

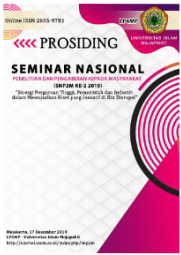
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Enhancing Students' Speaking Skills Using Reflectional Video in Story Telling

Enhancing Students' Speaking Skills Using Reflectional Video in Story Telling

Triana Wuri Cahyanti, Anita Budi Rahayu
Universitas Islam Majapahit

Abstract

ABSTRACT:
Speaking is considered as a difficult skill in teaching English to young learners. Many teachers have problems to teach speaking. This is due to some reasons. Firstly, many teachers taught English in serious atmosphere. They preferred spending the time in class reading textbooks and writing assignments. They rarely devoted their time to speak the language. Therefore, students did not have enough chances to practice speaking in the classroom. Generally, the use of the technology as a teaching aid was mainly aimed at increasing teaching process to be more motivating and



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ABSTRACT:

Speaking is considered as a difficult skill in teaching English to young learners. Many teachers have problems to teach speaking. This is due to some reasons. Firstly, many teachers taught English in serious atmosphere. They preferred spending the time in class reading textbooks and writing assignments. They rarely devoted their time to speak the language. Therefore, students did not have enough chances to practice speaking in the classroom. Generally, the use of the technology as a teaching aid was mainly aimed at increasing teaching process to be more motivating and appealing for students. One of solutions of the above problems was by using reflectional video in a speaking class especially in story telling. The researcher conducted Classroom Action Research to solve the problem above for the beginner students at the college STKIP PGRI Nganjuk. Finally, the students can overcome their private problem of speaking English by themselves.

Keywords : *reflectional video, speaking skill, story telling*

INTRODUCTION

In the age of advanced technology, the use of technology in English language teaching and learning has become more popular. For instance, the use of internet such as online learning and web pages, multimedia laboratory, videocast and others tend to be quite familiar for the students. Chapele (2003: 67) reviews some theories and research studies about the use of the technology on instructed second language learning. He says technologies has implications and might most effectively be used in language teaching. Generally, the use of the technology as a teaching aid is mainly aimed at increasing teaching process to be more motivating and appealing for students. It is relevant to Bharvard (2009) who says that technology might offer a lot of options which can be used not only to make teaching interesting but also to make teaching more effective and productive in terms of students' improvement.

Although using teaching media in a classroom is so helpful in assisting students to achieve the learning objectives, many teachers are not aware of the importance of making use of any kinds of teaching media. This chapter focuses on the use of reflectional video as a teaching aid to enhance students' speaking skills. Video will be used to provide spoken input of the target language in the forms of examples, utterance, expressions, patterns or structures, and vocabulary related to a particular topic. The language use presented in the video segment is assumed to be a potential input of the target language for students to have something to speak again and to trigger their background knowledge of a certain topic. Video, moreover in reflectional video, gives a good model of how native speakers use the language in the real context. Thus, it can give examples to the students so that they can recognize how to use the target language in the correct way structurally and culturally.

A previous study on the use of video conducted by Kennedy (1979) shows that video can enhance a teaching program and is particularly useful in developing study skills and it has a great potential as a valuable aid in the teaching of oral skill. Tuff and Tudor (1990) argue that video is frequently used since it is able to illustrate language use in context and it offers language teachers the possibility of presenting their students with a richer and fuller representation of spoken language.

Yumaryanto and Wibowo (2008), in their research, use podcast and videocasts to improve the students listening skills. The result shows that podcasts and videocasts could improve students' listening skill significantly and the students were interested and motivated in the teaching and learning process. So, they can produce their speaking better. The following section discusses how to use reflectional video as a teaching aid that can enhance students' speaking skills and their motivation in English teaching and learning in the classroom.

REVIEW OF RELATED LITERATURE

Speaking Skills

Learners of English as a foreign language (EFL) have different purposes to learn English. However, they commonly want to be proficient in language skills such as listening, speaking, reading, and writing. Of all skills, speaking is considered to be highly needed by EFL learners. This is because, as Richards and Renandya (2002:201) argue, a large percentage of language learners study English because they want to develop proficiency in speaking. Graham (2007:58) points out that most learners feel that being able to communicate orally or speaking is an important goal in a foreign language learning.

