Supporting Student’s English Speaking Achievement Using Video

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Abstract
The importance of English as a Second or Foreign language (ESL or EFL), the teaching of EFL speaking has been deemed important in the Indonesian context. As a common problem was occurred in a speaking class is that teachers frequently feel it difficult to involve students in the speaking activities. In fact, English teachers should work hard to attract the students to speak a lot in the class. It occurs because many EFL learners have such personality problems, for instance they are not confident, reluctant, and afraid of practicing and using their English. The implementation of the use of video as teaching media in speaking class can cover some procedures into three main phases: The first phase is pre-teaching. The second phase is whilst-teaching. The third phase is post-teaching. Based on the findings, it is concluded that the use of video as teaching media can be one of the solutions to improve not only the students’ speaking skills but also the their’ positive attitude in the teaching of speaking. Therefore, English teachers are suggested to use the video as teaching media to teach their students in speaking class and it is also possible to teach other language skills or components. The limitation of this research was about the kind of video. Since in this research the researcher used the instructional video, for other researchers are suggested to use other kinds of videos which are not used for instructional objectives.

Keywords: video, teaching media, speaking skill
1. Introduction

English as a language of international communication and lingua franca, people considerably think to learn English, which is used and spoken worldwide for education, business, communication, and others. With regard to the importance of English as a Second or Foreign language (ESL or EFL), the teaching of EFL speaking has been deemed important in the Indonesian context. In general, Richards and Renandya (2002:201) point out that a large number of language learners study English in order to develop proficiency in speaking. In short words, speaking is usually considered as the core skill in a foreign language learning.

Regarding some factors that really influence the quality of the speaking skill, Harmer (2001:269) emphasizes that to speak well, speakers should have not only a good comprehension on knowledge of language features, but also the ability to process information and language in context. In line with Harmer, Shumin (2002:204) states that when people learn to speak a foreign language, they require more than knowing its grammatical and semantic rules, and learners need to acquire the knowledge of how native speakers use the language in context. In short, understanding those factors really facilitate EFL learners’ awareness of the speaking skill and improve its quality.

As a common problem was occurred in a speaking class is that teachers frequently feel it difficult to involve students in the speaking activities. In fact, English teachers should work hard to attract the students to speak a lot in the class. It occurs because many EFL learners have such personality problems, for instance they are not confident, reluctant, and afraid of practicing and using their English. Brown (2001:269) notes one of the major obstacles learners have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid, or incomprehensible. Rarastesa (2004:322) contends that the most difficult part of teaching in a speaking class is to make them speak up. Their views of speaking problems were supported by the claim that some EFL learners are reluctant to speak because of many factors such as inadequate vocabulary and control of grammar, lack of fluency, encouragement, and the students’ shyness (Nation & Newton, 2009:112). These problems are still frequently experienced by teachers and become a challenge for them in teaching speaking in the class.

In the practices of the teaching of EFL speaking in Indonesia, both English teachers and students still have been encountering many problems. Based on some research, there have been at least four main issues that some researchers and teachers often investigate. Widiati and Cahyono (2006:277) report that the teaching of EFL speaking for tertiary-level students deal with teaching problems, classroom activities, teaching materials, and assessment. These things are related to the improvement of the teaching quality of EFL speaking that would point out obvious picture of the teachers’ position and what they are necessary to do.

The students face some problems in learning speaking; many English learners are reluctant and unmotivated (Nunan, 1999), EFL learners face the students’ won’t talk problem (Gebhard, 2000), the students are reluctance, hesitation, fear of
making mistakes, or lack of adequate vocabulary (Fauzan, 2014), and the students faced problems in speaking English related to pronunciation, fluency, grammar, and vocabulary (Sayuri, 2016).

As stated above the importance, the factors, and the problems of the speaking skill discussed above, video play good impact in developing speaking ability as Kelly's (1985) idea that the video has obviously given the contribution to language learning in many ways. In other words, the video is potentially fruitful to provide fun and interesting learning experience to encourage the student s’ motivation, self confidence, and of course improve their speaking skill, in terms of their grammar, vocabulary, fluency and pronunciation. Moreover, it also would offer the students a comprehensible input of English that helped them to recognize how the target language is used, and uttered in the real context.

