



The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students

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The Efficacy of Using Short Video through Group Work in Teaching Speaking to Indonesian English as Foreign Language (EFL) Students

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Abstract

This research aims at finding out the efficacy of using short video in teaching speaking to Indonesian English as Foreign Language (EFL) students. The main question of this research: Is the use of short video through group work effective in teaching speaking to Indonesian EFL students? The significances of the research are (1) this study can be an addition in the persisting teaching speaking by using short video. (2) this study will also be helpful to curricular designers to integrate ICT for teaching and learning speaking to Indonesian EFL students. This research was conducted at the eleventh grade of Senior High School number 4 Luwu regency, South Sulawesi Province, an Indonesian High School. The total number of samples was 25 students. The research used a pre-experimental method with pre-test and post-test design. The pre-test was given to find out the basic ability of the students in speaking and the post-test given to find out the students' improvement in speaking after giving the treatment by using of short video through a group work. The findings shows that using short video through group work is effective in teaching speaking to Indonesian EFL students. It is supported by the result of significance test through SPSS 20 program that the P was 0.00. Therefore, it is recommended to use short video through group work in developing speaking skill of Indonesian EFL students.

Keywords: group work, Indonesia EFL students, short video, teaching speaking

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Introduction

Technology has been widely popular as effective tools in English language teaching (Dudney & Hocley, 2007; Chapelle, 2001; Masruddin, 2015). It has been used to teach some skills in English such as listening, writing, reading and speaking. In addition, it can facilitate the students to gain the better achievement through the use of technology effectively. It also can increase the students' interest in learning process. Bruce and Levin (2003) state that technology can be helpful thing in classroom settings through encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. Furthermore, Alkhatnai (2016) states that using of technology as a tool in the classroom can help learner to work systematically by themselves or with their classmates. In addition, Liu (2013) finds that modern technology can increase the students' ability within a very short time and it can be effective way to promote learner autonomy and effective learning strategy. Furthermore, the application of technology use in learning a language can increase a learner's achievement and increase their learning efficiency in language learning (Chen & Chung, 2008; Lin, 2010). For example, Lin (2010) suggests that video-based programs can enhance a student's vocabulary acquisition. Teachers can also benefit from technology aids by becoming more creative in the ways that they present their teaching materials and in designing online courses in a more structured and organized way than traditional courses (Zhu, 2010).

Focusing on the learning and teaching process, Bransford, Brown, and Cocking (2000) describe the roles of technology in five ways, namely: (1) being able to bring the real-world settings into the classroom. (2) providing scaffolding that gives chances for learners to participate in complex cognitive tasks. (3) increasing opportunities to receive sophisticated and individualized feedback. (4) building communities of interaction among teachers, students, parents, and other interested. (5) expanding supports for teacher development. In addition, Masruddin (2014) mentions that technology can create faster and easier way in delivering the learning message to the students in language classroom.

In Indonesia, speaking is one of the skills in EFL classrooms include in senior high school level. The students are expected to have the speaking skill. In fact, Some Indonesian students of EFL have difficulties to express their ideas orally since they don't know what they should talk about. They find difficulties in pronouncing some words and expression in English. Also they are lack of vocabulary and lack of bravery to speak. Therefore, they need some helping to find the inspiration what to speak, and then it will make them easier to express it in speaking. Related to the Indonesian students problem in Indonesia, Astuti et al (2016) mention that there are seven problems faced by Indonesian students in speaking skill namely: (1) the misuse of Tenses, (2) Verb, (3) Agreement, (4) Word Order, (5) Wrong Chosen Word, (6) Redundancy-Reduction, and (7) Phonological difficulty. Then Mukminin et al (2016) find that Indonesian students in senior high school have English language speaking anxiety problem during the learning process. Many factors contribute to the students' anxiety problem. Those factors seemed to be complexly interlinked. In addition, Rahman (2005) also reveals that the English ability of Indonesian students are very low.

