Video Feature Making in ESP- Based Public Speaking Class: A Student-Centred Learning in Vocational Higher Education Context

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Abstract
In Indonesia, English for Specific Purpose (ESP) usually offers to students of non-English Department. It has not been any consideration that it must also be taught to students of English Department, especially for those who are in vocational higher institutions. By facilitating the learning of ESP by the institution, they will fit in any kinds of work fields. Actually, ESP must not always stand-alone to be taught. It can be integrated with the subjects provided by English Department like Public Speaking. For teaching ESP in a Public Speaking class, learning material was developed based on elements of TBL proposed by Martin Bygates which consists of need analysis, the three-phase procedure, the discovery-based element, and the project-based nature of TBLT. Gall and Borg Small Scale Model which has six phases was chosen. They were need analysis, planning objectives, developing preliminary forms of product, preliminary field testing, main product revision, and main field testing. This R&D developed a learning material named Digital Video Feature Project (DVFP) and it was implemented to 25 students who were taking Public Speaking class in English Department of Politeknik Negeri Padang. From the research, DVFP has successfully encouraged the students to be more competent in writing in the context of the chosen ESP, more skillful as a public speaker in a topic related to the chosen ESP, risen their knowledge related to the chosen ESP, and also build their social life with people related to the chosen ESP. In conclusion, DVFP does not influence the students' ESP and Public Speaking skill but also affect their mind and consideration to support any issues related to the chosen ESP.

Keywords**:** ESP, Public Speaking, Learning Materials, Video Feature, Vocational Institution

Introduction

In this recent global economy, the success or failure of the organization relies on the employees -who are the esteemed resource of the organization (Jehanzeb & Bashir, 2013). To stay competitive, besides, keep doing employee development programs, they start recruiting multitalented ones. They offer a position for people who apply not only to bring their degree certificate but also to show their additional skills or competencies. This situation has pushed people to upgrade their quality to get the job.

Polytechnic is the largest public educational institution that produces skilled workers at diploma level (Shahar, 2008). In Indonesia, industries, companies, offices have high expectations to get employees who are 'ready to work' from Polytechnic graduates. To fulfill the need of the market, students from non-English departments like Engineering, Accounting, and Commerce learn ESP. Therefore, they will have two competencies which are competence related to their background field of study and ESP competence. In some higher institutions, the non-English Department students have lectures in English as a support for them to get an English competence certificate before they graduated (Beshaj, 2015).

Meanwhile, students of English Department in Polytechnic must also have additional skills. Referring to the statement of Indonesian national working competence or known as SKKNI, English graduates of Diploma will work as a professional administrative assistant. It means that they will have a big chance to be positioned in any kind of field. Therefore, ESP must also put as a part of the curriculum in English Department. By learning ESP, they will have specific goals and purposes which might be professional, academic, or scientific (Javid, 2013). Teaching ESP by using a textbook that is published abroad (Medrea & Rus, 2012), and teaching ESP by establishing English Centre (Saliu & Hajrullai, 2016) have been conducted by previous researchers. These researches focus more on providing facilities for the learning process.

Meanwhile, the development of the Digital Video Feature Project (DVFP) in the learning of ESP is based on the element of Task-based Learning proposed by Bygates and Bloom's Digital taxonomy. The TBL phases are need analysis, the three-phase procedure (pre-task, on-task, post-task), the discovery-based element, and the project-based nature of TBLT (Bygate, 2015). While referring to the taxonomy, DVFP is in the creativity level (the highest level) which is suitable for college, university, or higher institution students. In DVFP, students are trained to learn technology. This is very important since all companies and industries in the world use technology for the management and the operational system. They need employees who are aware of the development of technology and able to apply it during working, especially during handling projects. Therefore, the students must also be common in conducting a project.

In the learning process, conducting a project by giving them a case and they know their position to solve or to be in that case (Amamou & Cheniti-belcadhi, 2018) is a way to train them to be critical in thinking, able in making a decision, ready in taking the consequences, and also trained to be a leader. The students are learning by doing and experiencing a lot. DVFP brings up the students' interest since they practice to share information, persuade people, and even entertaining based on their willingness when acting a public speaker (Yee & Abidin, 2014)

Review of literature

Nowadays, it can be seen that learners cannot see any real-life connection with what they learn in school. This happened because of the discrepancy between the traditional process of learning in school and the process of learning in the real world (Mims, 2013). Therefore, the teachers must make the students understand why they are learning it. They must create a learning

process that can bring the real world into the learning process, or bringing the learning process into the real world.

