CREATING VIDEO AND SPEAKING ACHIEVEMENT IN EFL CLASSROOM

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Abstract

The aim of this paper were to share "Creating Video and Speaking Achievement in EFL Classroom", to find out factors causing low ability in speaking class, to identify the effectiveness of videos in proficiency, to describe the effectiveness of videos in increasing students' motivation in the speaking class, and to create a video project in speaking class. The research used qualitative method. The data of the research were collected using: interview, observation, and documentation. The data collected were classified into two major data; reflective notes and document analysis. The results showed that video project was the effective technique to improve students' speaking achievement. Students showed enthusiasm in joining class. The video entertained and motivated them to get involved in creating a video project.
Key words: *Creating Video,Speaking Achievement*

Introduction

Learning English means learning language components and language skills. Grammar, vocabulary, pronounciation, and spellings are examples of language components. While, language skill covers listening, speaking, reading, and writing. Among the four skills, speaking is often considered as the most difficult skill to be learned by the students. Nunan (2003), speaking is the productive aural / oral skill between two or more people. Hence, Brown and Yule (1983) stated that learning to talk in the foreign language is often considered being one of the most difficult aspects of language learning for the teacher to help the students with. Helping the students develop the efficient oral skill is especially significant necessity since students need not merely to be able to perform accurately, fluently, and spontaneously in any situation, but also as future professional will be charged of educating others and helping them to develop their own communicative competences. Students may need for further study, work or leisure, so they will not be among the many people who unable to express his/ her idea in English after having studied it for some years.

In this research, creating video and speaking achievement is introduced. Video as an audio visual aids is beneficial for the teacher and students in English Language Teaching. Video can be used as an aid to teach the four skills namely listening, reading, speaking and writing. It also brings how people behave in culture whose

language they are learning into the classroom. It enables students to have authentic experince in controlled environment. It is also real life in to the classroom. The students can practice and create a new video based on their experiences.

Based on the phenomenon above, it is necessry to conduct a classroom action research. This research is originated with Kurt Lewin, an American psychologist, who introduced it in educationl research in the 1890-1947s. The method applied in this reserch is qualitative methods. It allows us to describe what is happening and to understand the effects of some educational intervention. Biggs (2006) stated that " action research is being systematics about changing your teaching and making sure the changes are in the right direction; that your students are now learning better than they used to. The target of action learning is the teaching of the individual teacher herself or himself.

The principle foundations conducting this research are to solve the identified problems and to understand the effects of some interventions. These two principles were aimed to make improvement and to see change. Mills (2006) stated that " the goals of conducting action research are to gain insight, to develop reflective practice, to effect positive changes in the course environment (and on educational practices in general), and to improve student outcomes and the lives of those involved."

Research Question

The problem of the research is formulated in the following question, "Is there any significant difference in speaking achievement at the Accounting 4th Semester students of Sekayu Polytechnic before and after they were taught by using creating video?

Theoretical Review

a.   Definition of Video

According Traore & Kyei- Blankson (2011) using technology as a supplementary tool to support learning among students is a teaching strategy thata continues to gain popularity today. Language teaching is one area in which the application of technology has been encouraged. So far, technological equipment such as radio, TV, cassettes, CD-ROMs, DVDs, and communicative tools such as e-mails, chat rooms, discussion boards, and internet conferences are being used in language classes. Zarei (2009) state the use of videos, particularly the subtitled videos, can be

one of enjoyable, stress free methods for L2 vocabulary and speaking learning. Video is lauded for contextualizing language (i.e., linking language from to meaning) and depicting the foreign culture more effectively than other instructional materials. "Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audio-cassettes, video's visual dimension is thought to reduce ambiguities present in native speakers to want to learn the foreign language (Herron, et al., 1995)."