In relation to the students' difficulties in speaking, a teacher in EFL classrooms should choose a good technique in teaching process. The teacher needs to guide the students in getting ideas and making students speak up. Then, based on the writer's believe, the things that should be improved is the using of media. The result of some researchers have shown that media has superiority to help teachers to deliver learning message faster and easier for students. In addition, media have a positive effect and can change the students' behavior to be creative and dynamic. Then, the role of media is needed in learning process where media is not as a tool but as a part of integral in educational system and learning process.

A teacher should apply an appropriate technique and media in order to reach a successful speaking class. In choosing a teaching technique, Ur (1996: 120) lists some criteria that should be fulfilled by a good technique in teaching, namely (a) learners can talk a lot during the class, (b) students must be in the learning task and activities (c) motivation of students should be put as the priority to be developed and (d) language used is in accepted level. In addition, Brown (2001: 263-270) mentions some principles which teachers must consider before making decision about the technique in teaching speaking. Those principles are: cover the spectrum of learner needs, intrinsically motivating, encourage the use of authentic language in meaningful context, provide appropriate feedback and correction, capitalize on natural link between speaking and listening, and give students opportunity to initiate oral communication.

Besides teaching technique, media also plays great role in determining successful speaking class. The use of media gives valuable advantages in teaching and learning process. This statement is in line with Wittich & Schuller (1979) as cited in Pratiwi (2010) who says:

When more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding and the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media (P.17)

Media is classified into audio, visual, and audiovisual. Audiovisual is categorized as one of the best media to teach speaking since the students not only can see it but also see it at the same time or in short term they see and listen at the same time. One of audio visual media that usually used in teaching and learning process is video. Canning- Wilson (2000, p.1) states that video can be defined as the selection and sequence of messages in an audio-visual context.

The use of technology as media in EFL classroom is very helpful. Furthermore, media technology can increase the students' interesting in learning process. Movie as a one of the kind of modern technology, it can be used as a good media since it is an enjoyable things for students. They can enjoy the story and also the pictures of movie are always interesting for them. Related to the students' difficulties in speaking, through watching movie the students easily can find material or topic to be expressed. In addition, short movie is considered able to solve the students' problem in their speaking such as students can learn how to pronounce some words and expression in English through listening from the audio of the movie. If both subtitle and language that exist in the movie is using same language, students are also able to match the

pronunciation and the subtitle. Furthermore, through movie, watching and learning can be one package to make students' pronunciation understandable.

In this current research, the researcher uses group work strategy to support the use of short movie as media in teaching speaking. Hammar Chiriac (2014) stated that group work is an educational mode that supports learning and interaction among students. According to Harmer (2007), group work is a cooperative activity, consists of five students, work together to discuss a topic, do a role-play that must be interesting activity for some students or solve a problem. In a group, students participate in doing the task, and they are also more able to experiment and use the language than they are in a whole-class. Billett (2011) reveals that:

group work can be a stimulus to the individual, arousing him to greater effort and achievement – that the individuals within any group can learn vicariously from each other – that the group can make possible education in ways of efficient and effective cooperation. (p.14)

Ur (1999) describes that in group work, students perform a learning task through small-group interaction. "When students divided into groups, they may get opportunities to talk than in a whole class, because in a group, they can interact each another, such as discuss a topic, share their idea or solve the problem.

In this research, the research will examines the efficacy of using short video through group work in teaching speaking to Indonesian EFL student. The main question of the research: Is the use of short video through group work effective in teaching speaking to Indonesian EFL student?. The study is expected (1) as an addition in the persisting teaching speaking by using short video. (2) as a helpful thing to curricular designers to integrate ICT for teaching and learning speaking to Indonesian EFL students.