One way for achieving it is through the realization of a project that can be created alone or in collaboration with other students. In assigning the project, the students think critically in the analysis of the given project. The learners must find the solution and think about all the consequences that will appear for taking action. In giving a project to the students, the problem that they accomplish is related to the practical facts (Amamou & Cheniti-belcadhi, 2018).

Moreover, in this digital era, it is required to bring a digital learning atmosphere which also leads the students to find out problems and solve with their networks, not given the problems and solved them by lecturing from the lecturer (Nai et al., 2016). This is easy to be conducted since technology has frequently integrated into schools across the globe, and has also become more pervasive in society (Ballew, 2017; Gall, Gall, & Borg, 2003). One of the technologies that are used as an educational tool in many higher education institutions around the world is videos (Hertzog, 2019).

Through students' record themselves, they can analyze their performance, besides it can also be useful for developing professional and social competence (Menggo et al., 2019). While for the lecturers, videotaped can be one of the choices for knowing the students' achievement in the learning process since it can be replayed several times. Besides videotaped, self-assessment can also be carried out by the lecturers to assess the students' achievement. How well the students understand the material and how their attitude or performance toward it should be also considered. Self-assessment is one of the ways for assessing the students' achievement which covered those factors (Prasetiyowati & Sa'adah, 2018).

Research methodology

This R&D research developed a learning material for ESP which is integrated into Public Speaking class. The learning material is named Digital Video Feature Project (DGVP). It is developed based on the elements of Task-based Learning proposed by Martin Bygates which are need analysis, the three-phase procedure (pre-task, on-task, post-task), the discovery-based element, and the project-based nature of TBLT. The research applied Gall and Borg small scale model which consisted of six steps (Gall et al., 2003), as shown in picture 1.
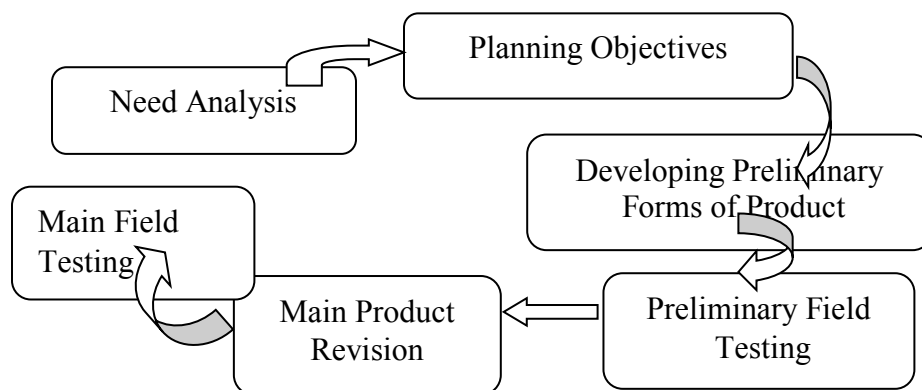
Picture 1. Gall and Borg small scale mode

The instruments used in developing DVFP were questionnaires, validation sheets, and self-assessment forms. Questionnaires were used to find out the students' expectations in learning

Public Speaking and to find out the demand of Public Speaking syllabus. While validation forms were needed to validate the questionnaire and the product. There were three types of experts which validating the language, content, and media of DVFP. Validation sheets were used as the validation instrument.

To see the influence of DVFP on the students' ESP, 25 students who were taken Public Speaking class in Politeknik Negeri Padang were chosen to fill the self-assessment form. The qualitative data from the form were then analyzed descriptively

Results and Findings
Digital Video Feature Project (DVFP) is established from a need of Public Speaking students who want to fit in any kind of work field when they become a public speaker. The students stated that they feel worried about presenting topics related to other fields like Engineering, Science, Commerce, and many more since their limited insight on those fields. Meanwhile, from analyzing the demand of the Public Speaking syllabus, it was found out that the students must be able to reach the purpose of the presentation or performance anywhere they hold it. It means that the students must acquire the content of their presentation or performance. From these two need analyses, DVFP fits the need.

