Using Video as Media of Teaching in English Language Classroom: Expressing Congratulation and Hopes

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ABSTRACT

This research was design in descriptive qualitative research. The data was collected and analyzed from several related of literature on the application of videos in English classroom around the globe. This study stands its objectives and sees video as one of the effective media that can make students more enjoyed process teaching and learning. This study recorded that many research has proved on the effectiveness of using video as media for students, especially the EFL classroom. It seems using videos can give a relaxing situation for students in learning English. It also can make students more active and easy to understand the material since the video contains pictures and audio that causes students to see the material directly. These recent studies also share the teaching procedure used by the researcher/teacher when conducting teaching and learning activities in the class which are seems divided into three steps, e.g., Pre-activity, main activity, and activity of the last post. The analysis recommends the teacher, as a model should have planning systematically what teacher should do during teaching and learning process to deliver good material.

1. Introduction

In this modern era, teaching English is also increasingly diverse, ranging from using manual media or visual media such as blackboards, chalk, markers until to internet-based media and technologies such as audio-visual. In the process of teaching and learning English, preparation of teaching tools by teachers can help students to easy understood about the material in the learning. Also, the teaching method, which is used by teachers to deliver lesson can attract students' attention so that the learning process takes place, is also a component that supports the learning process. Definition media or a medium in the Cambridge Dictionary is a method or way of expressing something. According to Jacobs et al. (2002, p. 240), the media can be seen as media, widely understood, anyone, material, or events that form conditions that allow students to acquire knowledge, skills and attitudes.

Many studies recently believed that the use of video as a media is very effective to teaching and learning in the classrooms (Čepon, 2013; Al Rajhi, 2016; Bajrami and Ismaili, 2016; Kabooha, 2016; Pisarenko, 2017; Mohammed, 2013). According to Čepon (2013), the video format is useful for teaching/studying FL. In terms of FL capabilities, quantitative results indicate that writing shows acquisition effects that are greater than general reading-based understanding. FL grammar is the least affected, while vocabulary acquisition shows the most beneficial outcome. Reflections interviewed from in-depth interviews showed that by exposing native Slovenian speakers to video subtitles who saw their optimal conditions to reduce their foreign cognitive burden created.

Further, Al Rajhi (2016), mentions the use of multimedia tools in the classroom. When students are allowed to advise their teachers about using new teaching methods, most of the advice involves the use of multimedia, video, iPod and game tools. Furthermore, Bajrami and Ismaili (2016) state hypothesise that video material can be used as input of authentic material and as a motivational tool. In general, students find the experience of using the video material to be interesting, relevant, useful and somewhat motivating in the classroom. As a result, it can be suggested that both teachers and students can be involved in creative ways to include different video material in various classroom activities to improve learning outcomes and provide a positive classroom environment.

Moreover, Kabooha (2016) claims both students and teachers have a positive attitude towards the use of films in their classrooms to improve students' language skills. The well-chosen film material can improve students' language learning processes and increase their motivation to learn the target language.

Then Pisarenko (2017) find out significant increases observed in knowledge obtained from foreign languages and audiovisual technology (AT) were considered effective in teaching foreign languages. AT is felt to facilitate the acquisition of student knowledge and stimulate active learning. Foreign language training based on AT positively influences student performance and must play a major role in the formation and development of effective communicative competencies. The last Mohammed (2013) asserts another effective way to use video; he applied the use of video subtitles to teach grammar successfully developed the accuracy of student grammar. Improving the perfect shape of the past in video subtitles attracts the attention of students to learn it better with text and images rather than just text. In general, a more positive response was directed by students about using video grammar instructions

The reasons beyond the researchers choose Video as media in English language context at School merely to prove the recent researchers who stated the effectiveness of the video as a learning media was impressively in teaching and learning. Therefore to make teaching and learning in the classroom more effective and to make the student more interesting to learn the material teacher use video as media.

2. Methods

This research was designed in descriptive qualitative research; data was collected from several related kinds of literature about implementing videos in English classrooms. Information relating to the use of videos in the EFL class is also collected through the net and trusted online learning web. Then, information is presented based on video roles, and video hiring techniques will use in teaching and learning in the classroom. Both components are expected to represent the prominent role of video in the EFL class and several ways that can be applied by EFL teachers in teaching by distributing videos. Finally, some conclusions were drawn to prove a more meaningful way of videos used in the classroom around the globe.

3. Result and Discussion

Result from this study after seeing some research related in using video as a media teaching and learning is the use of video material has many advantages such as stimulating student independence and being proactive. When teachers bring video material to their English classrooms, students can immediately obtain a large amount of cultural background information and emotional attitudes about learning material. When viewing video material, students can put themselves in the real atmosphere created by video material and understand the language pragmatics used by characters.

