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Journal of English Language and Education

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**Journal of English Language and Education (JELE)**, to appear twice a year (in June and December) for lecturers, teachers and students, is published by the Unit of Scientific Publishing and Intellectual Property Rights, Mercu Buana University of Yogyakarta. This journal welcomes articles which have never been published elsewhere and are not under consideration for publication in other journals at the same time. Articles should be original and typed, 1.5 spaced, about 10-20 pages of quarto-sized (A4), and written in English. For the brief guidelines, it is attached in the end of this journal.

## **PREFACE**

We proudly present a *Journal of English Language and Education (JELE) Vol.2 No.2*, which is envisioned to represent the growing needs of linguistics, literature, and education in English. This journal is written by practitioners and researchers to share their knowledge and solution in the area, to identify new issues and to shape future directions for research.

This journal comprises seven articles dealing with linguistics, literature and English education. They are categorized into pragmatic analysis, English literature, technology development in teaching, and techniques as well as approaches that lead to English teaching development.

This journal would not have been possible without the great support of the Editorial Board members; hence, we would like to express our sincere thanks to all of them. We also would like to thank to all writers who have contributed to this journal content. It is our hope that this fine collection of articles will be a valuable resource for English language and education readers and will stimulate further research into the area.

Yogyakarta, December 2016

Editor

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## A VIDEO FOR TEACHING ENGLISH TENSES

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### Abstract

Students of English Language Education Program in Faculty of Cultural Studies Universitas Brawijaya ideally master Grammar before taking the degree of *Sarjana Pendidikan*. However, the fact shows that they are still weak in Grammar especially tenses. Therefore, the researchers initiate to develop a video as a media to teach tenses. Objectively, by using video, students get better understanding on tenses so that they can communicate using English accurately and contextually. To develop the video, the researchers used ADDIE model (Analysis, Design, Development, Implementation, Evaluation). First, the researchers analyzed the students' learning need to determine the product that would be developed, in this case was a movie about English tenses. Then, the researchers developed a video as the product. The product then was validated by media expert who validated attractiveness, typography, audio, image, and usefulness and content expert and validated by a content expert who validated the language aspects and tenses of English used by the actors in the video dealing with the grammar content, pronunciation, and fluency performed by the actors. The result of validation shows that the video developed was considered good. Theoretically, it is appropriate to be used English Grammar classes. However, the media expert suggests that it still needs some improvement for the next development especially dealing with the synchronization between lips movement and sound on the scenes while the content expert suggests that the Grammar content of the video should focus on one tense only to provide more detailed concept of the tense.

**Keywords:** english tenses, video as instructional media, addie model

### INTRODUCTION

Grammar is generally defined as a set of structural rules of words, phrases, and clauses of a particular language so that those words are meaningful both in written and oral forms. Grammar is urgently needed to master by all learners of any languages since it becomes essential principles to make grammatical sentences, phrases, or words (Thornburry, 1999 p. 1) In other words, mastering grammar is the foundation in the proficiency of a language. Indeed, people cannot communicate efficiently if they do not master grammar. By having grammar mastery, misunderstanding in communication never occurs. Besides, mastering grammar makes someone able to produce good and accurate language.

English and Indonesian grammars have different features in sentence patterns. One of them is tenses, for example in English grammar syllable *-ed* on *listened* as the past form of *listen* as the present form. These different forms determine different meaning. On the contrary, in Indonesian grammar, the word *mendengar* for past, present, and future forms does not change the forms. To determine different times, it is used time signals, such as yesterday, now, future, and so forth. Those phenomena indicate that English grammar has significant difference from Indonesian grammar. Therefore, it is considered important to master English grammar for the sake of producing good and accurate English sentences.

However, English and Indonesian grammars have different features in sentence patterns. One of them is tenses, for example in English grammar syllable *-ed* on *listened* as the past form of *listen* as the present form. These different forms determine different meaning. On the contrary, in Indonesian grammar, the word *mendengar* for past, present, and future forms does not change the forms. To determine different times, it is used time signals, such as yesterday, now, future, and so forth. Those phenomena indicate that English grammar has significant difference from Indonesian grammar.