However, to have good speaking skills, EFL learners should not only have the ability to speak but they also need more complex skills and knowledge. Harmer (2001:269) shows that the ability to speak fluently not only presupposes knowledge of language features, but also needs the skilled competence to process information and language on the spot. Shumin (2002:204) states that when people are learning to speak a foreign language, they require more than knowing its grammatical, semantic rules but they need to acquire the knowledge of how native speakers use the language in the context. Widiati and Cahyono (2006:279) state that developing EFL learners' speaking performance relates not only to their linguistics and personality factors, but also to types of classroom tasks provided by the teachers. With regard to those thoughts, Nation and Newton (2009:12) conclude that there are two kinds of problems that EFL learners face in relation to speaking. In terms of linguistics, the learners feel that they do not have such adequate vocabulary and control of grammar, and they lack fluency when speaking in the class. Then, in terms of personality problems, the students have less encouragement or motivation.

Concerning the development of speaking skills, this chapter offers an idea in using video as a teaching aid which will be able to enhance students' speaking skills. The discussion on the importance of video in the teaching and learning of English, the potential and limitation of video, and how the video could help the students in speaking class are presented below.

The Importance of Video in English Teaching and Learning

In EFL teaching, utilizing teaching media in the classroom plays a pivotal role for teachers. Thus, the various teaching media designed by teachers are worthwhile and helpful in the teaching and learning process. Video as one of various teaching media is assumed to be effective to help the students to learn English in the classroom. It can present the students different learning experiences and can provide more benefits than other teaching media. Now, the teacher has reflectional video. Reflectional video offers the value of audio-visual aids to enhance the students' interest and motivation in the learning of EFL.

The use of video has been examined much as one of the effective media in teaching English as foreign/second language (EFL/ESL) for both young and adult learners. It can also be employed in a variety of extractional settings in the classroom. Highlighting the significance of the video in English language teaching and learning, Davis (1998) reveals that practically teachers have been continually trying to exploit and manipulate video to enhance classroom in language teaching and learning. In fact, many theories and a great number of research studies have been examined since

1980s. Kelly (1985:52) illustrates that the use of video material in language teaching has several features of communicate approach to language learning, for instance, the use of authentic materials, the importance of topical and relevant input, the presentation of language in context, and the significance of the non-verbal aspect of communication.

Some experts, in general, have the same point of views on the importance of video in language teaching. Ur (1996:191) argues that video is an excellent source of authentic spoken material and it is also attractive and motivating. Her point might show that the use of video in the classroom cannot only attract and motivate the students but it is also possible to give authentic spoken language. Cahyono (1997:134) states that use of video and film can provide a unique and interesting learning experience for teachers and learners, in case they are used constructively and in varied and learner-centered activities. Harmer (2001:282) points out that the use of video will add an extra dimension in learning experience. Rammal (2006) shows that the use of video material can be a very useful source and asset for the language teaching and learning process because it combines both fun and pedagogic instructions in an authentic material that reflects real interaction. In short, the video as a teaching aid is beneficial to be used to facilitate the students to learn English and to serve as authentic material and it can create different learning experiences in the classroom.

The Potential and Limitation of Video

It cannot be denied that every aid used in English teaching has positive and negative effects as well. The use of video as teaching aid also has some potentials and limitations. For that reason, it is importance for the teachers to take into consideration many aspects before using video in the classroom in order that they can anticipate any possible problems that may occur in the classroom in connection with their stuffs and problems.

Related to use of video in English language teaching and learning process in class, Kelly (1985:52) sees broadly the benefits in using video. First, video can be used as a modelling device to demonstrate performance skills that teachers want the students to acquire. Second, it can be used as language input for viewing comprehension to develop listening skills and other skills. The third, it may become a stimulus for language activities, a focus for free language tasks, and sources of information. These information can give the teachers an insight that using video is very helpful and beneficial in English language teaching and learning.

According to Cahyono (1997:129), video as a teaching aid has some benefits to be utilized in the English classroom. First, it can provide a communicated environment in the classroom since learners might see and listen how to speakers act and use words in the real situation as the the language used in the video is natural and authentic. Second, it shows the attitude and socia; realationship among the characters in the video so that the learners can see non-linguistics features such as facial expressions, gestures, and emotion. Third, it can be used as a motivation device since action in video is alive so learners do not get bored. Fouth, it can give the cultural information regarding the setting and characters in the video. Finally, it can also be used as supporting materials in teaching language skills and elements. For example, video can be used as stimulus to have a group discussion or role play. It also can provide learners with plenty of oppotunities such as to practice pronunciation, grammatical structure, and idiomatic expression.