In addition, the teacher who designs learning activities that can make students in active learner mode. In this case, the teachers are challenged to involve students actively during teaching and learning activities using video. To use video as a powerful tool during teaching and learning activities, preparation is one of the main ways to make it more meaningful before applying several other ways to encourage students to become active learners. Harmer (2006) state about several techniques that can be applied when using videos in EFL classrooms, such as; Viewing Techniques (Fast Forward, Silent Viewing, Freezing Framing, Partial Viewing) and Listening (and mixed) Techniques (Picture less listening, picture of speech). Then, Çakir (2006) also adds several other ways; Active Viewing, Freezing Framing and Predictions, Silent vision, Sound on and Vision off Activity, Repetition and Role-Play, reproductive activities, Dubbing Activity, and Follow-Up Activity.

3.1 The technique

Even though some of the teacher maybe familiar with the technique using video as a media but not all teachers know about what means and how to use some of that technique, so researcher wants to explain about the technique. There is some technique using video as a media means and the uses:

- Fast Forward

Fast Forward, it means the teacher can present videos to students by playing them for a few seconds and then advancing them. These activities must be repeated until the end of the video. Then, the teacher asks students to share what information they got from the video. In this case, students can guess what people are talking about.

- Silent Viewing

Silent Viewing it means at this step, the teacher can play the video without sound. Videos are only served secretly without any information. In this case, students' ability to predict information is needed.

- Partial Viewing

Partial Viewing is also a way to support students' curiosity because it allows students to see parts of the video and ask them to predict what information they will collect.

- Active Viewing

Active Viewing means to enhance student enjoyment and satisfaction and focuses their attention on the main ideas of video presentations. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation, the teacher asks several key questions about the presentation, so students get a general idea

of the content. After seeing the questions, students answer questions verbally, or students can take notes when viewing. For a more detailed understanding, students are given a guide sheet or viewing guide and let them watch and listen to specific details or specific language features. However, it must be remembered that the student level must be taken into account and adjust the technique according to their level.

- Pictureless Listening

Pictureless listening to it means in this activity; learning activities begin by guiding students to listen to the information in the video. However, students are not allowed to see pictures in the video until they can guess and share what information they get.

- Picture of Speech

Picture of Speech means this method can be implemented by dividing students in class into two teams. Each team has different opportunities during teaching and learning activities. The first team is given to watch and understand the videos presented by the teacher. Then, the other team must predict what the video is based on the instructions stated by the first team. This activity trains their speaking skills and fluency

- Freezing Framing and prediction

Freezing Framing means is stopping the image on the screen by pressing the silent button or pause. Videos give us dimensions of additional information about character body language, facial expressions, emotions, reactions, and responses. The teacher freezes the picture when he wants to teach words and expressions about moods and emotions, to ask questions about certain scenes, or to draw students' attention to a few points. By freezing the scene, students can be asked what will happen next. So they speculate about what will happen in the next round. Freezing framing is very good for speculation. This activity also burns the imagination of students by directing them to predict and infer more information about characters.

- Silent Viewing

Silent Viewing means because the video is audiovisual media; sound and vision are separate components. Silent views arouse student interest, stimulate thinking, and develop anticipatory skills. In silent watching, the video segment is played with a dead sound using only images. This activity can also be a prediction technique when students watch the video for the first time. One way to do this is to play the video segment without sound and tell students to observe the character's behaviour and use the power of their deduction. Then press the pause button at the interval to stop the image on the screen and make students guess what happened and what the character

might say or ask students what had happened until then. Finally, video segments are played back with sound so students can compare their impressions with what happened in the video.

- Sound on and Vision off Activity

Sound on, and Vision off Activity means this activity can be interesting and useful for playing parts of a video unit and removing visual elements from the presentation by blurring the image so that students can only hear the dialogue but cannot see the action. Through this activity, students predict or reconstruct what has happened visually only depending on what they hear.

- Repetition and Role-Play

Repetition and Role-Play mean when there are some difficult languages points in the video unit, closely repetition can be a necessary step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in chorus. When students have a clear understanding of the presentation, they are asked to portray the scene using the original version as much as they remember. When students become confident with role play and are confident in the vocabulary and structure of the language, more creative activities can be introduced where they are asked to improvise scenes to fit their views about the situation and the characters they play. Role-play involves students as active participants. When each student plays an assigned role, he becomes increasingly involved. This activity also helps students to better understand their behavior and become more able to respond positively to various human relationships. In other words, role-playing is a good communicative activity and correct preparation for real-life situations. This provides students with the chance to apply what they learn.

- Reproduction Activity

Reproduction Activity means after students see the part, students are asked to reproduce what was said, to describe what happened, or to write or retell what happened. This activity encourages students to try their knowledge. Students will advantage from experimenting in English, even though it is challenging and mistakes are made. Because it seems rather difficult to do, guidance, assistance and guarantees may be needed.

- Dubbing Activity

Dubbing Activity means this activity can be done when students have the necessary language competence. In this action, students are asked to fill in the missing dialogue after watching the episode video sound-off. It is very attractive and joy for students to complete scenes from the video dubbing.

- Follow-Up Activity

Follow-Up Activity means it is important that the video presentation should lead to follow-up activities as a basis for further oral practice. Discussion can provoke communication among students, and it helps to achieve communicative practice. With this activity, students have the opportunity to develop sharing and cooperation skills.