Literature Review

Movie as media in teaching speaking

Some experts mention that movie can give contribution to the students' speaking skill such as Chan and Herero (2010, p.11) reveal that movie video brings some real conversation as authentic material to be talked about. Also, the students can easily understand the contents of the movie. In addition, the students will have various thought about the movie characters. It will have the students to be able to express their ideas about the movie. In addition, Berk (2009, p.2) explains that generally there are some advantages of using video of movie such as it is able to increase the students interest in class, make the students are relax in learning, stimulating the students to get the ideas, provide a chance for students to be free to express their ideas give some inspiration and motivation for students in learning process. In addition, Stewart (2006) adds some other advantages of using film in teaching English are (1) film can help on all counts, narrative film in particular use language to advance plot, define character, establish mood, and simply tell us what is going on. (2) film can also serve as the basis for writing assignment and oral presentation, especially when they are combined with the various film and resources which is exist on the internet.

Other expert's idea about the advantages of movie is from Gebhardt (2004, p.2) who believes that movies can give many advantages such as (1) Movies are universal and have universal appeal across culture, providing current language usage. (2) the movies can present context of visual in which the conversation take place, action accompanying speech. (3) The movies can present gestures, facial expression, and other body language appropriate to the dialogue.

Group work in developing language communicative competence

According to Huda (2013) group work which is popular used in a short course is effective to develop the foreign language competence. This kind of activities can help students to develop their language communicative competence. Based on the explanation above, it can be concluded that group work is a technique in teaching learning, which it can encourage students to do the task together, solve a problem or do a role-play. It also provide more opportunities for students to talk more in the class and use the language much more than they do in a whole-class.

According to Harmer (2007) there are five advantages of group work, they are: (1) Give more opportunities to talk for students. (2) Make a greater chance for the students to share their opinion and their contribution. . (3) Encourage students for broader skills of cooperation and negotiation. (4) Encourage the students to make decision in the group without being helped by the teacher. (5) Give students the opportunities to choose their level of participation.

McDonough and Shaw (2003) add some other advantages of group work, there are as follows:

1. Group work provides students to work correspondently.
2. Group work encourage student to share ideas and exchange the information.
3. The different tasks can be assigned to different groups.
4. Group work makes each student has more opportunity to speak and therefore to be involved in real language practice.
5. Group work can promote a positive atmosphere in the classroom
6. Group work can be seen very interesting to teach and provide the students' creativity.

While group work could be a good strategy in teaching learning, it also has some of the disadvantages of group work. Penny Ur stated that the disadvantages of group work are the teacher worried they will lose their control to manage the students, because there may be too much noise made by the students or they may use their mother tongue and it could be worse if they did not do the task well. According to Harmer, the disadvantages of group work are:

1. It is likely to be noisy. Some teachers feel worried that they will lose control, and the whole-class feeling which has been painstakingly built up may dissipate when the class is split into smaller entities.
2. It makes not all students can enjoy it since they would prefer to be the focus of the teacher's attention rather than working with their peers.
3. It seems that individuals may fall into group roles that become fossilized, so that some are passive whereas other may dominate.

4. It can take longer to organize than pairs; beginning and ending group work activities, especially when students move around the class, can take time and be chaotic.
- 5.

The teachers who may have some difficulties in controlling the students when they use group work as a strategy in teaching learning, Daniel Muijs and Reynolds (2006) they quoted from Johnson and Johnson (1994), they suggest a list of students' roles in a group work, where students can be assigned as follow:

1. The summarizer, who will prepare the group's presentation to the class and summarize the conclusions to see if the rest of the group agrees.
2. The researcher, who collects background information and looks up any additional information that is needed to complete the task.
3. The checker, who control that the facts that the group will use are absolutely correct and will stand up to tight control from the teacher and other groups.
4. The runner, who tries to look for the resources needed to finish the task, such as dictionary.
5. The observer or troubleshooter, who takes notes and watches group process.
6. The recorder, who writes down the all activities of the group, and evaluates the work of other group members.

By using this role, it probably can decrease the teachers' problem and students can more enjoy in their class. Therefore, it can help the students to develop their language skills.