The different features of these two kinds promote students' difficulty in understanding English grammar. The fact shows that many students of the last semester are still weak in mastering grammar. This is documented on their undergraduate thesis writing. To support this finding, the researchers distributed questionnaire consisting of two open-ended questions dealing with the most difficult material in learning grammar and the reason why it is determined as the most difficult one. The respondents of the questionnaire were all of the second semester students in academic year 2016/2017 who were taking Fundamental English Grammar. The result of the questionnaires revealed that 72 % of the students said that the most difficult material was tenses. Further, they claimed that they still found difficulties in understanding English tenses especially on how to differentiate verb tenses in different context of sentences and how to use subject verb agreement although

they have already got such materials since they were in high schools.

Based on the facts above, it can be inferred that there is something should be fixed in the process of learning grammar done by the students. This possibly relates to some factors of the students, the lecturers, teaching methods, or other aspects. Internal factors from the students themselves give a influence on their grammar mastery, such as their learning motivation, learning styles, and learning strategies. The other factors which are also influential on the students' competences in using accurate oral and written English is lecturers. Lecturers are expected to equip their students with relevant knowledge and skills on how to communicate accurately by employing appropriate teaching grammar techniques.

The lecturers of English Language Education Program in Faculty of Cultural Studies, Universitas Brawijaya have been trying to increase students' knowledge and skills on producing not only fluency and meaningfulness but also accuracy on grammar use. To achieve the learning goal, the researchers as the lecturers of the Program proposed to develop video as an instructional media to teach English tenses in the form of film. The researchers believe that this kind of video is considered as appropriate instructional media to deliver English grammar tenses because it consists of various characters that perform particular expressions and gestures in particular plot and setting. It is in line with Harmer (2004, p. 282) who says that there are some reasons why the language teacher is

recommended to use video as a medium of learning and teaching. The first is that language learners not only hear the language they learn, but they also look at the context directly from the video being played. Video will be a beneficial medium that represents expressions, gestures and other visual forms. The second is the knowledge of cultural differences. Video will enable students to see situations outside the classroom without having to leave the classroom. The third is learning material in the media would be easy to remember because it is fun. Fourth, the video can enhance students' motivation and interest to learn. Through video, students are expected to ease their learning on tenses to make them interested and motivated to learn the materials. As the result, they are able to use correct tenses in both oral and written communication. Therefore, based on the background of the research stated, one basic problem of the research is "There has not been video to teach English tenses yet, especially for students of English Language Education Program in Faculty of Cultural Studies Universitas Brawijaya."

#### Review of Related Literature

This research refers to the theories of (1) Second Language Acquisition; (2) Teaching Grammar; (3) Instructional Media; and (4) Video as Tenses Instructional Media. Here is a description of each of these theories.

#### Second Language Acquisition

Learning second or foreign language especially English is closely related to theory of Second Language Acquisition (SLA), which refers to learning by individuals and groups to learn the next language. As it is stated by Saville and Troike (2006:2) that Second Language Acquisition (SLA) refers both to the study of individuals and groups who are learning a language subsequent to learning their first one as young children, and to the process of learning that language. The additional language is called a second language (L2), even though it may actually be the third, fourth, or tenth to be acquired. It is also commonly called a target language (TL), which refers to any language that is the aim or goal of learning. The scope of SLA includes informal L2 learning that takes place in naturalistic contexts, formal L2 learning that takes place in classrooms, and L2 learning that involves a mixture of these settings and circumstances.

In formal learning, language learning generally occurs in the classroom with the supervision of a teacher or instructor. As for informal learning, it occurs naturally without the help of an instructor or teacher, so that learning takes place naturally. In the teaching of a second language, the theory of second language acquisition can be used to explain the phenomena that occur in language learners in their efforts to reach target language. Approaches began to be triggered by a variety of linguistic experts in explaining the phenomena of the language acquisition. One well-known approach of many approaches is

Universal Grammar. This approach was firstly coined by a linguist named Noam Chomsky. Chomsky along with his other linguists claim that the mastery of grammar is essential in the process of acquiring a second language. They argue that, for example young children learn to gain an understanding of a particular language, with the condition that the child has already had a general knowledge of a language. Chomsky called this initial knowledge as the Language Faculty which means that it is a component of the human mind, which is physically located in a part of the brain and congenital of a species (Chomsky: 2002, p. 1).

