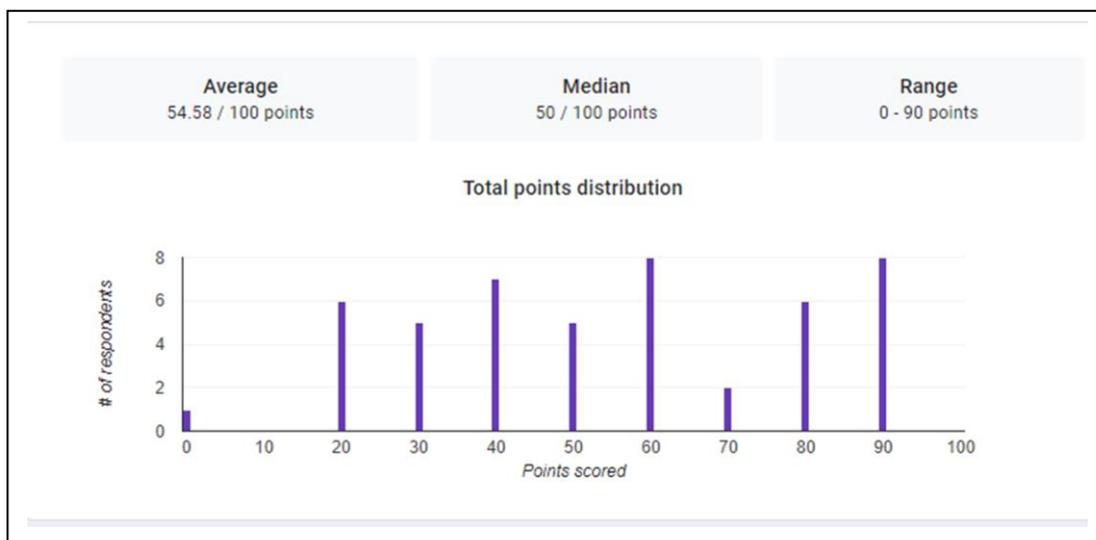
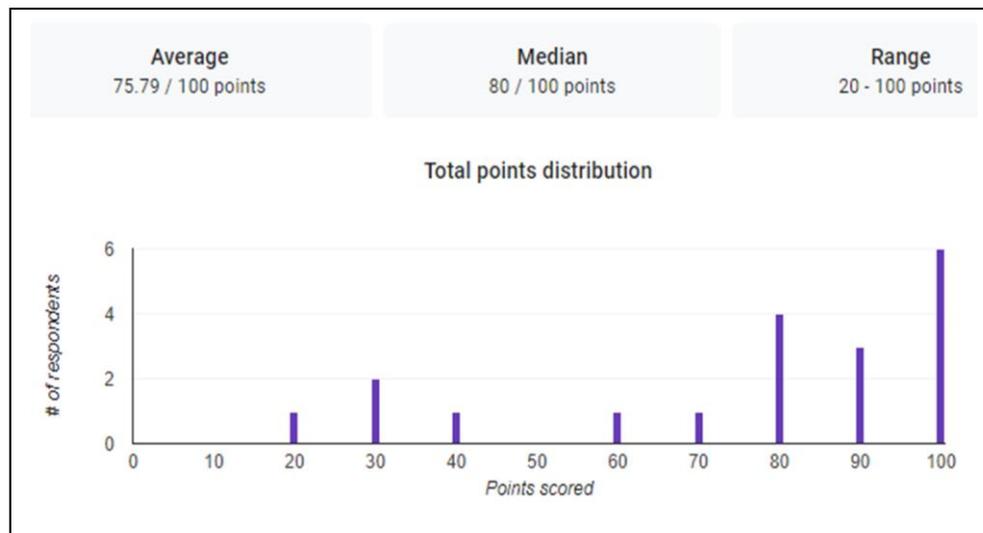**Figure 1.** The Result of the Pre-Test

From the chart above, it is shown that the median score for the pre-test is 54.29 %. The distribution of the score is heterogenous started from 20-90. Based on this data, it can be assumed that some students already understand about the recount text, but most of them did not know about the topic given the test.

Based on the interview form, most of the students in grade 8 explained their learning experiences in English class. First, the teacher conventionally used a textbook and student book in teaching progress. She explained the topic being taught in front of the class and gave tasks and homework from the student book or internet. She rarely used other kinds of media to explain about the topic. The strategies used make them feel bored and they assume that learning English is difficult and boring. Second, they usually learn English language through game online, social media, and songs. They practiced to use English when they want to write status or caption for their post or social media content.

Figure 2. The Result of the Pre-Test

Figure 2 shows the questions that are frequently missed by the students. The questions asked about the generic structure of the test. The pre-test was conducted before the treatment given to the students, thus the questions related to the text generic structure were missed by the students.

Figure 3. The Result of the Pre-Test

From figure 3 above, it is shown that the median of the post-test is higher than the pre-test. The median of the post-test is 75.79 %. It means that the treatment and strategy used are effective to improve students' understanding and score. Most of the students got the upper 50 for their score. It shows a good result for the integrated-skills approach blended to technology platform usage. In the post-test result, there are no frequently missed questions. In accordance with this, the majority of the students could answer the questions given and no specific question that is too difficult for them.

In the post-test interview, the result shows that the students understand the topic well compared to the conventional strategy. They feel confident to use English for making a project and discussing it with other friends. They are familiar with the video editor application so that they did not feel a burden to accomplish the task given to them. Working in a group build a strong engagement with others and social understanding and awareness. To sum up, all of the activities in this study grow students' literacy

awareness, not only their traditional literacy, in which only about reading and writing skill, but also digital literacy including global literacy, critical literacy, visual literacy, and social literacy.

CONCLUSION

From the various activities conducted in this study, it can be concluded that teaching integrated-skills in much more effective than segregated-skill. It is also facilitated by employing technology and some digital platforms to make the students feel familiar and not to feel learn in a conventional class. Based on the assessment in the post-test study, the students increased their ability to practice their language skills including listening to the explanation and sample of video, reading a general text, writing a recount text, and at last, speaking in a discussion forum during collaborative working.

The Integrated-skills approach by using Task-Based Learning conveyed in this study leads the students to work in a group by which they will improve autonomous learning and social skills. In addition, they had practiced using language in a real context and authentic manner. In this case, they can see that English as a Foreign Language is not merely an object of education but rather a means to achieve their goals. The result also showed that the students felt more enjoyable and more interested by using this method. Moreover, they can express their taste of the art and grow their independence in practicing English. For these results, it can be agreed that this model and strategies can be chosen by other teachers who want to reach the same goals and can be conducted in their classes.

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