The Effects of Video Tutoring on ESP Students' Grammar Mastery

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Abstract

The role of video as a medium of learning is believed to provide effects on students' grammar mastery. However, since there are many kinds of video that can be used in different methods of learning, more studies are needed to provide evidence for determining the best methods of learning in the application of video. This research aims to investigate the effects of learning past and past continuous tense which use two different videos of learning - video tutoring and non-tutoring in two different English for Specific Purposes (ESP) classes. The research methodology utilized the t-test for independent samples. The results indicate that video tutoring had a great effect on the students' grammar mastery. Lastly, practical and essential suggestions related to the result of the study, especially for language teachers and students, are discussed.

Keywords: video tutoring, teaching grammar, ESP students.

INTRODUCTION

The emergence of video as medium of learning has influenced the mode of learning in grammar classrooms. Video has received tremendous welcome in the teaching and learning grammar. Video is effective in improving the EFL students' grammar mastery. As mentioned by Canning-Wilson (2000) that video offers students a chance to improve their ability to understand comprehension input. Moreover, video is not only a multimedia tool, but it also offers facilities such as play controls, transcripts, subtitles and captions in which can be beneficial particularly to foster students' curiosity and arouse interest (Zhu: 2012). Crawford (2002) states that technology such as video brings flexibility and choice to education. Consequently, a teacher has the freedom to create their own videos using different multimedia tools such as cameras, mobile phones, websites and animation software, or she/he can also find videos in relation to learning grammar online for free.

In regard to the grammar mastery, it is important to discuss the definition of grammar mastery. It is an ability to use the rules of English grammar and to use them properly to convey ideas and messages. In other words, it is an ability to use English grammar rules in the real life fluently. However, many EFL particularly ESP students still have difficulties in mastering the rules of grammar. In respect to this fact, it is suggested that teachers and students should utilize video in the process teaching and learning grammar. As suggested by Zhu (2012), "video is one means of assistance for teaching and learning in which should be used to reach a learning goal".

Another point that needs to be kept in mind is that grammar is mastering the rules of target language in order to use them accurately. Thus, learning grammar is not as simple as memorizing new vocabularies; students need to master the rules and apply it in meaningful and purposeful situations to use language.

Studies referring the use of video in learning of English prove that video has several advantages in teaching and learning. They indicate that video offers language students a chance to improve their language skills and language components (Canning, 2000; Mohammed, 2013; Kutlu et al., 2013). Since there are many kinds of video that can be used in different methods of learning, more studies are needed to determine the best methods of learning through the application of video. Researchers and practitioners need to recognize how different kinds of video learning affect learning process and outcomes (Lee, 2000). Therefore, this study differs from the previous studies in which focus on comparing teaching grammar using video and using traditional teaching method, this study extends research into two different videos; video tutoring - a video that offers or transfers knowledge in which used as a part of learning process and non-tutoring - a video that provides presentation of real (not manipulated) and complete communicative situations in two different English classes. Accordingly at this point, the research question in this study is stated as follows: "Do students learn grammar through video tutoring have better grammar mastery than those learn grammar through video non-tutoring?"

METHODOLOGY

A quantitative research design by means of experimental has been used since it is appropriate to investigate the effects of different videos; video tutoring and non-tutoring on students' grammar mastery. The participants of this study were 25 Chemistry students taking English for Specific Purposes at State Islamic University of Malang – Indonesia who enrolled into even semester in 2014. They were randomly selected and randomly assigned into 2 groups. Independently, the first group was assigned to learn grammar by using video tutoring and the second group was assigned to learn grammar by using video non-tutoring. The total number of participants in the first group was 12 and 13 in the second group. English grammar in this study was taught explicitly through video in which the content of the video based on the ESP curriculum. In reference to the instrument of the study, a set of past simple and past continuous questions for the grammar test had been used. There are 20 numbers of question in which the students have to fill in the blanks with the correct tenses (past simple and past continuous).

In relation to the data collection, the whole data were collected in three meetings. These three meetings allowed the first group to learn grammar through video tutoring and second group to learn grammar through non-video tutoring. In the first meeting, all the participants involved in the research were given explanation from the teacher on how to learn grammar through video. In the second meeting, based on their group, the students were given video to be learnt in terms of past simple and past continuous. They were exposed to master grammar - past simple and past continuous independently in the classroom, where their learning was mainly through video and

there was no interruption from the teacher. The teacher did not help the students in learning grammar. The students did their study and exercises on their own. Moreover, in the third meeting, after the students have learned grammar through video, the two groups were given a grammar test as a post-test. Conclusively, statistical analysis was applied to investigate the effectiveness of learning grammar through video tutoring and non-tutoring. Based on the students' test score, then, all the two score were analyzed by employing the t-test for independent sample to compare the possible differences between the two means.

FINDINGS

Using statistical computation, the results of hypothesis testing showed that the exact probability of the difference due to sampling error is .001, which is lower than the significance level set by the researcher (.05), thus the null hypothesis is rejected. In other words, the two means between students who learn using video tutoring and those who learn using non-video tutoring are significantly different.

Furthermore, independent sample t-test results showed that the performance of the students' mastery of English grammar is as shown in the table 1 below.

