The Effect of Video Clips on Students' Speaking Performances

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ABSTRACT

	The literature review is aimed at enhancing the quality of speaking English learning through video clips. The paper's objectives are to use technology to stimulate students' interest in learning English and to how teachers accelerate students' speaking English learning in their classroom. One of the reasons is that frameworks of language function constrain the design of teaching methods and curricula, and so this skill is often only used as a motivator or to enrich language teaching activities. The participants are one hundred eleven students at Thanh Loc high school 11th Grade and Five English Teachers. Data collection includes analyzing and discussing the obtained data in light of the theoretical basis of combining teaching speaking skills to develop inter-communication competence for learners, and the teacher makes specific recommendations on classroom teaching design and the professional development of learners in the file of technology.
Keywords: English speaking, role-play, technology, video-based instruction	

Introduction

Communication by video clip is one of the successful techniques in many countries around the world. But in Vietnam, it is not quite popular. Video clips allow the students to work with their friends in the classroom, at home, or anywhere on how an individual or group might behave in response to a particular situation. Role-playing through technology can help students learn more easily and efficiently in this type of teaching. Role-playing is often used primarily to promote speaking skills in class and help students gain more confidence in a second language. Liu & Ding (2009) pointed out that role-play helps teach speaking skills effectively, interest learners, and impress learners with the lecture content. The teacher should use the role-playing method. But most Vietnamese teachers have not been successful in this approach.

Role-playing is an effective learning technique for students and makes communication more lively. Based on my experience, many problems make students unmotivated to speak English at Thanh Loc High School. Students were very shy when practicing speaking and acting in a dialogue at the teacher's request because they felt the students' difficulty, so I found out the reason through a questionnaire with a few questions about why they did not like it. The results

received from the students were that they were afraid to speak, afraid of wrong pronunciation, useful vocabulary, and afraid of making grammar mistakes. Rafsanjani et al. (2020) reported that the teacher used a traditional teaching style that rendered the students bored and unable to respond when someone presented to them in English, which made them passive participants. This is the problem that made me think and research how to solve the problem. Kaharuddin & Rahmadana (2020) related that the teacher gives those exercises with basic sentence patterns, asking short questions, and using role-plays in short conversations in class can also develop speaking skills. This study investigates using video clips for role-playing in teaching and learning to speak English.

Literature review

Saeed et al. (2016) believed that communicative language learners who want to improve their speaking ability through interactive activities that take place between learners through conversation combined with information technology to help learners practice better. Krebt (2017) states that Iraqi English teachers have applied various techniques to teach speaking to increase comprehension in the classroom, but those techniques have mostly been unsuccessful. Role-playing is one of the effective ways to teach speaking. I have used role-play in my classes in my school, but it is not perfect for the student's sides to practice role-play. Besides that, Shrosbree (2021) stated that using videos in foreign language classes attracts learners a lot. Learners can interweave environmental factors to enrich their communication content. Learners can use technology to enrich and animate videos through role-playing activities that are easy to edit at their discretion, such as adding subtitles, and illustrations, creating sound and creating an environment in the communication, helping students develop their speaking skills, 'model videos' that visually demonstrate that learners are expected to do in an oral task by role- play. Role-playing exercises help students improve their communication abilities and are urged to grasp and extend their vocabulary learning through conversational exercises (Alabsi, 2016).

Speaking through role–play is very important in speaking English. When used appropriately, role-playing can be a highly good teaching technique. Teachers shouldn't overlook including such a speaking exercise because its main objective is increasing student involvement. This allows learners to apply their technical concepts of a language (Kuśnierek, 2015). These ways help learners practice role-playing easily, confidently, and effectively. From the basics, students are free to promote their creativity through non-verbal behavior, turn the original situation into their own and make it a habit of repeating many times to inculcate their ideas deeper knowledge, from which learners form behaviors more naturally and more effectively. Pinatih (2021) mentioned that as just a simulation or an action emulating a person, role-playing could be characterized as student play acting as someone else in the actual world. Students participate in role-playing as a way of teaching, speaking, and acting in the roles they are given. The role-playing method has various benefits that can assist in resolving pupils' speech difficulties. According to Stokoe (2011), role-playing is divided into two groups. First, this is a comparison with other forms of communication of learners through practical activities, in the direction of theory, and responses by action through observation.