Theoretically, the video can offer many advantages to the students learning English. Kennedy (1979) illustrates that video, as a valuable aid, can enhance teaching program and develop oral skills. According to Ur (1996:191), video is an excellent source of authentic spoken material and it is attractive and motivating. Cahyono (1997:134) supports that the use video or film can provide a unique and interesting learning experience for teachers and learners, as long as they are used constructively and in varied activities in term of learner-centered. Harmer (2001:282) points out that the use of video will add a special, extra dimension in learning experience.

In line with Harmer, Stemplesky (2002:364) supports that the video can provide possibility of achieving the important goals of motivating students’ interest, providing realistic listening practice, stimulating language use, and highlighting students’ awareness of particular language points or other aspect of communication. Furthermore, Erben et, al. (2009:82) points out that the content of video material for English Language Learners (ELLs) who see a person during communicative acts helps scaffold comprehension because an ELL will also look at a person’s body language and facial expressions to help encode the meaning of a message. In brief, the use of video provides not only authentic and comprehensible input of English use but also offers interesting and motivating activities to stimulate and trigger the students in practicing and rehearsing their English. In addition, the use of video presents different learning activities which help the students master the speaking skill in terms of linguistics and the culture of English use.

The advantageous implementation of using video for improving the English language skills is not only well supported by the theoretical views but also confirmed through several previous research. Some researchers have conducted studies on the use of video as teaching media in teaching English. Tarnopolsky and Degtiariyova (2003), Rammal (2006), and Yumarnanto and Wibowo (2008) are those who have provided evidences that the use of video is an effective teaching media to teach English.
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The result of Tarnopolsky and Degtiariova’s research shows that the use of video is effective to improve the learners’ reading comprehension. Then, the research conducted by Rammal (2006) reveals that the use of video material can be a very useful source and asset for the language teaching-learning process because it combines both fun and pedagogic instructions in an authentic material that reflect real interaction. Meanwhile, Yumarnamto and Wibowo (2008) investigated that podcasts and videocasts to improve listening skill. It reveals that the students improved not only their listening skill significantly but also their interest and motivation.

Those empirical and theoretical evidences led the researcher to explore the use of the video in improving speaking skill so that this research has significant differences from the previous ones. In this sense, he believed that by using the video the students would improve not only their speaking skill but also their motivation, and the video provides the authentic input, and attracts students to speak a lot.

2. Literature Review

Speaking naturally involves an interrelation between speakers and hearers having an interaction and a communication occur properly. It means speakers and hearers are able to interact each other which depends on how they bring the interaction into particular conditions and situations that will affect to communicative events. This means speaking skill entails a communicative competence in order to produce it naturally. Flor et. al. (2006:139) states that the main role of the speaking skill for communicative competence of the learners requires the possession of knowledge about how to produce not only linguistically correct but also pragmatically appropriate utterances. The gist of this notion is similar with Thornbury’s idea discussed above that sees not only the importance of linguistics knowledge but also extralinguistics knowledge.

Similarly, speaking proficiency engages four communicative competences such as, grammatical, strategic, sociolinguistic and discourse competence (Shumin, 2002:207). Those who want to have a proficient speaking are required to master four communicative competences in order that they can speak or do oral communication naturally.

Problems in the teaching of speaking have become teachers’ concern and been discussed seriously to solve. The common problems faced by the students in a speaking class are in the terms of linguistic and personality problems. In the term of personality problem, according to Ur (1996:121), one of the problems is that the students are inhibited to speak. This means that the students are afraid of speaking or practicing their target language because they are inhibited to make mistakes while practicing English. The other problems are nothing to say, low or uneven participation, and mother-tongue use. Nothing to say means that the students cannot think and express what actually they have in mind to speak. Students’ low participation in involving the speaking activities might become the problem in speaking class. It happens because some students dominate talking time while
others speak very little or not all. The use of mother tongue is also a problem in speaking class. The students tend to use their mother tongue even in speaking class. In line with Ur, Brown (2001:269) views that the problem in speaking classes from affective factor of the students. This means that as the students are learning to speak they feel anxious; this anxiety of course might generate over the risks of blurring things out wrong, stupid, or incomprehensible. In addition to that, the students frequently lack of confidence and tend to keep silent to use their English in speaking class.