Video tape system presenting motion pictures were gradually developed during 1970's and were gradually standardized on a new format. One of the formats was compact disc (CD). It is known as alaser data storage device on which audio, video or textual material can be stored. Video is something switched on and left to present language without teacher's intervention. There were many things can be discussed from it in various ways. Video can be aid in the teaching learning process. Cooper (1991) stated that " Video is a super charged medium of communication and powerful vehicle of information. It is packed with messages, images, and ambiguity, and so represents a rich terrain to be worked and reworked in language learning classroom. Video is medium of communication which contains some information. The information is in the form of pictures, images, and action. All of them can be discussed in the classroom. Afterwards, the students can create the new video as a task. Brown et al (1997) stated that videocassette and videotape records and players are becoming standard resources.

b.   Speaking Achievement

In most cases, students who learn English usually want to be able to communicate in that language. One of the language skills they want to acquire is speaking. Shea and shanahan (2011) states " using language as a means to instruct reduces the affective filter and allows the students to feel safe in their learning environment. When students see, hear, and produce the content, their ability to retain the information being taught increases. Hafield (1999) stated that " speaking is a kind of bridge for learners between the classroom and the world outside." From the definitions, it can be concluded that speaking achievement expresses their idea to the listeners. When the speakers speak, they produce utterances with specific pronounciation of individual sounds.

According to Nunan (2003), speaking is the productive aural/oral skill between two or more persons. In an act of speaking there is usually at least one speaker or sender, a message which is tranmitted, and a person or person for whom this message is intended (the receiver). For many years, students repeated the drills and memorized the dialogue but today they should learn how to express themselves (Rahamy & Safarpour, 2012). They also stated that EFL learners failed to speak in real situation. It means that the learners who cannot be considered effective language users, even if they can read and understand it. Meanwhile, Richard (2008) states that, the mastery of speaking skills in English is a priority for many second- language or foreign- language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of thier English course on the basis of how much they feel they have improved in their spoken language proficiency. Speaking skill is the vehicle of social solidarity, social ranking, and business. It is also the medium through which much language is learnt.as a result, speaking is considered as one of the central elements of communication in EFL teaching. The development of efficient oral skill is especially significant necessity since students need not only to be able to perfom accurately, fluently, and spontaneously in any situation, but also as future professional will be cahrged of educating others and helping thyem to develop their own communicative cempotences. The teachers' role in promoting foreign language acquisition is very important, as trheyareresponsible for providing students appropriate contexts to foster communicative situations that allow students to express themselves and interact in the target language.

Research Methodology

a.   The Research Design

This research deals with improving students' speaking skill used creating video. Learning to communicate in English is often considered being one of the most difficult aspects of language learning for the teacher to help the students with their learning problems and difficulties (Brown et al, 1983). This research was conducted from 5th until 26th January 2017 at Accounting class 4th Semester of Sekayu Polytechnic. The reason in choosing the students of Accounting class in 4th Semester of Sekayu Polytechnic as the subject of the research was because of their low speaking achievement. This time allocation for learning English was more than what other class participant has.

b.   The Research Method

This research was undertaken as a qualitative research in collaboration with an English lecturer of Accounting class 4th Semester of Sekayu Polytechnic in order to improve students' speaking achievement by using creating video.

Result and Discussion

This research was undertaken as a classroom qualitative research in collaboration with an English lecturer of Accounting class 4th Semester of Sekayu Polytechnic. As Lecturer a was not familiar with qualitative research, English lecturer and the researcher shared about what it was before undertaking the research. English lecturer interested in taking part qualitative research afterwards. The reason was she wanted to improve teaching and learning process. As the qualitative research was conducted collaboratively, we worked together on the implementation of the qualitative research. However, since lecturer was the one who taught the class, it was she who implemented the action. As a collaborator, the researcher helped lecturer since the initial research until the end of the research. The result of us were familiar with the progress of the research was discussed together so that both of us were familiar with the progress of the research. Lecturer and the researcher collaboratively identified the problem, planned the action, observed, reflected, revised the plan for next cycle. The students recorded and created a new video. Having conducted the research, there were some differences before and after the research. They can be seen in Table below.