However, as explained previously, video also has a potential problems or limitation in English language teaching and learning. Some problems are as follows. First, using video effectively requires teachers to be well-prepared before its implementation in the classroom. Second, the use of video for some schools with limited facilities is almost impossible since if needs expensive devices. Lastly, video might cause teachers and students ignore the instructoinal objective and it can learners as passive viewers like watching television (Cahyono, 1997:134-135).

Harmer (2001:283) adds the possible problems in using video. Video may result in a 'nothin g new syndrome for learners because they are used to watch video or film on TV or on the internet.

Poor quality pictures can come frustrated as the teacher starts and stops constantly only to show little bits at a time and sometimes the teacher fails to take the students' natural curiosity into account. In addition, the length of video may make students bored and sleepy.

Those, the use of video as a teaching aid has potential benefits as well as problems for the teaching and learning process. Therefore, the teachers must be aware and careful before using it in the classroom. How the teachers use the video in the classroom will determine how valuable and how significant it will be to the students in the language learning process (Stempelski, 2002:367).

METHODS

How Video Can Help Students Speak

Video is defined as a recording of moving pictures embedded with sounds which contain some situational or typical dialogs for language learning purposes. Using the video to enhance the students' language skills is not a new way in EFL teaching. Kelly (1985) shows that video obviously gives the contribution to language learning in many ways. Some of its contributions are that it provides the students a lot of opportunities to view the authentic language use particularly in spoken form serving as language input of the target language. The role of language input may impact to English learning process, and Aellis (1997: 5) states that language input is an external factor that facilitates language learners. Through exposure in this input, learners learn the sample of language in spoken and written forms. Ellis' idea might show that without appropriate input the language learning cannot occur.

The language input of video segment might help students be provided with authentic input of English exposure and contribute to recognize how the language is used and uttered in the real context. In that way, the students could have an appropriate language model so that they can get the idea to practice some useful words, expressions and particular language structures in the context. In addition, the students also get ready to speak the target language since they have something to say about a certain topic or situation from the video segment. Simply, the language input presented in the video segment can facilitate the students to grasp the idea to speak up and rehearse their productive language. This is relevant to Halfield and Halfield's idea (2008:105) that in developing the learners' speaking skills, the teachers need to help them think of something to say and feel confident enough to try to express it.

Teaching Procedures

There are many activities that can be designed by the teachers to exploit the video in English teaching and learning process. Stempleski (2002: 366) with her simple ideas suggests that teachers may think of using video as a three-stage lesson, including pre-viewing activities (See Table 1). The first stage, previewing activities, prepares students to watch video by tapping up their background knowledge, simulating interest in the topic, and lessening their fear of unfamiliar vocabulary. The second stage, viewing activities, primarily facilitates the actual viewing the video. These activities can be done through playing and replaying the entire sequence or related parts and by requiring the students to focus on important aspects such as factual information and the expressions used in a particular situation which is apt to the objectives. Post viewing is the last stage of the activities. These require students to respond to video or to do rehearsal on some particular language points. Post viewing activities can be done to stimulate and develop various language skill activities.

Table 1. Teaching Speaking Using Video in a Three-Stage Lesson

Level	: Elementary College's students/ Speaking II
Purpose	: Speaking Skills
Sequence Type	: Short Dialog segmen in story

Sequence length : 3 to 4 minutes

Activity type : Individually work

Procedure :

Pre-viewing

1. Ask the students some questions related to the previous lesson to remind what they have learned.
2. Show some pictures and ask some questions related to the topic to activate the students' schemata.
3. When students respond to the questions, elicit relevant words and expressions related to the topic.
4. Manage the students individually.

Whilst-viewing

5. Ask the students to look for the topic of story that they will tell about. It can be fable, legenda, etc
Examples : Where does the conversation take place?
Who do you think the woman or man is?
What do you think this man is going to do?
6. Ask the students to arrange the script of story telling and to pay attention to the particular language points and useful expressions uttered by the speakers.
7. Ask the students to discuss the language use of the video segment and to say what they write.
8. Practice the story telling individually and ask their pair to record in his/her own mobile phone.
9. Let them view the video segment again to check whether or not the vocabulary and the expressions are correct.
10. Play the video again and ask the students to view the video and practice the correct language use from the video.
11. Ask the students to practice whole conversation of the video segment.