According to Thornbury (2005:39) the problems in speaking of second or (other) language covers two main areas that learners-speaker have. The first is knowledge factors, this means the learners do not yet have aspects of the language that enable production and it is related to knowledge of communication strategies. The second is skills factors means the learners’ knowledge is not sufficiently automated to ensure fluency and this factor is closely related to discourse strategies. From these factors, He also concludes that two factors might emerge students’ affective problem, such as lack of confidence or self-consciousness which might inhibit fluency.

Related to the problems in speaking class above, Nation and Newton (2009: 112) see a bit different with Thornbury; they conclude that some EFL learners are reluctant to speak because of two conditions. In terms of linguistic, they feel that they do not have enough mastery of the language such as inadequate vocabulary and control of grammar, and lack of fluency as speaking in the class. While, in term of personality problems, the students have less encouragement or motivation, and the shyness to use their English also hinders the students to improve their speaking skill.

However, the problems of teaching of EFL speaking could not be judged on what the students have yet; the problems might emerge from other factors that hinder a successful speaking class. Hence, Widiati and Cahyono (2006:277) report the problems dealing with the speaking class can be grouped into teaching problem, classroom activities, teaching material and assessment. In short, the whole problems faced by the students and the teachers should be a consideration for the teachers particularly to be careful and alert to create and design a successful speaking class.

A video as teaching media was one of the alternatives to overcome the problems of students in speaking class. It is relevant to Kelly’s (1985) idea that the video has obviously given the contribution to language learning in many ways. In other words, the video is potentially fruitful to provide fun and interesting learning experience to encourage the student’s motivation, self confidence, and of course improve their speaking skill, in terms of their grammar, vocabulary, fluency and pronunciation. Moreover, it also would offer the students a comprehensible input of English that helped them to recognize how the target language is used, and uttered in the real context.
Theoretically, the video can offer many advantages to the students learning English. Kennedy (1979) illustrates that video, as a valuable aid, can enhance teaching program and develop oral skills. According to Ur (1996:191), video is an excellent source of authentic spoken material and it is attractive and motivating. Cahyono (1997:134) supports that the use video or film can provide a unique and interesting learning experience for teachers and learners, as long as they are used constructively and in varied activities in term of learner-centered. Harmer (2001:282) points out that the use of video will add a special, extra dimension in learning experience.

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There are some kinds of video types can be used to language teaching in the class; video taken from television, video of broadcasting news of TV news channel or video that is intentionally designed for language learning. Regard with the video types in English language teaching, Mackenzie (1997) uses the CNN news video in the EFL classroom. He concludes that news video is easy to find, manageable,
timely and interesting but needs a little thought on the part of teacher as to how to support students. Amarien (1997) functions the video of television in classroom situation. She reports that video from television can be developed to stimulate learners to learn English skills. Both video types might be useful and helpful to be implemented in classroom.

However, for categories of video types used in the classroom, Harmer (2001:284) categories three basic types of video which can be readily be used in the class. First, off air programs, this kind of video type is a recorded video from a television channel by considering a sensible length, comprehensibility of the students, motivating to the students. The second type of video is real-world video. This kind of video might be taken from as feature films, exercise manuals, wild documentaries or comedy. The video also can have multi-use potential and engaging the students of course. The third is language learning video. This video sometimes has been designed with the students’ at a particular level in mind and to appeal to the students’ topic interest and multi-use and the comprehensible for language study. So the video types that will be presented in the classroom should be some considerations of what the classroom will be.

Before using the video in the classroom, selecting the right video for a particular level of students is necessary to do. Thus, finding an appropriate feature video is one of the most useful things that a teacher can do. There are criteria to be followed in their selection ( Arcario,1992; Johnston, 1999; and Stempleski, 1992, cited in Burt, 1999). He concluded some criteria that need to be taken into consideration of selecting video and the teachers asks himself the following questions before choosing a video or video series:

a. Inspiration/Motivation/Interest: Will the video appeal to my students? Will it make them want to learn?

b. Content: Does the content match my instructional goals? Is it culturally appropriate for my learners?

c. Clarity of message: Is the instructional message clear to my students?

d. Pacing: Is the rate of the language or instruction too fast for my students? Many authentic videos move at a pace difficult for a nonnative speaker to follow. Even an instructional video may be too fast paced and dense for adults new to English.

e. Graphics: What graphics are used to explain a concept? Do they clarify it? Do they appear on screen long enough to be understood by the learner?