No	Before Research	After Research
1	Students got less time to practice their speaking skill	Students got more time to practice their speaking skill by conducting group discussion
2	Teaching techniques used(Song, pictures) did not activate students' motivation	Teaching speaking using video elicited students'participation in speaking
3	Students'speaking appropriacy was low	Students' speaking appropriacy improved

4	Students were not able to apply information routine in terms of giving justification	Students able to apply information routine in terms of giving justification
5	Students did not have curiosity and this did not stimulate them in speaking activity since there weren't Any video presentation	The video which were video presentation (essential step 1, essential step 2, And essential step 3 by A.J. Hoge) made the students were curious and stimulated in joining speaking activity
6	Students bad learning attitude such as looked out the window, chatted with another student.	Students' bad learning attitude did not emerge

Conclusion

Cakir (2006) said that language are not fixed but constantly changing, so is the media; television, radio, newspaper, mobile phone, and internet which are an extraordinarily rich sources of language in use. In order to expose foreign learners to the target language the use of technology needs to be maximizex in the classroom as much as possible. Video can become media to improve student's speaking skill and their culture. The creating video helped the lecturer and researcher to benefit more from it whether in improving the students speaking achievement by putting them in real context or in motiveting and engaging them in learning atmosphere. Creating video was essential to improving students' achievement and preparing them as professional in teaching and learning (TL) process. There were some pictures of creating video which were produced by students at Sekayu Polytechnic .