Steendam et al.'s study (2010) shows that using group work in English as a foreign language (EFL) acquisition can help students become more independent and autonomous. Through participating in EFL collaborative learning activities, students have an opportunity to develop communication and interaction skills, and can use these skills to master the English language. While actively participating in learning groups, students get more involved in their learning process and are more capable of comprehending learning material effectively, hence, easily attaining their learning goals (Chenga & Linb, 2010). Aminloo (2013) conducts a research on the effect of using group work and collaborative writing on elementary-level EFL students. The results show that the students writing collaboratively have better writing performance than those writing individually. Ghaith's study (2001) demonstrated that learning English through collaboration can bring students a more positive learning experience; they are more willing to share their experiences with other students.

Ghaith (2002) also explains that learning English in group work can improve the perception of social support and academic achievement in EFL learning, maximizing positive interdependence. Davoudi and Mahinpo (2012) suggest using the Kagan learning model to motivate language learners to make collaboration for foreign language acquisition. Situated in a collaborative learning setting, students are supported by each other, using various ways to solve language learning problems, therefore, increasing their language achievement, as well as their social skills. Alijanian (2012) uses a Student Teams Achievement Division (STAD) approach, focusing on the team goals and success dependent on the collaboration of all group members. The

results also showed that students using the STAD approach based on collaboration performed better English learning achievement than those using traditional methods.

Method

This study applied pre-experimental research. It aimed at finding out the effectiveness of Short movie in teaching speaking skills for Indonesian EFL students. It was conducted in eight meetings at public senior high school in Luwu Regency, South Sulawesi Province, Indonesia. The researcher was interested to conduct the research in the school because of the observation result. The observation results show that the students in Senior High School Number 4 Luwu (SMAN 4 Luwu) faced difficulties in speaking. Therefore, the researcher is interested in helping the students to increase their speaking skill. The total number of population of this research was 150 students at the eleventh grade students of SMAN 4 Luwu, in academic year 2018. It consisted of 4 classes, in each class there were 30 students. In this research, the researcher used purposive sampling technique in taking the sample. The researcher took five students as a sample from each class who have low ability in reading fluency. Therefore the researcher took 25 students as sample of this research. The instruments that had been used in this research were: speaking test through interview. The speaking test was given to measure the students' ability in speaking.

In this research, the researcher conducted treatments in six meetings. The treatment was conducted for six meetings, the researcher used different theme of short videos in every meeting. In giving treatment, the researcher gave instruction what the student should do in class activity. Each meeting was taken 90 minutes. Steps to conduct the movie use as follows:

a. Previewing Activities

In this step, the teacher prepares the short video and gives the students brainstorming about the video. The teacher explains the activities and what a student should do during the class activities.

b. Viewing Activities

This is the main step, the students watch the short video and the teacher asks some questions about the movie and guide the students to understand the movie.

c. Post Viewing activities

In this step, the students are in their group to discuss about the short video. Then, they prepare their ideas to be presented in front of the other groups in the class. Every students should express their ideas in their own group. Then one of the representative of the group should give the result of their discussion about the short video.

To sum up, the previous procedure time allocation can be flexibly adjusted according to students' needs and interests. The, there were some steps of conducting this research namely : (a) Giving Pretest, (b) Giving Treatment: previewing, viewing and post viewing activities (c) Giving Posttest

Results

The result of the research shows that there is an improvement of students' ability in speaking

after the treatments by using short video. There are 4 aspects that have been evaluated in students speaking namely fluency, accuracy, vocabulary, and comprehensibility.

Table 1. Students' mean score of speaking achievement in Pretest and Posttest

Pre test	59.12
Post test	80.64

Table 1 shows that the students' achievements in speaking test have been improved. The students can increase their achievement in the post test. Furthermore, the hypothesis of the research was tested by using SPSS 20. In this case, the researcher used t-test (testing of significance) for paired sample t-test, that is, a test to know the significance difference between the result of students' mean score in pretest and posttest. Assuming that the level of significance (α) = 0.05, the only thing which is needed; the degree of freedom (df) = N – 1, where df = 24, than the t-test is presented in the following table.

