ENGLISH TEACHERS' INVESTIGATION OF WINDOWS MOVIE MAKER AS TECHNOLOGY IN TEACHING SPEAKING

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ABSTRACT:

Because of the widespread use of computers, most professions have been influenced by them in one way or another (Gough-Jones, 1995). Teachers need to be more creative in integrating technology into the classroom, especially in teaching speaking which is considered as the most challenging skill for students to learn. Thus, the aims of this study are to introduce Windows Movie Maker (WMM) as a technology in teaching speaking and to reveal the attitudes of ten English teachers towards its utilization. The implementation of WMM is illustrated through sample activities. Besides, to collect data regarding their attitudes, the participants were directly distributed a document consists of an introduction to this tool, tutorials on how to apply it, and sample of WMM slides. They were then asked to write their reflections on WMM application and kind of activities they could use in teaching speaking. The collected qualitative data was analyzed by means of content analysis. It was revealed that the participants mostly gave positive attitudes towards the use of WMM and they also shared their ideas about teaching activities incorporating this tool. In sum, the use of new technology in teaching speaking is likely to lead to a more effective ELT process.

Keywords: Technology in ELT, Windows Movie Maker, Teaching Speaking.

Introduction

Of all four key language skills, speaking is deemed to be the most important skill in learning English as a foreign language. Oradee (2012) defines that in foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill. In daily life, people often communicate to other people in the oral form rather than in the written form. Furthermore, as a human being, we always deal with speaking to express our ideas in mind. Almost everything we do involves communication; everyday tasks such as learning and teaching at school, ordering something, sorting out problems, making friends, and having fun all rely on our ability to communicate with each other. As rightly argued by Brown (1994, p.267-269) "Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In

other word, speaking is a complex process, in order to be able to convey the ideas and to exchange the information verbally with others, someone needs to construct the words into a meaningful context in such real time before he/she speaks right then".

Regarding with the vital role of speaking skill in English language teaching, teachers should pay more attention on their teaching and learning process in the classroom. To embody the goal of teaching speaking which enable students to communicate in their real life now as well as in the future, teachers should create an innovative way in their teaching routines. This is aimed to increase the students' motivation, interest, and to kill their boredom in learning English. As Dörnyei (2003: p.19) who claims that "The motivation and confidence is a key component on second and foreign language acquisition because they affect the individual students' performance and the effort they make. It is the eternal drive that encourages the students to achieve the learning goals". When teachers found strongly motivated students in their classroom, it is easier for them in delivering the knowledge. This condition stimulates the students to stand up strongly to speak English a lot. Supported by Farrant (1980) who explains that the engines of human motivation are interest and desire, when these are working at full power in an individual, remarkable feast of learning can be achieved. Thus, it is a new challenge for teachers to enhance the students' motivation in speaking class by delivering the lesson with different way of teaching.

At present, the idea of teaching by engaging technology is highly recommended due to the rapid rising and development of technology in every aspects of life. In line with Gupta (2010, p.68) who states that "Technology is no longer a tool to create an alternative environment- it is the environment". It makes teachers more media literate and students more active in learning speaking skill as well. As indicated by Gough-Jones (1995) who says that because of the widespread use of computers, most professions have been influenced by them in one way or another. It is apparent that the traditional ways of teaching are likely to be less applied these days as technology provides innumerable options for teachers to make teaching more interesting and engaging for their students. Besides, recent developments of technology make it so much easier to use not only for the teachers but also for the students. According to Shyamlee and Phil (2012), there is a need for the use of technology while teaching English because technology raises students' interest, their communication capacity, the effects of teaching, the interaction between the teacher and the students, and it paves the way for a

flexible course content appealing to both visual and auditory learners and a proper context to teach the language.

There are different types of technology which can be used in language classroom. "The selection of appropriate technology in class is essential for ensuring effective learning. When used as learning tools, technology provides tremendous opportunities to enhance classroom instruction" (Raihan & Lock, 2012, p. 25). Windows Movie Maker (WMM) is one of the digital technology tools that is easily adaptable to any teaching scenario to assist the students in learning speaking in creative and fun ways. As stated by Shaw (2004) that Windows Movie Maker is a software that is bought with Microsoft as a package. It is a video editing tool that can be utilized to capture raw video footage, edit it and then add titles, transitions, and video effects. In simple forms, Windows Movie Maker also allows users to create films from still pictures and sound clips. This tool is simple to use and as such teachers and learners do not have to be experts in computers to be able to operate it. They only need to know the basics of operating a computer. It can be also viewed as a tool that can assist English teachers to put into practice a learner-centered approach teaching method. This is the approach that is highly encouraged today.