1 st Picture : The Tittle of Creating Video
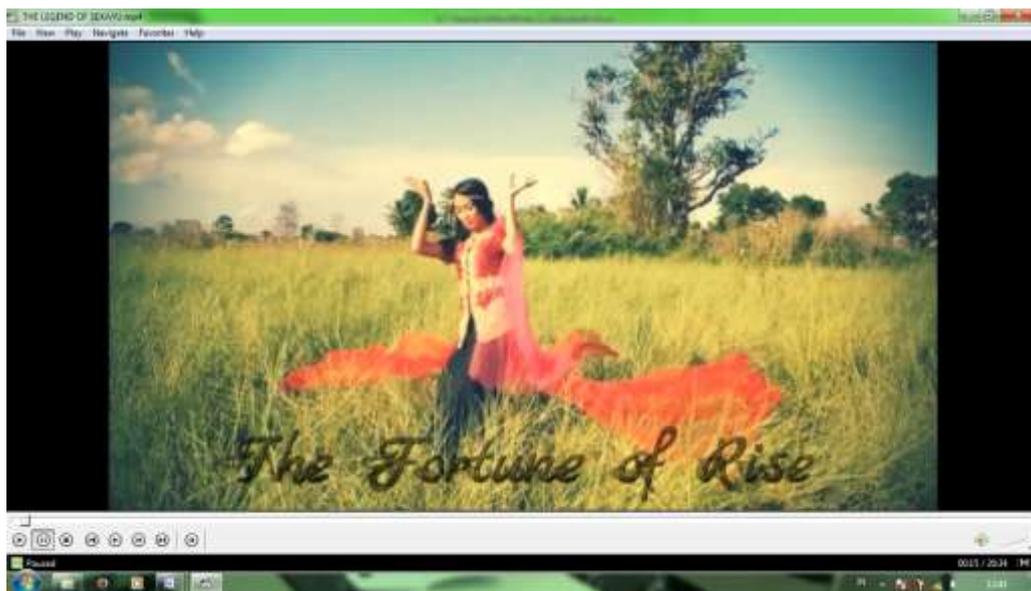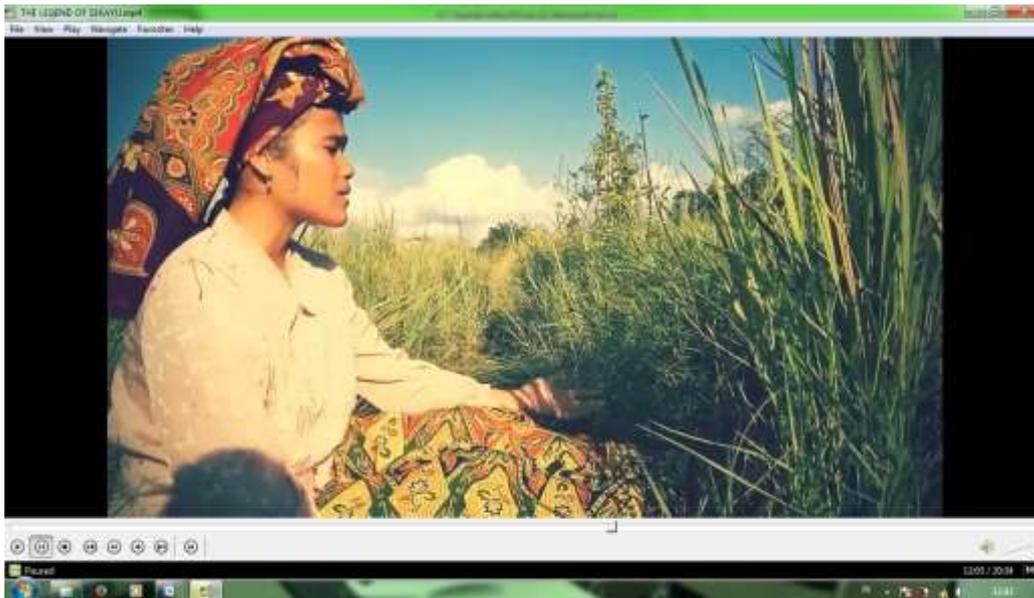
2 nd and 3rd Picture : Orientation of Story
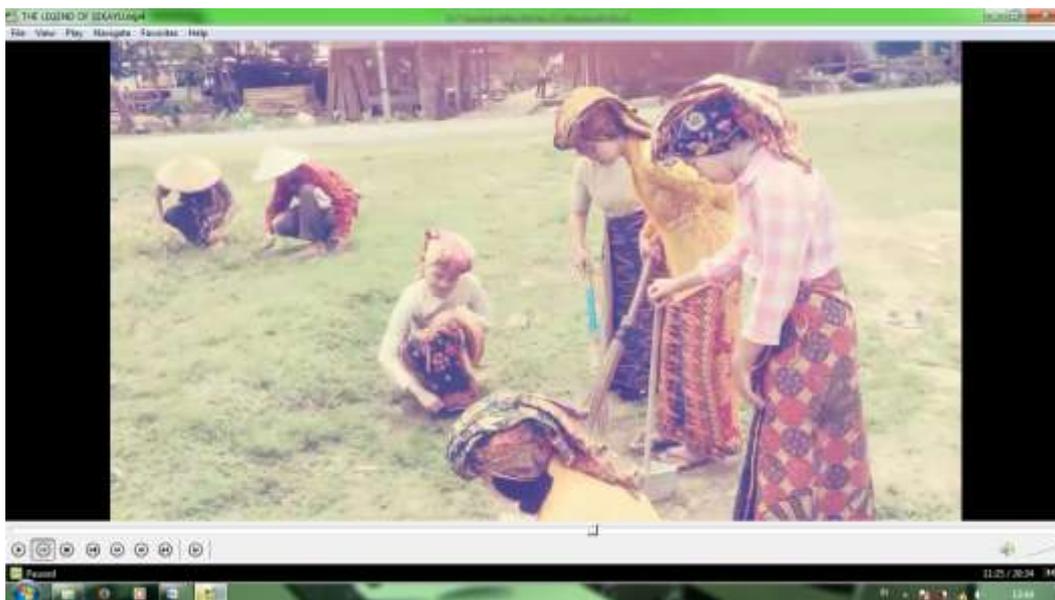