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Video Tutoring	12	85.4167	6.20056	1.78995
Non-Video Tutoring	13	68.4615	13.44504	3.72898

Independent Sample Test

	Lavene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2 Tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Equal variances assumed	5.813	0.24	3.990	23	.001	16.955	4.249	8.163	25.746
Equal variances not assumed			4.099	17.172	.001	16.955	4.136	8.234	25.675

Table 1. Independent Sample Test

Based on the table above, the independent sample t-test indicated that the difference between the two means of video tutoring and non-tutoring is statistically different. The findings for the post-test show that the mean score for group video tutoring is higher than group non-

video tutoring, which is 85.4167; whereas for group non-video tutoring, the mean score is 68.4615 where the Sig. (2 Tailed) is .001. Accordingly, the results of the study reveal that learning English grammar by using video tutoring is effective in improving the students' grammar mastery more than by using non-video tutoring.

DISCUSSION

Based on the research problem and the descriptive presentation of the analysis mentioned previously, this study shows that students exposed to learn grammar through video tutoring showed a gain in grammar mastery – in this case, past and past continuous tense form. In other words, learning grammar through video tutoring has benefited the students in video tutoring group as students' grammar mastery have improved than those students learning through non-video tutoring. This study confirms the result study conducted by Kutlu (2013) that video proved to effective in improving students grammar mastery as well as triggering willingness of ESP students.

Considering that students who had been exposed to video tutoring performed better in grammar mastery, it is important to discuss what makes video tutoring give a great effect on students' grammar mastery. Besides, it is also necessary to discuss the content of video tutoring used in this study. In regard to the video tutoring, it has the following characteristics; 1) a presentation of the view usually explaining and showing a certain topic – in this study, explaining past and past continuous tense to the students, 2) a demonstration of a process, using examples and exercises in which students can practice after having tutorial or learning, and 3) providing step by step information in presenting learning unit, 4) using interactive method such as hyperlink, audio and visual presentation of subject matter, and provides feedback through question-answer exercises. In addition, it offers or transfers knowledge in which used as a part of learning process.

In reference to the content of video tutoring used in this study, it was regarded as an explicit explanation of what and how to use past and past continuous tense followed by providing some exercises to be done by students. Since video tutoring provides clear explanation and demonstration about past and past continuous tense and it also allows students having experience in using past and past continuous tense by answering the interactive exercise, thus, it is believed that video tutoring contributes a great effect on students' grammar mastery. In line with this, these statements are in line with Ellis (1993) statement that the use of computer-based – in this case video grammar instruction or video tutoring can complement individualized structural syllabi and effectively enable students to master grammar to negotiate meaning.

Similar to Ellis's (1993) statement, Gebhard (2006) stated that video as a medium of learning attracts students' attention and raises their interest offering a way to contextualize language learning. Besides, since video tutoring uses explicit instruction by displaying, explaining, and illustrating the structure, and giving instructions for its use, then, it is much more beneficial for learning target grammatical structures in comparison to implicit instruction alone. Thus, it is significant to note that video tutoring offers students a chance to improve their ability

to understand comprehension input and increases their motivation, thereby confirming the study conducted by Canning (2000). In line with this, study conducted by Kutlu et al. (2013), they found that the use of videos for teaching grammar led to a change in grammar teaching models. In addition, they also mention that video is effective in terms of saving time and triggering willingness of the students compared to traditional methods.

Different from video tutoring, the characteristics of non-video tutoring are; 1) providing real presentation and complete conversation, 2) presenting real language in context where the spoken at a natural speed, and 3) bringing the real world into the classroom. In other words, this video is not produced for educational purposes. Related to the content of non-video tutoring used in this study, it was an authentic material where students watched and learned grammar through an oral communication. Through this video, students were shown the context where past and past continuous tense were used. However, the effect of this video on students' grammar mastery was not as great as the effect of video tutoring. Although non-video tutoring presents real language in context or it is oral communication in which appropriate for students, it was found to be inadequate. Video with more examples and exercises are needed for the students to get more understanding so that they can use it in the real life.

Another concern in relation to non-video tutoring, it is sometimes very fast. Students needed more time to see how the tense was used. This concern was similar to what Garret (1991) & Underwood (1993) had mentioned that non-video tutoring provided opportunities for meaningful communication; on the other hand, since it was not completed by tutorials and exercises, the video was insufficient. Hence, it would have been more beneficial to give videos for the students in which provide questions or drills to practice using past and past continuous tense before they could move on to use it to construct full sentences in production tasks (Chun & Brandl, 1992; Underwood, 1993). In short, it is clear that learning grammar through video tutoring is more effective in improving the students' grammar mastery than learning through non-video tutoring, we can then assert that students will attain more success in their academic, vocational and personal life, teachers as a result of teaching grammar with video-tutoring (Warschauer & Meskill, 2000 as cited in Kutlu, 2013).

CONCLUSION

This study examines and assesses the performance of students exposed to learning grammar through two different kinds of video; video tutoring and non-tutoring. The finding of this study reveals that different kinds of video give different results. This study provides recommendation to both teachers and students. For the teachers, it recommends taking into consideration and utilizing video tutoring in grammar classrooms so that students enjoy and understand the grammar lesson easier. For students, it is suggested to use video tutoring since it not only provides a rich educational experience helping them to master grammar, but it also makes language learning more interesting and stimulating. In addition, video tutoring is adaptable in place and time. Moreover, the short duration of the instruction might not provide

language students enough time to practice grammatical structures. Thus, future researchers are encouraged to carry out studies with longer duration in order to investigate the use of video in grammar instruction deeply. Finally, research should be conducted with larger and more diverse demographics such as elementary and secondary school students.

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