

Watching Video Tutorial As Teaching Strategy To Improve Speaking Skill For EFL learner: A case study of 5th grade students of elementary school

Yayah Nurhidayah, Nunu Nurdiana

Faculty of Teacher Training and Education, Universitas Majalengka

ayahidayah30@gmail.com

Abstract

This is a descriptive case study investigating a teaching strategy to improve EFL students' speaking skill. The research subject was students of 5th-A grade of SDIT Insan Kamil, Majalengka. In this study, I investigated how watching tutorial video and presenting oral tutorial help students to improve their speaking skill. The students are invited to watch some videos tutorial, so identified these vocabularies and also the expressions. After that, the students are presented another tutorial in English made by them in front of classroom. The findings confirm that these activities triggers students to convey their ideas and feeling, motivated self - confident and improved their speaking skill. The result suggests that video tutorial could be a potentially useful teaching strategy for EFL learner.

Keywords: Video Tutorial, Oral Presentation, Speaking skill and TEYL

INTRODUCTION

A language is considered as a system of communicating with other people using sounds, symbols and words in expressing meaning, idea or thought. This language can be used in many forms, primarily through oral and written communications as well as using expressions through body language. Without language, people cannot make conversation and understand with each other. English is one of the international languages that is important to be mastered in globalization era. It is widely known that there are four skills that one has to master in order to communicate in English. Those skills are reading, writing, listening and speaking.

Kayi(2006:1). Thus, the students might have a good pronunciation and numerous

vocabulariesbut only few of them who are able to use it appropriately. It is widely known that speaking is a productive skill that needs input before it is produced. Lack of knowledge about the context, however, can lead the students to misuse the input they received earlier Cameron (2001) proposes a thought provoking question in relation to the idea of teaching a foreign language to young learners. She asks: "What is different about teaching a foreign language to children, in contrast to teaching adults or adolescents?" (2001: 1). When I read this question, I immediately thought that teaching a foreign language to young learners could be interesting and easy since young learners are curious about learning; while teaching a foreign language to adolescents could be a bit more serious and tough. My discussion with English teachers to young learners, however,

have convinced me that teaching English to young learners is not that easy, though interesting. Teaching English to young learners needs good teaching skills, creativity, thorough preparation, and patience. We must have all these attributes in order to make young learners keep motivated.

Teaching English to young learners then can be beneficial or detrimental to learners. If we can facilitate learning, enabling learners to bring to language learning their curiosity and eagerness to make sense of the world, we may help them tackle even the most demanding tasks with enthusiasm and willingness (Cameron, 2001). However, if we fail to provide them with pleasant learning situations we may drag young learners into feeling of hatred toward the language. The following section will discuss some possible risks and benefits of teaching English to young learners. I assume that an ability to manage EYL teaching can help a teacher minimize the risks and maximize the benefits. The young learners' needs as outlined by Harmer (1991) are consistent with what Piaget (cited in Krogh, 1994) and Vygotsky (cited in Cameron, 2001) suggest, that young learners need to be involved in an active exploration to the environment they enter, either in school environment or family circle.

The researcher tells the students to learn words which are not contextual. The teacher finds it difficult to teach vocabulary. This is caused by the method applied by the teacher still seems traditional. She often instructs the students to memorize words without looking at the context. It makes the students get difficulty to remember the words longer and

the students get problem to use speak the target language.

Nunan and Carter (2001:21) argue, one of the measurements in successful English speaking ability is to carry out conversation in English language itself. So that, the main objective to teach speaking is to increase the students' ability to speak in the target language. Because of that reason, this study emphasizes on teaching technique to improve young learners' speaking skill. Therefore, teaching media, in this case video learning are selected base on same criteria such as language factor, video content, and video production.

METHOD

This type of research is a classroom action research based on Lesson Study. This research using qualitative descriptive approach. Classroom action research defined as one of the problem-solving strategies that utilize concrete actions and capacity building processes in detecting and resolving problems. This research was conducted in two cycles through four stages: action plan, implement, observe, and reflection. The subjects of this study were students of 5th grade Students. Data collected by using documentation, score list and observation checklist. Data analysis can be done in the following way: (1) Classify data by grouping, selecting, focusing, and simplifying data according to its type from the beginning of data collection to the preparation of reports; (2) Presentation of data that has been selected and will be presented in the form of simple information. The information in question is a description of the learning process and the results obtained from the combination of

observation and interview data; (3) Conclusion.

Research findings

Implementation of video tutorial in Improving students speaking In this study, the researcher did 2 cycles. In the first cycle consisted of two meetings. Each meeting was allocated 90 minutes including pre activity, middle activity, and post activity. During teaching learning process, The researcher did to observe the situation during in the class. In this cycle the English teacher applied the video tutorial in the post activity. After giving the treatment the researcher did the post improvement. the students' average of first cycle were 69,79% . It meant that the first criteria of success had not been achieved so that the researcher needed to do the second cycle. The teacher needed a new teaching strategy to improve students' speaking skill. In this study, the researcher did two cycles. In the first cycle consisted of two meetings. Each meeting was allocated 90 minutes including pre activity, middle activity, and post activity. In this cycle the researcher modified the time to make the action more effective. The researcher applied video tutorial. The result showed that the students' average in second cycle were 83,66%. All the data above showed that all criteria of improvement were fulfilled. It meant that implementation of video tutorial were able to improve students' speaking.

The researcher asked the students to identify the difficult words in order to help students to understand the materials. This procedure could encourage the students to be independent learners. In fact, by applying watching video tutorial, the students tended to participate actively, and they also had

greater independence and more chance to discuss with their friends either in their group or others. This fact convinced the researcher that the implementation of video in learning process can stimulate the students to be active and cooperative person. Using video tutorial could improve students' speaking skill because these medium is interesting. Through video tutorial, the students got fun and enjoyable learning. In addition, the students were motivated in this way.

CONCLUSION

The finding of this study shows that using video tutorial can improve students' speaking mastery and it can be effective strategy in teaching English. It helped students to memorize vocabulary easier, made them enjoy and motivated them in teaching learning process. It also created competition and cooperation in teaching learning process.

After discussing the findings of the research, the researcher gave suggestions below:

The students must be motivated to improve their knowledge on speaking ability appropriately. Since the researcher obtained that there were some students who had low motivation, less self-confidence, and interest in attending the class from meeting to meeting. Therefore, further research should be carried out to investigate effective way to enable low motivation and interest to improve their speaking ability.

REFERENCES

- Kayi, L. (2006). The nature of language in use. Bandung. Tritustra
- Cameron, L., 2001. Teaching Languages to Young Learners. Cambridge University Press, United Kingdom.

Harmer, J. 1991. *The Practice of English Language Teaching*. Longman. London and New York.

Krashen, S. 1982. *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.