DVFP was designed and developed based on TBL proposed by by Martin Bygate. DVFP was tested on 25 students of semester four who were taking Public Speaking class in English Department of Politeknik Negeri Padang. Each student chose different kinds of ESP based on their interest. The design of DVFP can be described clearly by taking one of the students' work. She was a female student and DVFP was completely applied to her during the learning process.

The first phase was the student identified her interest in ESP by deciding the English field she wants to acquire. Here, she chose English for Environmental Engineering. After selecting companies, offices, or industries that work related to Environmental Engineering, she picked up Padang Environmental Services Department and she found out the issue of the Waste Bank program to be brought up from this department. She identified that the program is for the whole citizen of Padang (public), and West Sumatra in general, but unfortunately, the program fail to be popular. Therefore, she took it as her project, and it is named as Profile TV Feature of Padang Environmental Services Department Waste Program. This is the phase where identfying the interest of the students means knowing the students' necessities, lacks, and wants (Hutchinson & Waters, 1991). It has relation with the goal of the language, ideas, skills, and text of the students as the learning target. Therefore, the students will know their own knowledge, capability and , competence related to their preferable field.

The second phase was digging information about the issue from several resources. She dug information as much as possible from several parties about Waste Bank. She read documents, books, watched YouTube, searched on the internet. She then tried to find people and places that are related to the Waste Bank program. The names collected were the head of the Padang Environmental Services department, the landfilled janitors, the rubbishmen, and the staff of Waste Bank. She also went to Padang Environmental Services Department, TPA (landfill) Air dingin Lubuk minturun, Bank sampah Hidayah Gadut, Bank sampah Limpapeh Minang, and Bank sampah Andalas Pauh for observation. In this phase, she made the schedule for interviewing the head of Padang Environmental Services Department, Waste Bank organizers, landfill workers, and rubbishmen. This is the phase where the student turn in a bundle of information related to the ESP to the Public Speaking lecturer. This is the phase where taking sources from the real –world and make it as a part of a learning process means using or taking advantage of the authentic materials.

It can be in terms of texts and tasks (Tomlinson, 2011). Authentic materials make learning and using language more meaningful (Qamariah, 2016).

The third phase was the students made the storyboard and wrote the cue cards in English. The collected information was filtered based on the storyboard, and before it was written in the cue card, English translation happened. Cue cards were used when the student did public speaking in front of the camera. Although while speaking there was not any living person in front, but only to a machine when she spoke to a camera or footage that will later be broadcast or some see the footage (Novakovic & Teodosijevic, 2017). In this phase, the students turned in the cue cards to the lecturer to make sure the English are used properly. She practiced using the cue cards, and paid attention to the pronunciation, intonation, and also gestures. The shooting started from Padang Beach, Permindo Street, Padang Environmental Services Department, Landfill Air Dingin, Rimbo Tarok Village, and Bank Sampah in Andalas University. This is the phase where the students discover the language used for their script. They create the outline by using the language that they acquired to relate the subpoints (Qamariah, 2016). Using the language that have been acquired, not learning the language become the focus in order to comprehend the presentation script.

Table 1. Story board

Location	Content	Address
Pantai Padang	Opening/Introduction	Padang Barat
Permindo	Rubbish Bin	Jl. Pasar Raya, Padang Barat
Flamboyan Housing	Waste Timing Carrier to the Landfill	Padang
TPA (landfill)	Waste Management Situation of Landfill	Air Dingin, Lubuk Minturun
Padang Environmental Services Department	Cooperation	Landmark Environmental Services Department
Bank Sampah Limpapeh (Limpapeh Waste Bank)	Bank Sampah Program Launching	Rimbotarok, Kuranji
Bank Sampah Andalas (Andalas Waste Bank)	Program Bank Sampah, Principle, Waste material	Pauh, Padang
Pasar Raya	Closing	Jl. Pasar Raya, Padang Barat

The fourth phase was shooting. This is the time where the student's public speaking skill was used. After getting the cameraman, the student went to the spots where have been determined. The shooting was alive and the student acted as a host. She was ready with her clip-on and cue cards. The cameraman was ready with his camera and tripod. The shooting was based on the storyboard and scheduled, and during shooting, the host guided from the beginning to the end of the feature by using English with the help of the cue cards (script). The shooting happened twice. Table 2 shows the complete script of the video feature which consists of 387 words.