f. Length of sequence: Is the sequence to be shown short enough? With second language learners, segments that are less than five minutes are often sufficient.

g. Independence of sequence: Can this segment be understood without lengthy explanations of the plot, setting, and character motivation preceding and following it? Teachers need to decide whether it's worth investing the time and effort to prepare learners to understand the context of certain language and cultural nuances, or distinctions.
h. Availability and quality of related materials: What print materials accompany the video? With videos designed to be used for English language instruction, the accompanying textbooks, resource books, and workbooks need to be examined carefully to see if they meet the instructional needs of the learners.

i. Use of videos: How will I use the video? In the classroom, a teacher can help students tackle video presentations that are linguistically more complex and in which the story line and characters are more ambiguous.

Video is

The combination of sound and vision is a particularly exciting and lively way of exposing learners to language. Video is intrinsically motivating, the sound and picture lively captures our attention in a way quite unlike other media. According to Willis (1983:29) states video is an obvious medium for helping students to interpret visual cues effectively and relates to visual element concerned with interaction.

Video therefore considered as a language teaching aid that is a crucial addition to teachers’ resources. The questions then how the use of video is able to help the students in English teaching. Stempleski and Tomalin (1990) state that video can help the students:

First through motivation, young and adult learners can feel their interest and hasten when language is experienced in a lively way through television and video. The combination of moving and sound can present language more comprehensively and realistically. Then, using a video sequences in a class is next best thing to experiencing the sequence in real-life, exploit the students’ motivation and guide to successful language learning.

The second through communication, from the observation a video sequence used in class makes students more ready to communicate in the target language. The communication activities which encourage students to find out things on the basis of video. The activity might depend on the information gap created by manipulating the viewers so that individual viewer can get full message only by communicating with other viewers or give the students to have opinion polls and consumer survey in class.

The third, through non-verbal aspects of communication, video will provide us to see non verbal communication like, gestures, expression, and posture, dress and surroundings are as eloquent as what they actually say. These non-verbal communications are very helpful for students to learn English in the class. Therefore, video might exploit this unique contribution to English language learning.

The fourth, through cross-cultural comparison, video can provide the different cultures of the situation shown in video with learners’ culture. So that video exploits cultural comparison which is more suitable for learners in class.

There are some activities can be done by the students using video in class. Harmer (2001:287) proposes a number of activities designed for specific video situation.
General comprehension, this activity is intended to have students watch a video in order to understand the gist of it, then look back again for details. In this activity the students have to make an effort as much information as they can about what they have seen from the video. The second activity focuses on working with aspects of language. In this activity, the students are required to capture the meaning which speakers want to convey through the expressions uttered on video.

After watching the video, the students should focus on the language use that speakers utter so that they can compare their English with the words that are spoken. The third activity is that the video as a springboard to creativity, the activity in this section gives you an idea about how a video excerpt can be used to elicit students’ creativity by encouraging interpretation, provoking thought and asking for language. In this activity, the students can discuss in pairs or groups, talking about from the characters, how they speak, how they behave. Having students think about video excerpts in this way not only helps them to get ideas more about the language being used but also directs them to insight about language and behavior in general.

For some experts the activities of using video in the class do not have significant differences, according to Bouman (1990 cited in Cahyono, 1997: 132-133) proposes five steps, including anticipating (previewing), presenting (viewing), exploiting(comparing, rehearsing, communicating), reviewing (reinforcing) and following up (consolidating).

Previewing activities can be presented by activating the schema or background knowledge through discussion and providing information relates to the topics that will be presented on the video. The second step is viewing activities. In this step teachers can design it in some ways such as, viewing with or without sound, and present the video the whole video or part of it. In exploiting step, the video is intensively exploited to explore not only language features for examples, vocabulary, structures, language expressions and functions, pronunciation, and intonation, but also to focus on register and non-verbal features. The next step is reviewing the video can function as a reinforcement of what the students have already learned at the previous step. The last step, following up, is aimed to develop the students’ communicative competence and excite their responses and creativity using the target language for instances, role play, class survey, group debate, discussion and so forth.