Windows movie maker is user-friendly, however, teachers should be familiar with the software before attempting to expose their students to a new technology. In teaching speaking by making use of Windows Movie Maker as a media, teachers can freely design the teaching materials based on the students' need as creative as they want. Teachers are able to create new engaging learning materials and activities through this tool. They can provide the students with videos, movies, or series of pictures with the teachers' voice of narration as well. Through animation and digital film, they (learners) are being creative, working collaboratively, becoming stronger writers, and building self skills (Taylor, 2007). In producing a film, for example, learners have to engage in a number of activities including gathering information on a historical event, analyzing and evaluating such information, using the video camera and editing the film in windows movie maker. In all these activities learners work on their own, but the teacher acts as a facilitator. Learners work independently but consult their teacher wherever they encounter problems. At the same time, the teacher monitors the process to ensure that it is carried out as planned. As a result, a learner-centered approach is enhanced. Most importantly, learners acquire the target skill since they enjoy learning and practicing the language during the whole process.

Windows Movie Maker is an appealing alternative video editing software for teachers who worry about professional software that are often more challenging for students who are not proficient in English (the language in which much of the software is written). It is user-friendly and easy to navigate, minimizing anxiety for students unfamiliar with video editing. Users can simply select, click, and drag an icon onto a film segment and the software will apply the present action represent by the icon. Moviemaking allows various perspectives, concepts, topics, and cultural influences to stimulate student collaboration and discussion (Hoelker, Nimmanit, and Nakamura, 1999). Wenden (2002) asserts that in order to language acquisition to occur, the task needs to involve learners in the process of acquiring new language features. While collaboration and interaction provide an ideal setting for language investigation, script writing and filming provide a purposeful context in which language can be explored. In addition to writing their scripts before beginning to shoot the video, students are asked during the video sessions to pay attention to forms, negotiate the meaning of their dialogues, and edit parts of the script which are unsuitable or difficult to portray on video.

Windows Movie Maker is a video creating and editing application, it is a fun and easy to use video editing program that allows you to make hoe movies, automated digital photo albums and business presentation. It is also widely used in schools as class project. This tool contains many features such as: effects, transitions, music, titles/credits, audio track, and timeline narration. Furthermore, Richards (1990) also explains that the role of the foreign language teachers is to provide a purpose for utilizing the target language, the moviemaking process provides such purposeful motivation. There are several reasons why teachers should involve students in producing movies. Firstly, students become more aware and increasingly critical of this powerful medium. Secondly, getting students to create their own movies, perhaps even with their own narration, is a fantastic way of encouraging them to communicate with each other and getting them thinking about issues such as target audience, planning, team work, and purpose. Finally, it is also an effective tool to use to check a class' understanding of key themes, concepts, and overviews. Here are the simple steps teachers should do in producing their own video presentation material in Window Movie Maker: 1) importing media files (photos or videos), 2) editing video clips, 3) adding slide transitions and effects, 4) adding some texts and/or music, 5) creating narration, 6) saving and playing the video presentations.

To illustrate how windows movie maker can actually be used for teaching speaking, the following activities are proposed by the authors of this paper:

"During one class period of an English class, the teacher will introduce about a new material of a procedure text. He/she has prepared a video presentation of the material consists of definition, text organization, language features, and example of the text by using Windows Movie Maker. He/she asks the students to pay attention to the video and begins to play it in the classroom. After it comes to an end, he/she explains about the video and together with the students makes the same perception and understanding about the material discussed. The teacher can ask the students' understanding about what they have been watched and discussed with him/her. For few minutes later, the teacher gives opportunity to the students to ask some questions dealing with the lesson. To make the teaching and learning process of speaking skill more effective and meaningful, the teacher can assign the students to produce their own movies or video project in groups then present it in front of their classmates. But it takes the teacher few minutes to demonstrate how to create a video project in Windows Movie Maker. During the production process, the teacher is always ready to help the students whenever they face problems. In the process of presenting their project in front of the classroom, the students should explain about the content of the video and other students can ask about anything they do not understand about the material to the group presented. Meanwhile the teacher can evaluate the students' speaking comprehension throughout the activities. By assigning them to create their own movies, the students will be able to express their ideas and imaginations in a delightful way. They will be very enthusiasm in learning with the exposure of English surround them within the software. Additionally they work in a collaborative way where they can help each other in overcoming their obstacle in speaking the target language. As a consequence, their excessive motivation will lead to enhance their speaking ability dramatically."

