

## ABSTRACT

**Fitria Rahmawati. 2014. *The Impact of Mobile Phone Video-Making Task on Students' Communicative Skill*. Yogyakarta: The Graduate Program in English Language Studies, Sanata Dharma University.**

Being urged by both the educational and technological changes, English teachers need to carefully utilize appropriate teaching media so that students' motivation and interest in learning English can be facilitated. The implementation of mobile phone video-making task (MPVMT), thus, becomes one alternative compared to the common oral classroom presentation. Therefore, this study attempted to seek the answers for the two research questions. The first is *does the implementation of MPVMT improve students' communicative skill better than the oral classroom presentation technique?* This was conducted to find out the difference of students' achievements between the experimental group and the control group after conducting the treatment. The other is *what features contribute to the effectiveness of MPVMT?*

In order to answer the research questions, this study employed both quantitative and qualitative research design. The experimental research was implemented to find out the communicative skill difference of the two groups after the treatments. Two variables of this study were the treatment (MPVMT) as the independent variable (X) and the students' communicative skill as the dependent variable (Y) presented by their performance. Moreover, close and open-ended questionnaire were used to answer the second question. The results of the questionnaire were then confirmed and strengthened by the interview to investigate students' opinion toward what features contributed to the effectiveness of MPVMT treatment. This study was conducted in a state vocational high school of arts and crafts in Yogyakarta, SMK 5 Yogyakarta, in the odd semester of academic year 2011/2012. The subject of this study was the second graders from *animation* and *DKV* programs.

The research results are presented as follows. To see the effectiveness of MPVMT treatment, the gain scores of the experimental group and the control group were analyzed. From the calculation for the experimental gain or loss scores, it is found out that the obtained F-value is 14.271. Meanwhile the critical F-value, based on the F table, at  $\alpha = 0.05$  and (d.f.) = 3 is 3,182. Therefore, since the obtained F-value is higher than the critical F-value ( $14.271 > 3,182$ ), the decision is to reject the null hypothesis ( $H_0 = \mu_e \leq \mu_c$ ) and accept the alternative hypothesis ( $H_1 = \mu_e > \mu_c$ ). The results indicate that there was a statistically significant difference between groups. From the results, the first research question of this study is answered that is, the implementation of mobile phone video-making task improves students' communicative skill better than the oral classroom presentation. Therefore, the implementation of mobile phone video-making task is effective in improving the students' communicative skill. Moreover, from the results of open-ended questionnaire and interview, the feature which contributed the highest to the effectiveness of MPVMT implementation was *content*. Other features which gave significant contribution were *goal and objective, input, role of teacher, setting, activity and output*. Meanwhile the features considered to give less impact were *procedure* and *roles of students*.

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Terdorong oleh perubahan paradigma pendidikan dan perkembangan teknologi, guru bahasa Inggris perlu dengan sangat teliti memanfaatkan media pembelajaran yang sesuai, sehingga motivasi dan ketertarikan siswa dalam belajar bahasa Inggris dapat terfasilitasi. Oleh sebab itu, mobile phone video-making task (MPVMT) atau pembuatan video melalui perekam video telepon genggam, menjadi salah satu alternatif teknik pembelajaran. Sehingga, penelitian ini bertujuan untuk menjawab dua permasalahan. Permasalahan pertama yakni, 'Apakah penerapan MPVMT dapat lebih meningkatkan kemampuan berkomunikasi siswa dibandingkan dengan kegiatan presentasi kelas?' Hal ini dilaksanakan untuk mengetahui perbedaan prestasi siswa setelah pemberian tindakan. Pertanyaan penelitian kedua adalah 'Unsur-unsur apa saja yang berkontribusi dalam keefektifitasan penerapan MPVMT?'

Penelitian ini menggunakan metode pendekatan kuantitatif dan kualitatif untuk menjawab pertanyaan penelitian. Penelitian eksperimen dilaksanakan untuk mengetahui perbedaan kemampuan berkomunikasi siswa dari dua grup setelah pemberian tindakan. Terdapat dua faktor yang diteliti, yakni MPVMT sebagai faktor bebas (X) dan kemampuan berkomunikasi siswa sebagai faktor terikat (Y). Selain itu, kuesioner digunakan untuk menjawab pertanyaan penelitian kedua. Selanjutnya, interview dilaksanakan guna mengetahui pendapat siswa tentang fitur-fitur dalam MPVMT yang berkontribusi efektif dalam peningkatan kemampuan berkomunikasi siswa. Penelitian ini dilaksanakan di SMK seni dan kerajinan, SMK 5 Yogyakarta pada semester gasal tahun ajaran 2011/2012. Peserta penelitian ini adalah siswa kelas II dari jurusan Animasi dan Desain Komunikasi Visual.

Hasil dari penelitian ini dapat dijelaskan sebagai berikut. Keefektifitasan penerapan teknik MPVMT dilihat dari hasil analisis perbedaan nilai antara kelompok eksperimen dan kelompok pembanding. Dari perhitungan nilai selisih antara pre-test dan post-test, didapatkan nilai F-hitung sebesar 14.271, sedangkan nilai F-tabel pada  $\alpha=0.05$  dan d.f.(3) adalah 3.182. Dengan demikian, karena nilai F-hitung lebih besar dari nilai F-tabel ( $14.271 > 3,182$ ), keputusannya adalah untuk menolak hipotesis null ( $H_0 = \mu_e \leq \mu_c$ ) dan menerima hipotesis alternatif ( $H_1 = \mu_e > \mu_c$ ). Hasil tersebut mengindikasikan bahwa terdapat perbedaan statistik yang signifikan di antara kedua grup. Sehingga, berdasarkan hasil analisis statistik, pertanyaan penelitian pertama terjawab, yakni, penerapan 'Mobile Phone Video Making Task' meningkatkan kemampuan berkomunikasi siswa lebih baik dibandingkan dengan presentasi kelas. Selain itu, diketahui bahwa unsur atau komponen dalam MPVMT yang berkontribusi paling besar dalam meningkatkan kemampuan berkomunikasi siswa adalah *content*. Unsur lain yang memberikan kontribusi berarti dalam penerapan teknik MPVMT adalah *goal and objective, input, role of teacher, setting, activity and output*. Sedangkan unsur yang memberikan sedikit pengaruh adalah *procedure* dan *roles of students*.