As Chomsky puts it, the theory of universal grammar proposes that if human beings are brought up under normal conditions (not those of extreme sensory deficiency), then they will always develop language with a certain properties (e.g., distinguishing nouns from verbs, or distinguishing function words from lexical words). The theory proposes that there is an innate, genetically determined language faculty that knows these rules, making it easier and faster for children to learn to speak than it otherwise would be.

Until the 1970s, the adherents of this approach assume that the acquisition of a language cannot be separated from the child's understanding of the system or the rules of a particular language. So they believe that grammar is very important for language learners in order to master the language they are learning.

#### Teaching Grammar

Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate good grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and bad or no grammar with the language used in everyday conversation or used by speakers of non-prestigious forms.

In general, tenses are part of the grammar. Furthermore, the theory of teaching tenses is also inseparable from the theory of teaching Grammar. Thornburry (1999, p. 1) says that Grammar is part of a study of the shape (structure) that exist in a particular language. Grammar is essentially trying to explain how the form of a language that can be accepted, so it is important for the learners to study the forms of grammar of a language in order to facilitate them in understanding the meaning of a sentence in a language.

Gerngros et.al (2006, p. 9) provides some techniques in teaching grammar to students. The first technique is silent time, which aims to provide quiet time for the grammar learners before starting to learn. Silent time gives learners time to think about grammar. The second is reading out loud by the teacher. This technique can be done once learners construct a model of the text in a writing activity that aims to train the understanding of grammar as well as to train pronunciation and intonation in reading a word

in the sentence. The third is a correction as editing. As in learning grammar, learners would never have escaped in errors during the learning process. The teacher should always give sympathy to the learners by giving various forms of feedback such as correction, rectification and an explanation of the mistakes made during grammar learning process. The fourth is anchoring. The technique aims to make learners remember the important points taught in the classroom.

Implication of teaching grammar is inseparable from the utilization of instructional media. Research conducted by Sandhya and Bhuvanewari (2014) found that the use of media as a tool for teaching Grammar could facilitate a better teaching. The implementation of learning techniques is still insufficient without the use of media in order to support the success of teaching grammar in the classroom.

### **Instructional Media**

Margono (2010:8) states that according to Oxford Learner's pocket dictionary, medium (plural media) is "something which is used for a particular person." Education association describes that media is thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with instrument which is used well in the teaching learning process, and can influence effectiveness of instructional program.

In particular, according to Oemar Hamalic as cited in Margono (2010:8) that

there are four classifications of teaching media:

1. Visual media, such as filmstrip, transparency, micro projection, bulletin board, pictures, illustration, chart, graphic, poster, map, and globe.
2. Audited media, such as phonograph record, electric transcript, radio, recorder of tape recorder.
3. Audio visual media, such as film, TV, and three dimensions things.
4. Dramatization, role play, socio drama, etc.

Those media can be used in teaching according to the materials and students' level and interest. The question of what media attributes are necessary from a given learning situation becomes the basis of media selection.

Moreover, as mentioned previously that instructional media has many types and forms, one of which is now much in demand is the use of video. There are many reasons why the use of video as a medium of learning a language is strongly recommended. Harmer (2004, p. 282) explains some of the reasons as to why the language teacher is advised to use video as a medium of learning and teaching. The first is that language learners not only hear the language they learn, but they also look at the context directly from the video being played. Video will be a marvelous medium that represents expressions, gestures and other visual forms. The second is the knowledge of cultural differences. Video will enable students to see situations outside the classroom without having to leave the classroom. The third is learning material in the



media would be easy to remember because it is fun. Fourth, the video can enhance students' motivation and interest in learning. It is as described previously that students not only learn how to see, but also listen, and it will be interesting for them so their motivation to learn will also increase.

#### **Video as Tenses Instructional Media**

Margono (2010: 9) argues that there are several definitions dealing with video: 1) video is a motion of picture, the cellulose acetate strips or rolls of reproduction projected on a screen, highly developed film containing on area carrying synchronized recorded sound. 2) video is a cinema picture, movie, roll of thin flexible material used in photography 3) video is motion picture as a form of entertainment or an art, usually preceded by showing of one or move motion picture.