It is argued that teachers' attitudes towards the integration of technology into the EFL classroom determine the degree and level of success of technology use in the classroom; in addition, their positive beliefs about a technological tool generally result in the successful implementation of this tool (Sepehr & Harris, 1995; O'Conner & Gatton, 2003; Handal, 2004; Albirini, 2006). Therefore, this study focuses on Windows Movie Maker that can be used for teaching speaking, and more specifically the attitudes of ten English teachers towards this tool are investigated. The aim of this paper is to reveal English teachers'

attitudes towards this tool. As none of the teachers had previously applied this tool, they were informed about this tool by means of introduction to both of the tools, tutorials, and sample slides. After they became familiar with Windows Movie Maker, they were asked to write their reflections on whether this platform would be good for teaching and learning English, particularly for teaching speaking skill, and what possibilities or activities could be created using this tool. In line with the purpose of the study, the following research question was posed:

What do English teachers who were introduced to Windows Movie Maker think about the implementation if this tool in teaching speaking skill?

Method

In this study, ten English teachers (i.e., colleagues with whom the author are acquainted, thus showed interest in the study and were cooperative in regard to filling out the survey) from different schools in Surabaya and Sidoarjo were reached through convenience sampling. The teachers who were available and willing to take part in the study during the time of data collection were distributed directly with a document including an introduction to Windows Movie Maker, explanations and directions about how to operate this tool as well as sample slides of Windows Movie Maker prepared by the writer of this paper.

Afterwards, they were asked to carefully read the introduction and watched the tutorials as well as studied the sample slides so that they could have a clear understanding of this tool. At the end of the document, they were asked two questions:

- Do you think these platforms would be good for learning/teaching speaking skill? Why/why not?

- If yes, what possibilities or activities could we use them in our speaking classes?

Teachers' comments to these questions were subjected to the qualitative content analysis (Miles & Huberman, 1994), and the data was analyzed below referring to excerpts of the participants.

Findings and Discussion

Findings

Out of ten English teachers who were surveyed, nine of them wrote positive comments regarding the use of Windows Movie Maker as a teaching tool in English speaking class.

They also viewed it positively as well. Only one survey participant wrote a negative comment about Windows Movie Maker. The vast majority of teachers surveyed appeared to embrace the possibilities of this software packages as useful tool in the teaching speaking, and shared some ideas about how they would put the software package to use.

Here were the positive comments from the nine teachers, the first teacher wrote that: "Yes, this is a great tool to use in making the students become more active in speaking activities. Technology will make them more interested in the lesson and finally they will be willing to practice speaking in the classroom". She also had an idea of teaching activities deal with this tool by saying: "I think it will be a good opening activities by playing the slides to the students so that they will be curious with the next lesson, rather than the teacher explains the materials traditionally in front of the classroom, it is so much boring for the students".

The second teacher noted her positive responds that: "I absolutely agree in integrating this media for teaching and learning process. Teachers need a brand new method of teaching by creating an enjoyable atmosphere for the students to learn. If they have great motivation in joining the speaking class, they will acquire a lot from the lesson and their speaking ability will be improved as well". She recommended a teaching activity as follow: "I think about using this tool for a fun game to enhance the students' speaking skill, for instance in transactional speech, teachers provide some sequence pictures and play them on screen and the students in a group of three or four practice to speak based on the situation of the pictures provided".

Another positive response from the third teacher was: "One thing I like most about this application is that it does not need to connect with internet. It is absolutely economical, we just need a computer or a laptop and our creativity in making the material as interesting as possible". She also suggested using the software for the students' assignment: "Due to the beneficial purpose of the media, teachers can employ it by asking the students to make a home project using Windows Movie Maker individually or in a group. Nevertheless, the teacher should explain and guide them about the way how to operate it and help them whenever they need a hand".