3. Research Methodology

In conducting this research, the researcher employed classroom action research, which aimed at solving problems that occur in the class. This classroom action research had four steps as proposed by Kemmis and McTaggart (1992 cited in Cohen et, al. 2000:229), action research develops through the self-reflective spiral: a spiral of cycles of planning, acting (implementing plans), observing (systematically), reflecting. This research was commenced by the preliminary study in order to identify and analyze the problems that the students encounter in the class. After identifying and analyzing the problems, the researcher could find an
appropriate strategy to solve the real problems occurring in the classroom and the planning in implementing the use of video as a media in the teaching of speaking could be well prepared by the researcher.

The planning covered some steps: preparing the strategy, designing the lesson plan, determining the criteria of success and setting up the instrument. In reference to the planning, the implementation of the use of video was done by the researcher while the activities during the implementation were observed by the collaborator. Then, for reflecting, it was done by analyzing the data collected during the implementation. The result of the reflection could determine whether the use of video was successful or not.

The process of classroom activities, in general, had three phase procedures: pre-activities, main/whilst activities and post activities.

3.1 Pre Teaching
In pre-teaching activity, at the first the students were shown some pictures to elicit and to recall their background knowledge to the topic to be learned. Then, the teacher provided a set of questions to be answered by the students to lead them on what they learn. The teacher elicited some vocabulary and useful expressions related to topic emerged from the students and wrote on the white board. He set up the classroom in order to make the students ready to watch the video and told the students what they are going to study about.

3.2 Whilst Teaching
In whilst teaching, the teacher led the students to watch the video with different strategy such as with sound or without sound strategy and delivered some questions dealing with the content of video. The students were given some alternative model expressions or vocabulary from the video. The teacher drilled the students some language points such as, useful expressions, vocabulary, patterns, intonation, stress viewed in the video. The students also were asked to pay attention non-linguistic features appeared in the video like facial expression, gestures and culture how the target language is used in the real situation.

3.3 Post Teaching
In post teaching, the teacher focused on providing feedback, correction and suggestion on what the students do during the teaching and learning activities. However, this step was preceded by having some students act out the dialog or conversation they watched from the video.
4. Finding and Discussion

The Implementation Steps of the Use of Video

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<tr>
<th>Implementation Stages</th>
<th>Activities</th>
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<tbody>
<tr>
<td>Pre Teaching Activity</td>
<td>1. The teacher shows the pictures to engage the students' interest and provide a set of questions to draw their background knowledge.</td>
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<td></td>
<td>2. The teacher elicits the target vocabularies used in the video and write them down on the board.</td>
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<td>3. The teacher elaborates the target vocabulary with the target expressions used in the video.</td>
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<td></td>
<td>4. The teacher tells the students on what they are going to study about.</td>
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<td>5. The teacher sets up the classroom so that they’ll be ready to watch video.</td>
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<tr>
<td>Whilst teaching Activity</td>
<td>1. The teacher plays the video and lets the students watch it carefully.</td>
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<td></td>
<td>2. The teacher delivers a set of questions.</td>
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<td>3. The teacher delivers a set of questions about some expressions used in the video.</td>
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<td></td>
<td>4. The teacher writes the model expression on the board and provides some other alternatives.</td>
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<td>5. The teacher drills the model expressions and.</td>
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<td></td>
<td>6. The teacher asks the students to act out a dialog.</td>
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<td>7. The teacher sums up the lesson and gives some feedback.</td>
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<tr>
<td>Post teaching Activity</td>
<td>1. The teacher sets up different topic/theme and give some time to the students to create a dialog.</td>
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<td></td>
<td>2. The teacher sets up the student interaction pattern (e.g. grouping, pair work, peers).</td>
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<td></td>
<td>3. The teacher lets the students to perform a dialog/conversation and makes an assessment at the same time.</td>
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The implementation the use of video as a teaching media can offer different experiences for the students as learning English. Through a variety of activities using video, students’ language skills such as, listening, speaking and writing can be practiced and enhanced. Since, this research focuses on speaking skills, the researcher merely describes speaking activities. The activities for using the video in speaking class commonly divided into three steps: pre-viewing, while-viewing and post-viewing. From each step, however, teachers should choose the most appropriate activities for their students and classes considering the instructional objective and the level of the students.
4.1 Pre-Teaching

In this step, it is importantly done that the teachers should trigger the students’ attention to focus on what they are going to have. It is relevant to Kusumarasdyati’s (2004) idea that at the beginning stage, the teachers should spend a sufficient amount of time helping the students to build their appropriate schemata to facilitate comprehension. She adds that it is believed to enable the students to provide a ‘hook’ that relates the knowledge they already possess and the one to be acquired, making the acquisition occur more smoothly. In this stage, the teachers provided some questions about previous lesson in order to review what the students already learn.