Jerrold 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 follow:

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.

As it is stated by Oemar Hamalik (cited from Margono, 2010: 12) that a good video as teaching media should have some features as follow: 1) Can arouse students' interest. 2) True and authentic. 3) Up to date in setting, clothes and environment. 4) Appropriate with students' maturity level. 5) The language used is true. 6) Its unity and sequence are in good order. 7) The technique used fulfills the requirement and is satisfying.

#### **METHOD**

The research method covers development model and development procedure. The detailed explanation is presented as follows.

#### **Development Model**

There are three kinds of development model, they are procedural, conceptual, and

theoretical models (Richey: 1986). First, procedural model is a descriptive model which consists of steps to develop a product. Second, conceptual model is an analytic model which describes the components of the product that will be developed and the components interrelationships. Third, theoretical model is a model that shows the interrelationship among the concepts.

The development model used in this research was ADDIE model. ADDIE model consists of five stages: Analyze, Design, Develop, Implement, Evaluate (Ellington & Aris, 2000). The five stages are ongoing activities since they are continually repeated on a regular basis to see if further improvements can be made. According to the model classification, the ADDIE model is classified as procedural model since it consists of five stages to create a product (Forest, 2014).

The following is the procedure of this research based on the five stages of ADDIE model.

### **1. Analyze**

In this phase, the researchers considered the audience, they were the students of English Language Education Program who are taking Fundamental English Grammar course, in Faculty of Cultural Studies Universitas Brawijaya. The product that was developed is a movie about English tenses.

### **2. Design**

In this stage, the researchers carried out some activities as follows:

- a. Determining the product that would be developed, which was a movie about English tenses that will be used by the students of English Language Education Program in Faculty of Cultural Studies, Universitas Brawijaya.
- b. Finding the supporting references about how to teach and learn English tenses.
- c. Determining the type of learning activities that would focus on conversation telling about English grammar tenses.

### **3. Development**

In this stage, the researchers developed a video as the product by using method based on two previous stages. Three stages conducted were drafting, producing, and evaluation.

### **4. Implementation**

After developing the video, in the implementation stage, the video was validated by the experts, namely media expert and content expert. Media expert validate attractiveness, typography, audio, image, and usefulness while content expert validated the language aspects and tenses of English used by the players in the video dealing with the grammar content, pronunciation, and fluency performed by the actors.

### **5. Evaluation**

In this stage, the developers could not conduct evaluation after developing the video because of the limited time.

## **FINDING AND DISCUSSION**

The product developed was video for teaching English tenses entitled "Better

Grammar” for students of English Language Education Program. The duration of the video is precisely 30.12 minutes and based on its original script, it is divided into 9 scenes. The script was design to fit the basic 12 English tenses into an interesting story plot for early semester students of Higher Education in Indonesian context. The tenses are: Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Present Perfect Continuous, Simple Past Tense, Past Continuous Tense, Past Perfect Tense, Past Perfect Continuous, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous. The movie script emphasizes on the comprehension of the concept of each tenses and to visually illustrate the explanations. The summary of the movie script is about an English Education Student (Fajar) who finds his lack of understanding of English tenses in the Grammar class. Having learnt English for many years since Primary school, he realizes that he still does not really master to use the tenses in practice. He gets distressed until he finds that there is another student (Maharani/Rani) who seems to have better understanding about tenses. He then tries to make acquaintance with Rani and ask her favor to help him in understanding English tenses. Rani agrees and they develop friendship as they study together. The Past Tenses (Simple, Continuous, Perfect, and Perfect Continuous) are illustrated through the experience of Fajar in his past, how he comes to dislike English back in Senior High School and how it has affected his learning. The

Present Tenses are illustrated when they continue to study together in the park in another day. The Future Tenses are explained within Fajar’s letter for Rani as he is about to leave for Sydney for 3 months for a student exchange program.