The next response from the fourth teacher was: "Yes, this is one of valuable teaching and learning resources. Students will be engaged more in speaking activities as they are trained to listen to the English speaking through the videos, this will lead them to be able to respond it verbally". She also shared an idea of teaching speaking activities using Windows Movie

Maker: "Well, I think there are lots of activities can be done through this supporting tool, teachers can train students' listening comprehension through the slides first, and then they are asked about their opinion of what they have watched on screen. Later, as a home task, they are assigned to make a video recording of their speaking activities related to the lesson. The next meeting in the classroom, the teacher and students watch and evaluate the students' project in term of their speaking skill together".

The fifth teacher made the following remarks about Windows Movie Maker: "In speaking classroom, most of the students' difficulties are they lack of vocabularies so that they have no idea what they will talk about. One of the features I like most in this software is teachers can give narration of their own voice. They can record their voice in the video, give good examples of difficult vocabularies, tell them the meaning of the words, and show the way how to pronounce them well to the students". And the teaching and learning activities she proposed were: "Actually we can combine this media with role play activities for the students in speaking class. They tend to be passionate in oral tasks when they do not use their real identity. Therefore, we can make use of this interactive multimedia to be combined with role play by providing some situations which the students can choose to be developed into a real communication with their partners or groups".

The sixth teacher also noted: "This is really interesting for both the teacher and students, it is such a new media which can reduce the students' anxiety in speaking activities. They can pay attention to the video while practicing how to pronoun words based on the materials given". She also gave her idea of an activity with this software: "It can be developed into a presentation activity to promote the students' speaking ability by presenting their project in front of the classroom. So the first thing to do is the teacher should tell the students about the steps how to create a video using this application. After they understand, the teacher can give them an assignment in groups to make their own video based on the current lesson they have learnt. The teacher should guide them in each step of the assignment and check each group if they have any difficulties or not. Finally when they are all ready with their video, they can present it to their classmates in front of the classroom, and at the end of the session they should give a chance for their friends to ask about their presentation and video".

Another positive counter from the seventh teacher was: "I am really impressed with this new idea in teaching speaking, it makes the teachers become more creative in developing the material in the classroom and it can attract the students' attention to focus on the slides

screen. It is visually entertaining and attractive for the students so that they will not be distracted by other things unless the lesson presented on the video. This will make the students eager to speak up and ask some questions about the video since there are lots of features delivered by the software such as pictures, music, words, voice recording and so on". She also proposed an activity: "The teacher is supposed to be creative in designing speaking materials. He/she can manipulate a dialogue in this software so it will be more communicative for the students. He/she should record his/her own voice and leave a blank space for the next dialogue and so forth. Then the students should complete the dialogue by giving proper responses and speak them aloud".

The eighth teacher gave positive statements about the use of this tool have similar comments: "This is such an interactive and easy application to use. Since we need to build a communicative approach in teaching and learning speaking for the students, this tool can help us make it happen in the classroom. By showing some movies or video in the target language, the students will understand about the material being taught. They will be helped by the existence of series of pictures on the screen. Therefore, when the teacher asks their comments about the videos, they will be able to give their responds to the teacher. This activity will engage them a lot and the purpose in teaching speaking to use the language in real situation will be occurred". The speaking activity suggested by applying Windows Movie Maker is a project-based learning. She stated that: "After being taught about the lesson and the way to operate the software, then it is the time for the students to create their own videos/movies in a group. It is such a great opportunity for them to work with their friends, share ideas, and practice speaking without being afraid of making mistake. By giving assignment in a group, they will be more active and more confident to work within their groups. This activity leads to students-centered process where teacher does not fully dominate the teaching and learning process".

While the ninth teacher who shared a positive comment said that: "It is a new way of teaching speaking that can promote oral activities for the students. The teacher should build a communicative approach in teaching speaking by providing authentic materials and real life situation which give many opportunities for the students to speak up. And teaching speaking with this tool can be a good solution to attract the students' attention and make them enthusiastic in joining speaking activities". And the possibility for the teacher by applying this tool in oral activity was: "The teacher can create a sequence of pictures on the screen and

some random words under the pictures. The students' tasks are they have to construct sentences about the picture given and choose a correct word about the picture. Then they should speak them aloud in front of the classroom so that their friends can hear them and continue to the next pictures".