4 th and 5 th Pictures : Content of Story
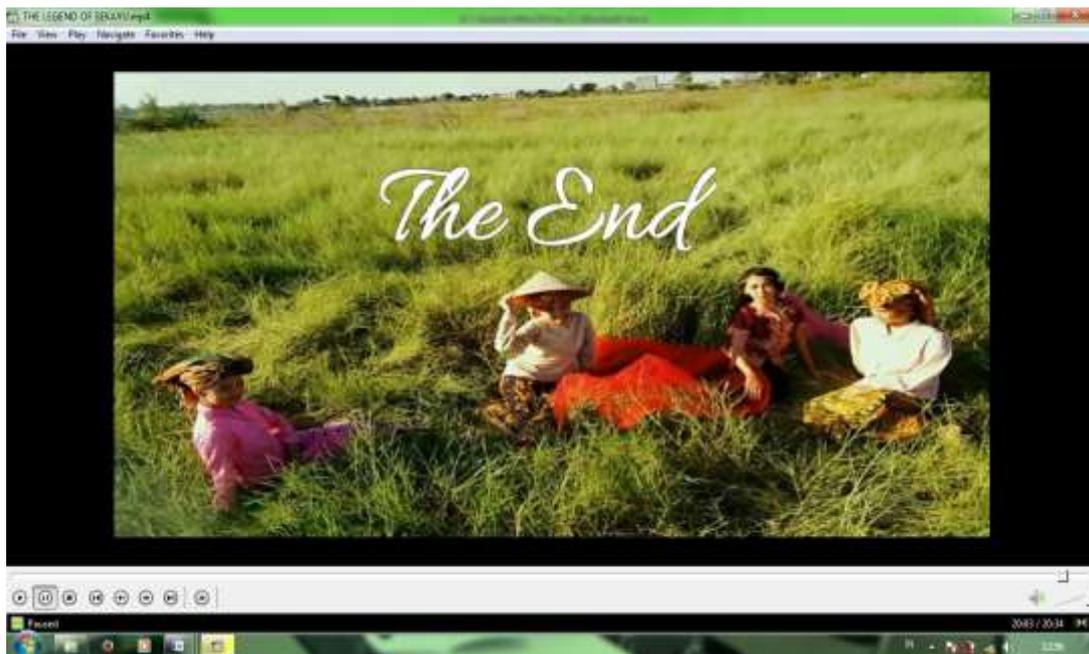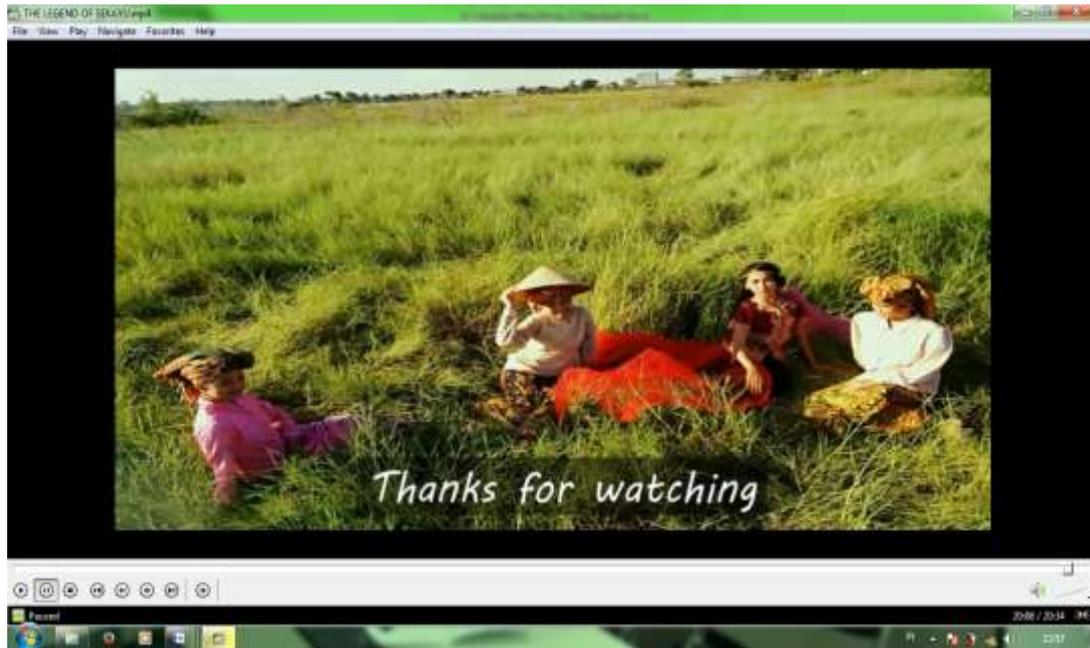
6 th and 7 th Pictures : Opening

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