The casts and crews involved in the project were chosen from English Education students. They were at the last semester and had taken the Film Appreciation class in the previous semester. To shoot the scenes, one DSLR camera type Canon 500D with standard lens and tripod are required to take all scenes. Some voices were also recorded in iPhone 4 and android cellphone type Asus Zenphone 5 to strengthen the audio and some more were dubbed into the movie file. The shooting process itself took 6 days in different locations and will be elaborated in more details along with the shot techniques used in the following paragraphs.

Day 1 happened on August 18<sup>th</sup>, 2016 to take scene 2, scene 3 and scene 4. The shooting started at 8.00 AM – 4.00 PM. The location is at Universitas Brawijaya (UB) Malang, more precisely on Fakultas Ilmu Budaya (FIB) classroom 2.16, classroom 2.17, and green grass. The shot types used are ‘medium’, ‘close-up’, and ‘long shot’ while the angle used is ‘eye level’. The camera movements used are ‘panning’ and ‘tilting’.

Day 2 happened on August 19<sup>th</sup>, 2016 to take scene 8 and scene 9. The shooting started at 3.00 PM – 4.45 PM. The location is at FIB hall and parking lot. The shot types used are ‘medium shot’, ‘close-up’, and ‘long shot’

while the angle used are 'eye level' and 'low angle'. The camera movements used are 'panning' and 'tracking'.

Day 3 happened on August 21<sup>st</sup>, 2016 to take scene 1 and scene 7. The shooting started at 6.30 PM – 9.00 PM. The location is at Jl. Ikan Arwana Q3 Perumahan Tunjung Sekar Damai Malang. The shot types used are 'medium', 'close-up', and 'long shot' while the angle used are 'eye level' and 'overhead'. The camera movements were 'fade-in' and 'zoom-in'.

Day 4 happened on August 22<sup>nd</sup>, 2016 to take scene 6. The location is at Taman D'Wiga Malang. The shooting started at 3.30 PM – 5.30 PM. The shot types used are 'medium', 'close-up', and 'long shot' while the angle used are 'eye level' and 'over the shoulder'. The camera movement was 'fade-out'.

Day 5 happened on September 1<sup>st</sup>, 2016 to take the sub-scenes 9 which are the 'reward' scene and 'departure' scene. The shooting started at 1.00 PM – 4.30 PM The 'reward' scene was held on FIB - Ruang Dosen Pendidikan Bahasa dan Sastra Inggris and the 'departure' scene was held in Bandara Abdurrachman Saleh Malang. The shot types used are 'medium', 'close-up', 'full-shot' and 'long shot' while the angle used is 'eye level'. The camera movement was 'panning'.

Day 6 happened on September 13<sup>th</sup>, 2016 to take the 'opening' scene (monologue) and sub-scene 4. The 'opening' scene was taken on in Brawijaya University, more precisely in the parking lot of LP3 building and the sideway in front of the UB library.

Meanwhile, the sub-scene 4 was taken at Jl. Simpang Piranha Atas 8, Malang. The shot types used are 'medium', 'close-up', and 'long shot' while the angle used are 'eye level' and 'cut-in'. Moreover, the camera movements used are 'panning' and 'dollying' by riding motorcycle.

All the shots taken (footages) were edited within August 31<sup>st</sup> – September 16<sup>th</sup> 2016 using the film editor program Cyberlink Power Editor version 1.5. The finished product was copied into DVD with MP4 file format.

### **Product Validation**

After the product was developed, the next step was validating the product by media expert. The video "Better Grammar for Students of English Language Education Program" has been validated on October 5, 2016, by Dr. Made Duananda K.D., M.Pd as the Doctorate of Instructional Technology. The data of the media expert written in Bahasa Indonesia was quantitative data, taken from the questionnaire result. The aspects to be considered were *kemenarikan* or attractiveness, *tipografi* or typography, audio, *gambar* or image, and *kebermanfaatan* or usefulness. The data obtained from the content expert is displayed on appendix 1.

Based on the data taken from the questionnaire in appendix 1, it can be described that commonly the design of the video is attractive and the expert thinks that it can make students interested in learning English tenses since learning problems raised in the video are usually found by the students

when taking English Grammar class. The next aspect is typography. The expert validated that the letter size and font used are appropriate. Then, the expert also thinks that, in general, the audio for scenes 1-10 is clear enough with clear dialogue, the choice of back sound is also appropriate although there are inappropriateness between lips movement and sound in some scenes because of the technical error. The image in the video is quite clear and for usefulness, the expert validated that this product can encourage students' motivation in learning English Grammar especially tenses.

