

# METHODOLOGY FOR IMPROVING STUDENTS' ENGLISH SPEAKING COMPETENCE BASED ON VIDEO CONTENTS

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## Abstract

This study aims to improve English speaking skills of eighth-grade students of using short videos to aid the learning process in which English is taught as a foreign language.

**Keywords:** teaching speaking; teaching English as a foreign language; vocabulary learning; short videos.

## Introduction

Communication and public speaking are influenced by the person's command of the language, making it an indispensable asset in human life. Assuming that a speaker has sufficient proficiency in speaking skills, the information that needs to be communicated verbally will be able to be communicated effectively and efficiently, resulting in improved communication with others. As is generally agreed upon, Sari and Wahyudin stated that the proficiency of the four skills are necessary to communicate effectively in English, namely listening, reading, writing, and speaking. Speaking, specifically, is how the language itself is communicated. Mandasari and Aminatun stated that speaking is an oral communication in a two-way process between speaker and listener involving both productive speaking skills and receptive comprehension skills. This study focused specifically on speaking skills. English is a difficult language to master. Several elements contribute to the challenges in speaking English, such as when the students are becoming bored with the media during the teaching and learning process. Students require media that can catch their attention and provide comfort while learning to speak.

## METHODOLOGY

It is not difficult to shift from video sessions to silent classroom instruction, in which teachers watch the video while maintaining their composure. There are many kinds of movies, it is the responsibility of the teachers to choose one that is suitable for the students' existing level of expertise as well as the topics in which they are interested, and then to become thoroughly acquainted with that particular video before using it in a lesson. Every video that a teacher shows to a class should have a specific objective, such as demonstrating communicative exchanges in English, practicing various forms of the language, increasing students' listening comprehension, or stimulating class debate. According to Harmer a video is not only a useful tool for observing language-in-use, such as comprehension, because students



can see general meanings and emotions communicated through facial expressions, gestures, and other visual cues, but it also bridges cross-cultural understanding in a unique way. Richards and Renandya claim that a video is an extraordinarily dense media, one which contains a large diversity of visual features and a huge range of aural experiences in addition to spoken words. The teacher is present to select appropriate sequences, prepare students for the viewing experience, concentrate students' attention on the information, play and rewind the video as necessary, construct or select viewing tasks, and conduct appropriate post-viewing activities. According to Alessi video is an effective learning and teaching medium. It is difficult to illustrate human behavior in interpersonal circumstances, for example, it is difficult to demonstrate to a student the effects of body language on communication using explanation or image alone. Cole and Corrie, as cited in provide evidence that the use of video in the classroom exposes students to authentic cultural material. It means that video can be utilized to teach English since its combination of illustration, sounds, images, and text can provide excellent visual stimuli. Based on the literature the researchers can infer that video is an effective learning and teaching tool. In addition to displaying visual elements, it also provides audio support. It will encourage pupils to enroll in the class or the English-learning process. It facilitates students' comprehension and long-term retention of materials. Therefore, students can practice speaking with proper pronunciation and expression. By utilizing short videos, students can automatically enhance their speaking skills and vocabulary. Effective short video as a media for teaching speaking The process of properly learning how to communicate through speaking by including movies in classroom training typically entails three primary components. They are pre-viewing, viewing, and post-viewing. Following the steps outlined above, educators can select the activities most suited for their students and their classes. Pre-viewing Before assigning pupils to watch the movie, pre-viewing activities can be done. According to Stoller in Koksai any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video using activating schema. Activating schema means tapping into students' background knowledge or trying newly introduced information to materials that have been previously introduced. While-viewing The basic objective of viewing activities is to improve one's experience of watching the movie or the recording. According to Koksai (2004), the instructor may have the pupils watch the movie more than once. When students watch the movie for the first time versus future times, they generally won't have the same goals in mind. Listening ability development is typically related to the activities accomplished while watching a video for the first time. Here kids listen for global comprehension. In many cases, the activities linked with a second viewing consist of collecting specific information and presenting or reinforcing language (grammar, vocabulary, functions).

## RESULT

The situation of the class described above becomes a problem that should be solved by the teacher for they are involved directly in the teaching-learning process and they are fundamental factors controlling the students' success in learning. The teacher is required to make a good learning environment that can encourage and motivate the students to study and make them



comfortable, interested, and motivated in learning English. To actively engage the students in the learning process and enhance their motivation of learning the language, it is highly recommended for the teacher especially to create a good media, make a conducive situation and creative activities. It is in line with Nunan said that teachers should help their students by establishing strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking and listening skills through large and small group discussions. According to the objective and the conditions mentioned above, it is very urgent and necessary for the teacher of speaking class to make every effort to change some of these situations into positive ones. Therefore, from those needs in teaching, the researcher proposes YouTube to be a strategy in teaching speaking. YouTube was chosen because this site gives many contributions in the teaching and learning process. It provides a huge of video content that is exploitable for a class use. YouTube as a media is used by the teacher to solve this problem at the first step. Khalid defined YouTube is a video-sharing website on which users can upload, share and view videos. According to Burke, et al. YouTube is a public-access Web-based platform allowing people to easily upload, view, and share video clips across the internet through [www.YouTube.com](http://www.YouTube.com), other websites, mobile devices, blogs, and email.

## CONCLUSION

The use of short videos in the teaching and learning process might lead to an expansion of students' vocabularies as a result of the input supplied by the videos, which can be chosen by the instructor or by the student themselves. However, as a result of the participants' and collaborator' thoughts on the first cycle, the researchers were aware that a video should be as brief as possible while also being pertinent to the researchers' everyday lives. There are a few aspects of the utilization of videos in the instruction and study of English that need to be taken into consideration by other researchers who are interested in carrying out the same kind of investigation. Finding videos that are appropriate for the students' core competencies, fundamental competencies, and also the level of their proficiency is the first step that needs to be taken in this process.

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