3.2 The phase

In this article, the teacher will apply three phases of teaching English by using video. Then, hopes these ways can be meaningful to apply. Procedure teaching that uses by researcher/teacher when do activities teaching and learning in the classroom, there are divided into three steps:

- Pre-activity

In the classroom, before start lesson and playing the video, the teacher should make sure tool or instrument for teaching and learning complete such as marker, eraser, laptop, projector and video too. The teacher also ensures whiteboard clearly and divided whiteboard into two or more parts to organise the material that writes in the whiteboard neatly arranged. And then the teacher should do preparations; firstly is greeting, as a good teacher don't forget this step to begin the lesson.

The second step is asking condition, after greeting, usually asking about your student's condition to make a close connection to them and then asking the chairman to lead the pray before start lesson. The third is checking absent; this is a step to know who the students present are or absent in your class. Fourth is giving motivations; this is important steps, and the teacher should have skill how to give motivation to students to make the student have more motivation to learn English.

The last teacher gives a story or warming up related to the material that will teach to the students. After that, the teacher gives several questions to activate the students' background knowledge to help them understand what information they will learn. Then teacher instruct students who can answer the question to write down in the whiteboard which has been divided into sections by the teacher and the teacher directs students to write starting from the top of the whiteboard from left to right so that the material written is neatly arranged and can be understood by other students. Even if the technique of asking a few questions before start lesson is not always appropriate to be applied in the classroom but this way can help to activate the students' background knowledge of students before starting the lesson.

- Main activity

Before the move to the next step, there are several ways that can be applied by teachers to use video as media; sound on vision off, active viewing, freeze-framing, and dubbing (Çakir, 2006; Harmer; 2007). In this step, teacher chooses Active Viewing Technique to use in the classroom to provide opportunities for students to watch the entire video and after that ask them to distribute what they have viewed in written and spoken forms. In this step teacher, start does presentations, before play the video teacher has asked the student what their get from warming up that teacher give related to the topic and give instruction to students to write down their knowledge related about the topic in the whiteboard for provoking the students to be active in the classrooms. The teacher also gives appreciation, such as say thank you or give applause to students who can answer the question to add students confidence and motivation to active in the class. After that teacher starts playing the video to give a clear example from the topic, there is two videos that wants to show to students, the first video want to show is about expressing of congratulation and second video about expressing hopes. And then teacher gives some question to students about what information they get from the video and then ask student give some example about expressing of congratulation and hopes and write down in whiteboard in front of the class. The last in this step is teacher asking the students to conclude about the material that their learn to know their ability to understand about the topic given after that teacher give follow up to concluding the material to make students more understand about the material.

- Post Activity

This phase is the last step; in this step the teacher also needs to apply the right techniques to make teaching and learning activities meaningful in the closing part of this stage. After students watching the video and conclude the material, it's time to next step is practice, the teacher gives several tests to students with clear instruction and still give follow up what students should do after finish the test. This test also useful to find out how well students can learn from the videos they watch. And after that give evaluation, in this step is evaluation teacher asking students together in correcting the test to make the class more active. And then after that teacher gives expansion such as to give students a gift or homework that related about the material that has learn to make students also active learn at home and recall their memories about the lesson. And the last, the teacher also ask students what conclusion from the material that they have to learn, and then teacher still give a conclusion about the material before closing the lesson to make sure all the students understand about the material.

In connection with all the information above, there are three main phases of teaching and learning activities in distributing videos. Each phase is designed in several ways that are expected to encourage students to become active learners and viewers so that those methods can be meaningful ways for students to improve their English.

4. Conclusions

Even though the use of videos in many EFL classrooms is not something new anymore, but more positive responses are still shown by students. However, teachers are challenged to be able to spread videos effectively because of the various types of videos that can be found and presented in the classroom. In this case, the teachers as facilitators must be able to prepare appropriate videos based on student needs and design several ways to make them effective, especially in encouraging students to become active audiences. So, teachers must be able to run several effective ways to involve students during teaching and learning activities using video.

This study believed that there are many ways that can be applied by teachers, e.g., Active Viewing, Freezing Framing and Predictions, Silent viewing, Partial Viewing, Sound on and Vision off Activity, Repetition and Role-Play, Reproductive Activities, Dubbing Activity, and Follow-Up Activity. In this paper several ways are classified into three phases to provide a more meaningful way for teachers to disseminate video, firstly is Pre-Activity, in this phase teacher should have preparation before starting the lesson such as greeting, asking condition, checking absent, giving motivation to students and give warming up. The second phase is the main activity, in this phase teacher start do a presentation about the material using video but before playing video teacher asking students about what their know about the material because of that warming up related to the topic is also important to make student can prediction about what their want to learn in the video. And then the last phase is Post Activity, in this step as a part activity before close the lesson, after students watch the video hopes understand and conclude the material, teacher give some test and will correcting together in order to make students more active and then teacher also give expansion before close the lesson such as give students homework related about the material and teacher give concluding too.

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