Besides giving validation, the content expert gave some comments and suggestions for the sake of the improvement of the product. They are: a) The product is quite good but it needs to do some improvements especially dealing with the synchronization between lips movement and sound; b) the idea of developing video for teaching media is considered proper for language classroom especially for teaching English Grammar tenses as the most difficult materials in Grammar according to the students' opinion. Thus, there is no revision conducted by the researchers concerning with the comments and suggestions given by the media expert.

In accordance with the result of the media expert validation, overall, it can be inferred that the video for teaching English Grammar tenses is considered good and theoretically, it can be used as teaching media by English Grammar lecturers.

The video developed was not only validated by the media expert but also content

expert. It has been validated on October 12, 2016 by Iswahyuni, M.Pd. She is one of the lecturers at English Language Education Program in Faculty of Cultural Studies Universitas Brawijaya and has also taught several English Grammar classes. The data obtained from the expert was qualitative data from the questionnaire result. Some aspects should be considered were grammar content, pronunciation, and fluency. The data taken from the content expert are displayed on appendix 2.

Based on the data analysis taken from the content expert, it can be described that the grammar content in the video has been completed by displaying 12 English tenses. However, the detailed concept of the 12 tenses needs to be explored because each tense may have more than 1 function. Pronunciation aspect through scenes 1 – 10 is quite good even though it needs a bit improvement. Every actor in the video has performed well especially when performing 12 tenses by using grammatical utterances.

The content expert also gave comments and suggestions regarding with the video developed. Generally, the expert suggested that the video should be focused on one tense only in order that the explanation about the tense can be detailed. She also says that when giving examples of the tenses should be careful, for instance the sentence "I will be missing you" is not appropriate. It should be "I will miss you". Furthermore, there should be more examples provided to represent the use of each tense and its function. Next, she

suggested that in pronouncing words, it is better for the actors to use appropriate English rhythm.

Based on the comments and suggestions given, the researchers did not make any revision for the betterment of the video. Those will be used as the basis of the next product development. Therefore, referring to the result of content expert validation, it can be concluded that the video for teaching English Grammar tenses is considered good and theoretically, it can be used as teaching media by English Grammar lecturers.

The video development on teaching English tenses as supporting visual teaching media is considered appropriate for it helps lecturers in delivering materials on English tenses since these materials as parts of Grammar are known as one of the most difficult aspects of language to teach well. Thornburry (1999, p. 1) says that Grammar is part of a study of the structure that exists in a particular language. Grammar is essentially trying to explain how the form of a language that can be accepted, so it is important for the learners to study the forms of grammar of a language in order to facilitate them in understanding the meaning of a sentence in a language. It is also supported by Sandhya and Bhuvanewari (2014) who state that the use of media as a tool for teaching Grammar could facilitate a better teaching. The implementation of learning techniques is still insufficient without the use of media in order to support the success of teaching grammar in the classroom. The video development is

strongly recommended because it has some strengths as it is in line with Harmer (2004, p. 282) explaining that some of the reasons as to why the language teacher is advised to use video as a medium of learning and teaching. The first is that language learners not only hear the language they learn, but they also look at the context directly from the video being played. Video will be a marvelous medium that represents expressions, gestures and other visual forms. The second is the knowledge of cultural differences. Video will enable students to see situations outside the classroom without having to leave the classroom. The third is learning material in the media would be easy to remember because it is fun. Fourth, the video can enhance students' motivation and interest in learning. It is as described previously that students not only learn how to see, but also listen, and it will be interesting for them so their motivation to learn will also increase. Another statements supported by Jerrold Kemp: 1963, P. 3-4 as cited in Margono (2010:11) lists the function of video as audio visual aids and the contribution to a language learning. The instruction in the video can be more interesting. Video can attract the students' interest especially those of English learners. When 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. Then, learning atmosphere becomes more interactive by using video. Many activities can be created through

applying visual aids in teaching learning process, for example watching English dialogue on video. It is believed to be more interesting than the activity of listening or writing merely explained by the teacher. The quality of learning can be also 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 and the positive attitudes of students toward what they are learning can be enhanced.