The second is the learners' communication skills through role-playing and non-verbal actions. From there, the ultimate goal is to create a framework for learners to communicate naturally and effectively. Shih (2010) pointed out that English has emerged as one of the common languages that unite people in this age of internationalization and globalization. For scholars and educators studying the topic of English language education in Taiwan, methods for promoting and improving the quality of English teaching and learning have thus become more important. Yükseli & Şevki Kömür (2017) pointed out that the use of online videos as well as other technology-based materials has attracted the attention of researchers and lecturers, especially in the last ten years, as communicative language education theories spread all over the world. Pinatih (2021) considered that in speaking class, students face some problems, such as students showing little enthusiasm and motivation in speaking, being shy, and being afraid to speak.

Speaking is a difficult skill that students must master in English. Role-playing is the most suitable technique for speaking skills in the 21st century, and it has the many benefits of encouraging students to speak naturally. Gudu (2015) Large classes cause students not to have the opportunity to practice speaking or speak very little or not at all. This makes students worry about making mistakes for fear of being criticized or shy. Students are not motivated to express themselves. This problem makes students limited in communication. This limits students' ability to communicate; at this time, teachers should find the most suitable support method for students to develop their communication abilities. Baile & Blatner (2014) role-playing is the most effective method of communication. The role-playing method includes a warm-up, role-playing, duplication, and role reversal, which is promoted through the use of video clips. Through role-playing activities, students have a lot of difficulties when practicing mastering four skills in learning English, especially speaking students lack vocabulary; this happens because in the learning process, students are lazy to study, afraid to make mistakes, don't care, and don't pay attention when teachers teaching.

Research Questions

To fulfill the purpose of the study, the survey was seeking to answer the following research questions:

1. What are the effects of video clips on students speaking performances?
2. What are students' attitudes towards students speaking performances?

Methods

Regarding the research, I used a very convenient technique of collecting opinions through a questionnaire to collect opinions through a google form. I use this technique to get results that are easily accessible, close to students, and easy to manipulate for accurate results. I had gotten with 4 English teachers at Thanh Loc high school and 103 grade 11 students at Thanh Loc high school by participating in surveys through questionnaires by google form.

Pedagogical Setting & Participants

An experimental study was conducted at Thanh Loc high school, which was one of the high schools in Kien Giang Province. Through the general education program, the goal to achieve is the ability to communicate in English for high school students to reach the b1 level. In the 10th grade year, students have to complete 16 topics with the final goal of A1. Similarly, in grade 11 students also study 16 topics and communicate in English up to A2 standard, which usually ranges from 40 to 45 students in a class. The high school English training program, aims to equip students with the necessary English skills that enable them to continue their studies at the university level or to have basic communication skills.

The participants of this study are all EFL students at a high school in Kien Giang, which consists of 103 EFL students who study English at high school. Students who were in grade 11 and judged to be comparable at practicing speaking performance are enrolled in the studies.

Design of the Study

This study is descriptive, mixed-methods research. Fraenkel et al. (2012) stated that a mixed-methods design, including both qualitative and quantitative approaches, will be used in this study. Its benefit is that researchers are better able to collect and evaluate significantly more varied types of data using numerous approaches than they would be able to use just one. Studies using a combination of methodologies may favor one strategy over another or give each about equal weight.

A questionnaire and individual interviews are used to discover more about how teachers regard active learning. On the other hand, a combination of in-person interviews and classroom observations is used to examine the benefits and drawbacks of teachers using active learning approaches in the classroom. This design will integrate quantitative and qualitative approaches, including a questionnaire, in-person interviews, and classroom observations to explore the two study questions.