Table 2. Script/Que cards

Source	Script (Que Cards)
Host 00.00.39 – 00.00.58	Hello / Good Morning Viewers// Today/ I Would Like To Show You About The Successful Program Of Padang Environmental Services Department Or Dinas Lingkungan Hidup Kota Padang In Recycling Waste//

Host 00.01.10 – 00.01.33	So/ Keep On Me Syafno Fitri Wulandari Viewers/ Waste Management Regulation Is Regional Regulation No.21 Of 2012// For The One Who Breaks The Rule Will Be Prison For The 3 Months Plus 5 Million Fine//
Host 00.01.47 – 00.02.06	Viewers / As You Can See Behind Me/ The Canal Full Of Waste Material/ Which Comes From The Household/ Apartment/ And Also From The Hotel// It Is Difficult to Decompose By Nature//
Host 00.02.20 – 00.02.47	Viewers / Padang Population Is Around 1 Million / And It Will Increase / During Holiday Local And Foreign Tourists Will Come/ What Does It Mean? It Means / Their Will Be More Rubbish// So Viewers / As You Can See At The Back Of Me / The Government Provides Rubbish Bin In Every Area In Padang// So Viewers / Throw Your Rubbish To The Rubbish Bin// Make Padang As A Clean City//
Host 00.02.55 – 00.03.10	And Also To Make Padang As A Clean City / Please Viewers / Throw Your Garbage Around 5 Pm Until 5 Am // Because The Janitors Collect Them At That Time To Drive Them To The Landfill //
Host 00.03.38 – 00.03.51	Viewers / This Is The Condition Of Our Landfill / If The Waste Is Not Controlled / 4 Until 5 Years Ahead / The Landfill Will Not Survive//
Host 00.03.58 – 00.04.12	Padang Government And Padang Environmental Services Department / Has Cooperated / In Establishing Policy And Programs / To Make Padang Clean And Comfortable //
Host 00.04.43 – 00.05.03	Viewers / Padang Government And Padang Environmental Services Department / Launched A Program Named Waste Bank Program Or Bank Sampah Program / Is A Program Which Runs The Same As Conventional Bank // Because The Customers Will Get Savings Book //
Host 00.05.32 – 00.06.02	So Viewers / The Principle In Bank Sampah Program Is 3r / The First Is Reduce/ The Second Is Reuse/ And The Third Is Recycle// This Is The Principle Of Bank Sampah Viewers / All The Rubbish Are Going To Be Sorted And Separated Based On The Condition // Do You Know What Viewers? Recycle Product Is Beautiful, Unique, And Cheap //
Host 00.06.30 – 00.01.45	So Viewers / Let's Start Implementing 3r Which Are Reduce / Reuse And Recycle // And Be Active As Bank Sampah Customer //

The student did the editing and mixing by combining all videos, pictures, back sound into one file by using any mixing applications. She chose Adobe Premiere Pro CS6. The duration of the video is 10 minutes and it is MP4. This is the phase of conducting a project to create the students' High Order Thinking Skills (HOTS). As Komalasari et al., (2021) said that HOTS requires the learners to do something based on facts.

After DVFP was designed and applied in the Public Speaking class, the students were given self-assessment forms. They are assessing on their videotaped. The results of the self-

assessment are recognition from the students that they become more competent in writing in the context of chosen ESP, more skillful as a public speaker in a topic related to the chosen ESP, risen their knowledge related to the chosen ESP, and also build their social life with people related to the chosen ESP. They said that DVFP does not only influence their ESP and Public Speaking skill but also affect their mind and consideration to support any issues related to the chosen ESP.

Conclusion

It can be concluded that Digital Video Feature Project (DVFP) is a contribution to the development of ESP (English for Specific Purpose) material. This project assignment gives a direct improvement on the students' public speaking skill and support their ESP knowledge and skill. Besides that, it builds students' confidence, since students must visit new places and new people. They must be brave in asking people to get accurate information. Being humble and friendly are also being trained from this project assignment. The students' soft skill is sharpen in DVFP.

In this project assignment, the students must translate the information that has been filtered into English, and then write it down in cue cards. Then to make the shooting runs smoothly, they must practice reading the cue cards several times. This will make all new words easily keep in their mind. Furthermore, shooting which is conducted can be done more than once, and this has indirectly made the students use their sense and feeling in conducting the shooting. The process of conducting a Digital Video Feature Project will bring deep comprehension of the field that the students choose. They become more understanding about what they are facing.

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