Next activity the teachers, generally, provide two activities namely, introducing the topic of the video and pre-teaching the key vocabulary (Tomalin, 1986; in Kusumarasdyati. 2004). In this step, the researcher shows some pictures to introduce the topic and elicit some vocabulary and common expressions used related to the topic. By eliciting some vocabulary and expression from the students, it could make them speak and focus on the topic.

4.2 While Teaching

This stage is the core activity, in which the teachers must engage the students to view the video. According to Cakir (2006), this stage is possibly conducted into some viewing activities for examples, active viewing, freeze framing and predicting, and silent viewing. This core activity should be carefully done and well prepared by the teacher since the students can take advantage to learn the target language from the video. In this stage, the researcher gave the chance for the students to view the video three times. Each chance given has different aims for the students depending on what the teachers want their students to achieve. Stempleski (2002:366), while-viewing activities, is primarily to facilitate the actual of viewing of the video. These activities can be done through playing and replaying the entire sequence or related parts and requiring the students to focus on important aspects such as factual information, the language used in particular situation which are apt to the objectives.

4.3 Post Teaching

In this stage, the researcher designed the activities based on the instructional objectives for specific language skills practice. Since it is aimed at improving speaking skills, the researcher gets the students to have a role-playing as the post-viewing activities. In post viewing, role playing is a good communicative activity and true preparation for real-life situations that gives a chance to students to apply what the student are learning (Cakir, 2006:69).

Some of the video contributions are that it provides the students a lot of opportunities to view the authentic language use particularly in spoken form serving as the language input of target language. The role of language input may impact to English learning process, and Ellis (1997:5) states the input is an external factor that facilitates language learners in which they are exposed by the samples of
language in spoken and written form. Ellis’ idea might show that without the input the language learning cannot occur.

The language input of video segment might help students provide an authentic input of English exposure and contribute to recognize how the language is used, spoken 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 a particular language structures in the context. In addition to that, 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 of 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.

The teacher should try to encourage the students have motivation in English speaking by implementing an appropriate teaching technique. Iftanti (2015:1) states that an inspiring English lecturer is the one who could implement the teaching technique strategies and skills which is changing students’ learning style. The teaching techniques of speaking can be used by the English teachers, such as: Improvisations drama (Fauzan, 2014), Drama (Nurhayati, 2016), Debate and peer assessment (Fauzan, 2016), Interactive Storytelling (Marzuki, 2016), Experience-based learning (Yunhadi, 2006), and so on.

Lack of motivation, as one of the psychological factors, becomes the barriers for the students in performing their speaking. Ariyanti (2016) states that this psychological factor can potentially give a great impact to the students’ speaking performance especially for EFL students. Therefore, teacher plays an important role to decrease these factors and help the students so that the students can do better in their speaking performance.

5. Conclusion

In short, this research has revealed that the use of video can be an alternative to solve the students’ problems in speaking English and it should be considerably used in the speaking class not only for the reason that it can improve the students’ speaking skills but also because it can promote the students’ positive attitudes towards language learning.

The implementation of the use of video as teaching media in speaking class can cover some procedures into three main phases: The first phase is pre-viewing, (1) eliciting the target vocabulary to be used in the video and writing them down on the board, (2) elaborating the target vocabulary with the target expressions used of the video, (3) telling the students on what they are going to study about and setting up the classroom so that they will be ready to watch video. The second phase is whilst-viewing (1) assigning the students to watch the video (without the sound) and asking the students to predict things (place, actions, expressions), (2) playing the video (with the sound) and letting students check their own prediction, (3)
giving students three chances to watch the video with sound, (4) having students do rehearsal focusing on vocabulary, pronunciation and expressions used in the video. The third phase is post-viewing, (1) providing another sheet of dialog/conversation text and asking the students to identify typical expressions relevant to the topic, (2) assigning the students to act out or doing role play with similar topic of the video in pairs or group, (3) giving the feedback and corrections from the students performances.

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