Post-viewing

12. Give the students an opportunity to create a new conversation with similar and relevant topic of the video segment as possible as they need.
13. Ask the students to perform in front of the class while others have peer assessment.
14. Give feedback and correction at the end of the lesson.

RESULT AND ANALYSIS

The implementation of reflectional videos in this research is done when observing activities in learning. Students are asked to observe a video that is played 3 times by themselves, where the students also have to fill in empty time so that the speaking dialog story text practiced completely. So that students are able to solve the problem of speaking easily. This action is done for 2 cycles, and each cycle consists of four stages. The action is done with the same media but with different stages and time. It is intended to find out how far the use of reflectional media can improve students' speaking learning outcomes. This section is not discussed again about action planning, but only discussed the results of action, observation, and reflection of each cycle.

Cycle I

a. Action

This stage a four-stage learning is conducted, such as observing, questioning, associating, collecting data, and communicating. This stage is aimed to get student results, then only focus in the associate story telling.

b. Observation

From the action in cycle I, it is found that many students cannot answer all comprehension questions of story that given by the teacher. The data show that there are only 9 students who score above the target of 88. In addition, there are still some students who undertake undesirable activities during

learning such as chatting, seeing each other's content of text going from the class, and even a daydream while doing the task.

c. Reflection

At the time of reflection, the students said that they really enjoy the video when they are reflected completely. Finally, the researcher found 85% of students finished their story telling more confident by the reflectional video.

Cycle II

The action in cycle II is similar with cycle 1, the action on this cycle is also done in 4 stages, such as observing, questioning, associating, collecting data, and communicating. In this second action, students are still playing the same video. Based on the reflection of learning that is done according to the activity, students think that learning using video is interesting and fun, because they not only read a lot of text, but also given the stimulus to know how pronunciation, add vocabulary, know the order of contents. Finally, 85% of students can show good score in range 86-95 for story telling skill.

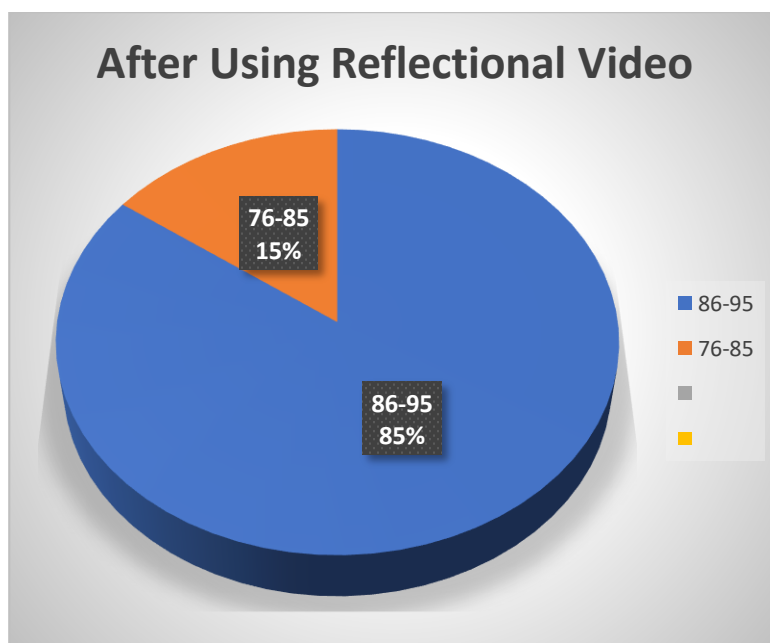


Figure 1. Data of score after using Reflectional Video

CONCLUSION

Video, as the combination of sound and vision that is a particularly exciting and lively way of exposing learners to language, is beneficial for both teachers and students in English language teaching and learning. For teachers, this reflectional video can become an innovation and interesting teaching medium in teaching English; meanwhile, for the students, video could encourage their motivation, offer samples of language use in context and present students with richer and fuller representation of the spoken language. Therefore, those advantages could really facilitate the students to enhance their speaking skills. However, before teachers use reflectional video as a teaching medium in the classroom, they must consider the kinds of video, the level of the learners, and the activities that will be given to their students. It is supported by the social media that the children love and need for their connection.

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