In contrast to the majority, only one teacher wrote negative comments about Windows Movie Maker: "I do not totally agree about the implementation of this tool in speaking class. I consider that it will be very time consuming as the teacher needs to prepare about the material through video and also prepare all the things about operating it in the classroom. The students need real example from the teacher in the speaking process. Besides, for teachers who are not familiar with this software will have difficulties in operating the tool within their teaching and learning process."

As stated earlier, the majority of the surveyed teachers showed marked enthusiasm for the use of the target tool discussed in this study, and a very little opposition to using them was given as a response by the majority.

Discussion

For some teachers, teaching speaking has been undervalued, they usually have continued to teach speaking just as a repetition of drills or memorization of dialogues. On the other hand, many students regard speaking as the most important skill they can acquire and they assess their progress in terms of their accomplishments in spoken communication. As a result, teachers have to provide authentic practice that prepares students for real-life communication situations (practice speaking in class). Teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task. They also should provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge. Some main points to be considered in teaching speaking skill for the teacher are reduce teacher's speaking time in class while increasing students' speaking time, step back and observe students, indicate positive signs when commenting on a student's response, do not correct students' pronunciation mistakes very often while they are speaking, correction should not distract student from expressing themselves, circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs, provide the vocabulary

beforehand that students need in speaking activities, diagnose problems faced by students who have difficulty in expressing themselves in the target language, and provide more opportunities to practice the spoken language.

Using technology to augment their lesson plans is what innovative English teachers must do in order to keep their students focused on and more engaged with learning the target language. Many simple technological tools are available to teachers and students who are willing to use them in the EFL classroom setting, and can be included along with the usual book-based curriculum as an integral part of the English teaching and learning process. Windows Movie Maker is one such desktop application created by Windows, which enables students to create short films. The free download allows students to interact with a variety of media. They are able to upload images and videos, add music, animations, texts and narration, and edit their work at any given time. The visual audio production students create, using Windows Movie Maker, can be stored for future reference as a teaching resource. Windows Movie Maker allows students to learn visually. Hence, it is an effective tool to engage students, distribute content and promote creativity (Fredrick, 2010).

Although, there have been many studies dealing with technology in teaching speaking skill, no studies focusing on English teachers' attitudes towards the use of windows Movie Maker in ELT classroom so far been carried out. Therefore, in this paper, considering the importance of teachers and students' positive attitudes for the success of technology integration (O'Conner & Gatton, 2003), the use of windows Movie Maker in teaching English speaking skill was discussed from the perspective of ten English teachers at different schools in Surabaya and Sidoarjo. The motivation of this study lies under the fact that teachers' tendency to use a software tool has a positive effect on their attitudes towards the acceptance of technology while teaching (Sepehr & Harris, 1995: Handal, 2004: Albini, 2006).

The participants were surveyed directly by giving them a document introducing this platform, tutorials, and sample slides. At the end of the document, they were asked two questions as mentioned on the methodology section above. Their ideas about these questions are analyzed, and their opinions about the platform are exemplified referring to their comments. According to the results, although there are a few teachers who do not acknowledge the value of this technology, the majority of the teachers express their positive attitudes towards Windows Movie Maker which are believed to lead to more effective,

communicative, and student-centered teaching and learning process. They also gave numerous examples supporting the use of this tool in the speaking classroom.

Most of the teachers confirm that Windows Movie Maker is a brand new learning aid in form of a technology which is easy to use and operate, interactive, visually attractive, authentic, and economical. They seem to be curious of creating English teaching materials for their students in the classroom. This is because they have various ideas to be realized by utilizing this software. Teaching speaking needs to implement the real atmosphere of the target language into the classroom and through Windows Movie Maker this can be achieved. The teachers can record their own voice or English native speakers' voice within the video and afterwards they can design any oral tasks or activities. Some notes from the teachers also explain that Windows Movie Maker can be useful not only for teaching media but also for the students' assignment. Some of them suggest building a project-based learning through this tool. This means the students work collaboratively with their group to produce a video deals with the lesson, later they should be able to present about their project in front of the classroom and answer any questions from their friends. By doing a speaking activity in a group, the students will be less shy and not be afraid of making mistakes since they can help each other. They will be also highly motivated to speak about their project up and answer the questions from their classmates enthusiastically. As a result, a real meaningful communication can be occurred in the teaching and learning process.