In other words, the development of the video on teaching English tenses conducted by the developers is quite appropriate to help lectures to deliver the materials and assists students in English Grammar classes to have better understanding in Grammar especially in tenses.

#### CONCLUSION AND SUGGESTION

Based on the result of the validation result by the media and content experts, it can be concluded that the video development on teaching English tenses for students at English Language Education Program is considered good and theoretically, it can be used as teaching media by English Grammar lecturers.

The suggestions proposed by the developers are suggestion on product usage and on next product development. In general, the product development on video for teaching English tenses can be widely used by everyone who concerns with English subject/course

especially for the ones who are the lecturers of English Grammar classes. Furthermore, for next product development, it can be developed a video on more specific tense to give detailed elaboration of the tense concept.

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**Appendix 1**

<b>The Result of Questionnaire from Media Expert Validation</b>			
<b>No</b>	<b>Indicators</b>	<b>Comments</b>	<b>Revision</b>
A	Attractiveness Does the video trigger students to learn English tenses?	Interesting Comment: The language used and the plot has reflected the academic life.	No revision
B	Typography 1. Font size 2. Font style	Appropriate Appropriate	No revision
C	Audio (scene 1-10) 1. Voice clarity 2. Dialogue clarity 3. Backsound 4. Volume	Clear Clear Appropriate Appropriate  Comment: There were some parts which needed to be revised and the voice did not match with lips movement.	No revision
D	Picture clarity (scene 1-10)	Clear	No revision
E	Usefulness 1. The video can encourage students' understanding or motivate students to learn English tenses. 2. The video is useful for teaching and learning process.	Yes  Yes	No revision



**Appendix 2**

<b>The Result of Questionnaire from Content Expert Validation</b>			
<b>No</b>	<b>Indicators</b>	<b>Comments</b>	<b>Revision</b>
A	Content	Appropriate	No revision
	1. Appropriateness between the content and 12 English tenses		
	2. Appropriateness on explaining 12 English tenses by the actors	Appropriate Comment: The concept of tenses needed to be explained more deeply because each tense possibly has more than one function and gave more examples of each tense.	No revision
B	Pronunciation	Appropriate	No revision
	Appropriate pronunciation of the actors in scene 1-10	<u>Comment:</u> There was a little mispronunciation that needs to be fixed.	
C	Fluency	Fluent	No revision
	Fluency of the actors in performing actions dealing with 12 English tenses	<u>Comment:</u> need to be improved	
D	Grammar	Accurate	No revision
	Accuracy of the actors in using English grammar		

**NOTES FOR  
CONTRIBUTORS**

Submissions are invited in the following categories:

Manuscript must be a research article that may be submitted by mail, fax, or e-mail. The entire manuscript should be 1.5 spaced on A4 paper, 10-20 pages in length (including references, tables, notes); preferably submitted with its standard formatted for MS Word in 12-point Times New Roman font. Tables and figures (in JPEG or GIFF format) should be set out in separate pages. Number tables and figures and provide captions. Identify where these should appear in the text with an insertion point.

The article should be systematically arranged as follows: (a) title, (b) full name of the contributor with no academic title, institution and email address, (c) abstract (150-250 words), (d) keywords (5 words), (e) introduction covering the background, review of related literature, purpose and scope, (f) methods, (g) findings and discussion, (g) conclusion and suggestion, and (h) references.

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**Journal Article with Continuous Paging:**

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**Journal Article when each issue begins with p.1:**

Amogne, D. (2013). Enhancing students' writing skills through the genre approach. *International Journal of English and Literature*, 4(5), 242-248.

**Undergraduate Thesis, Thesis, Dissertation:**

Qomarudin, A. (2010). Correlation between Extraversion Personality and English Writing Skill. *A Thesis*. Semarang: Diponegoro University.

**Online Article:**

Shillaw, J. The Application of Rasch Modelling to Yes/ No Vocabulary Tests. *[Online]* Retrieved from <http://www.scan.ac.uk/cals/cals/res/vlibrary/js96a.htm> on 12 September 2005.

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