Table 2. The Probability Value of T-Test of the Students' Achievement

Variable	P-Value	(α)
X2 – X1	0.00	0.05

From the analysis, the researcher concludes that there was a significant difference between pretest and posttest in teaching speaking by using short video through group work.. In other words, using short video through group work in teaching speaking could be used to increase the students' speaking skill.

The result of statistical analysis for level of significance 0, 05 with degree of freedom (df) N-1, where (N) = 25, df = 24. The probability value was smaller than α (0.00 < 0.05). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It means that Language Experience Approach (LEA) effective in increasing reading fluency ability.

In addition, the next bar chart shows the comparison between the students' achievement in three dimensions of reading fluency before and after the treatments.



Figure 1: Students' scores in pre-test and post-test

From the previous chart, it can be seen that there was significance difference of students' score in pre-test and post-test. The students' score in post-test was higher than their score in pre-test. The students' grammar (accuracy) score in pretest achieved only 1.3, in fluency the students achieved 1.3 in pretest, in vocabulary the students achieved 1.3 and the students' comprehension score in pretest only achieved 2.0. However, in posttest the students achieved 2.4 for accuracy (grammar), in fluency the students achieved 2.9, vocabulary achieved 2.9 and the students achieved 2.9. in rate. It means that there was an improvement of students' score from pre-test to post-test after learning speaking by using short video through group work.

Discussion

Based on the result of this study, the researcher proves that teaching speaking by using short video through group work is effective. The main reason for this efficacy is stated previously by Bruce and Levin (2001) stated that technology is helpful in classroom settings by encouraging inquiry, helping communication, constructing teaching products, and assisting students' self-expression. Furthermore, Alkhatnai (2016) states that using of technology as a tool in the classroom can help learner to work systematically by themselves or with their classmates. In addition, Liu (2013) found that modern technology can increase the students' ability within a very short time and it can be effective way to promote learner autonomy and effective learning strategy. Furthermore, the application of technology use in learning a language can increase a learner's achievement and increase their learning efficiency in language learning (Chen & Chung, 2008; Lin, 2010). For example, Lin (2010) suggests that video-based programs can enhance a student's vocabulary acquisition. Teachers can also benefit from technology aids by becoming more creative in the ways that they present their teaching materials and in designing online courses in a more structured and organized way than traditional courses (Zhu, 2010).

This also in line with what is explained by Bransford, Brown, and Cocking (2000) states the roles of technology in five ways, namely: (1) being able to bring the real-world settings into the classroom. (2) providing scaffolding that allows learners to participate in complex cognitive tasks. (3) increasing chances to receive sophisticated and individualized feedback. (4) building communities of interaction among teachers, students, parents, and other interested. (5) expanding supports for teacher development..

Furthermore, it was mentioned previously that in this research the researcher using the group work as a way to conduct the learning process, the result of this research is supported by the argument that have been previously revealed by McDonough and Shaw (2003) who explained that some advantages of group work, there are as follows: (1) Group work provides students to work correspondently. (2) Group work encourage student to share ideas and exchange the information. (3) The different tasks can be assigned to different groups. (5) Group work makes each student has proportionally more chance to speak and therefore to be involved in language use. (6) Group work can promote a positive atmosphere in the classroom (7) Group work can be seen very interesting to teach and provide the students' creativity.

Conclusion

Using short video through group work is effective in teaching speaking at the eleventh grade of Indonesia EFL students at SMAN 4 Luwu Indonesia. It was proven by the data that there was a

significant difference between the students' mean score of pretest and posttest. In pretest, the students' mean score is 59.12 and the students' score in posttest is 80.68. Moreover, it also can be seen by t-test of the students' reading fluency achievement was smaller than $\alpha = (0.00 < 0.05)$.

About the Author

Masruddin is a lecturer at IAIN Palopo. He earned his Doctoral degree in Linguistics at Hasanuddin University, Makassar, Indonesia in 2011. He followed Sandwich Program at Griffith University, Brisbane, Queensland, Australia in 2008. He is interested in English Teaching and Sociolinguistics field. ORCID ID is <https://orcid.org/0000-0002-0393-8892>

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