Many teachers held the idea that this tool could be used to assign students' project homework and animations by uploading their pictures and voices into a video form. It was also argued by some teachers that this tool can motivate students to learn the language and can be used to help students practice their speaking ability. The positive comments made by the participants corroborate with the arguments underlined in the literature dealing with the use of this tool to teach a foreign language. Considering that the acceptance and implementation of new technologies are strongly influenced by the teachers' attitudes (van Braak, Tondeur, & Valcke, 2004), positive comments by the participants in this study can be regarded as promising for the use of windows Movie Maker in the teaching speaking classroom.

As for negative comments, it can be concluded that only one teacher was opposed to the idea of using Windows Movie Maker in teaching speaking by indicating that the platform is very time consuming as the teacher needs to prepare about the material through video and

also prepare all the things about operating it in the classroom. Besides, for teachers who are not familiar with this software will have difficulties in operating the tool within their teaching and learning process. While this participant may have a solid point about their ideas, however, she appears to have possibly misunderstood the use of windows Movie Maker in the classroom. It does not take such a long time to prepare it because the teacher has actually lot of spare time to prepare it at home. Few days before the lesson is about to be taught to the students in the class, the teacher can create any possible videos or movies about the lesson according to the students' need and interest. Hence, in the classroom, the teacher will be ready to play the videos and teach the students in attractive ways. For overcoming the teachers who are not familiar with this software, it needs a deep comprehension and ability dealing with it. If the teacher wants to improve the students' motivation and ability in speaking skill, then she/he should not be reluctant to learn and work hard to make them true. It is recommendable that for those teachers having negative attitudes towards such platform, there is a need for professional development in the way of in-service training or a specialized course for teachers (Cooke-Plagwitz, 2005: Hong, 2010; Hismanoglu, 2010; Saricoban, 2013), which is believed to contribute to their positive perceptions of the tool and make them not only aware of but also confident about using technology in their classroom.

It would be fair to suggest that using the tool discussed in this paper will help students to participate in meaning-making processes and use their creativity, as well as dramatically lower their "affective filter" (Krashen & Terrell, 1995) for speaking in their target language, which is vitally important in language acquisition. The majority of teachers who were surveyed found value in the software tool, and as evidenced in the discussion of survey results, began to formulate creative idea as to how they would use them for their classes. Finally with the use of Windows Movie Maker as a technology in teaching speaking, learners' motivation will increase, they will focus on the lesson, and of course with this motivation and enthusiasm they will learn and acquire knowledge more.

Conclusion

It has been illustrated in this paper that Windows Movie Maker is very advantageous for the English teaching and learning process, particularly for teaching speaking. It is attractive, economical, and easy to operate so that it can decrease the students' anxiety and boredom in speaking activities. Besides, this technology is able to increase the students' motivation and

curiosity in the learning process. When the students feel that they enjoy and understand about the material given then they will not be reluctant to speak up and this can cause their speaking ability enhance significantly. Its benefits are practically limitless depending on the teachers and the students' creative ideas on how to implement it into the English learning curriculum. The survey participants give overall positive remarks along with some creative possibilities for the use of this interactive software.

The author of this paper realize the importance of using technology in teaching, especially with regard to incorporating technological tool which will enhance the teaching processes, and also the learning experiences of the students, who in this day and age are exposed daily to the latest in computer technology. If teachers desire to keep their students engaged and interested in their English lessons, it seems appropriate to include Windows Movie Maker as a fun and functional tool for expanding and enhancing the learning opportunities in their speaking classroom.

In conclusion, it is recommended that further studies be conducted on this topic, using larger data collections, quantitative and qualitative survey instruments, and integrating other English skills. In addition, the research participants can involve both the students and the teacher who have the experience in the teaching and learning process in the classroom. For the methodology of the study can also be developed into an experimental research design where the researcher is able to find out whether this tool is effective or not in enhancing a particular English skill.

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