Data collection & analysis

Data is collected from students' speeches in class and speeches via video clips for analysis. First, a personal talk about a certain topic, then a talk through dialogue in pairs or groups, and finally, taking by role-play in class and through a video clip. This test aims to find out which student activities in the live classroom and practice speaking skills through video clips are more effective for students. Second, to test whether there is any significant difference in students' influence and learning attitude through video clips. The last part is the investigation through questions using a google form to get accurate results. The data collection will be conducted for 15 weeks. Three instruments, namely questionnaires, observations, and interviews, will be carried out, respectively.

Questionnaire

The study addressed two research questions. The first study question is, "Does using talk videos help students improve their public speaking skills?" and the second is, "What do students think about using videos to help students improve their public speaking skills?" To respond to the questions, the researcher used a degree of agreement scale ranging from "strongly disagree" to

"strongly agree." Additionally, the research approach was a mixed-method study. The pupils choose the answers to inquiries and the provision of fundamental personal data.

Results/Findings and discussion

Presenting the results in the light of the research questions.

The first research question of the study whether, **"**What are the effects of video clips on students speaking performances?" Using video clips is an activity that helps students better participate in speaking skills in class. Besides, students have more opportunities to practice and more time for their speaking skills, especially for students whom the teacher corrects 100 percent for each student through their submissions. Besides, students think that speaking is a difficult skill and they are always scared to practice communicating in a class in English. I had taken a survey with 112 students who said they felt difficulty when they learned to speak face-to-face with the teacher in class. I took the survey with Thanh Loc high school students and received the result from chat 1. When they answered the question, "What are the effects of video clips on students speaking performances?" Look at chart 1.

Chart 1.

What skills in English do you fell difficulty with?
112 câu trả lời
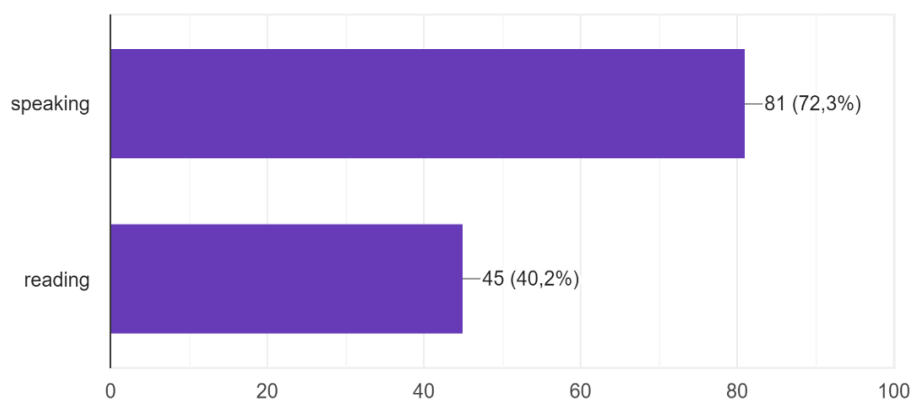
From chart 1, we can see that students had just answered the question, "what skills in English do you feel difficulty with? The results of the current study, chart 1 shows 72,3% of students who feel speaking skills are difficult, meaning 81 students feel speaking is difficult. This reflects that it is difficult for students to meet the requirements in speaking skills, but the rate of students failing is high. Besides that reading skill, only 45 students felt difficult and took 40,2 %. This is a problem that needs to be solved.

Chart 2.

Do you want your teacher to correct your pronunciation?
113 câu trả lời

● Yes
● No
● Maybe
● Yes, i really want
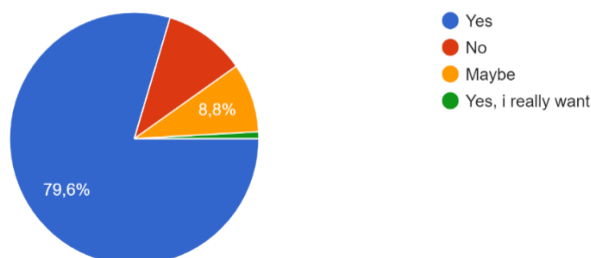
Through the survey in chart 2. When students asked, "Do you want the teacher to correct your pronunciation?". As a result, 79.6% answered "yes". This means that students want to be corrected by the teacher. 8.8% said that they were unconfident may be "yes or no"; also, 8.8% do not want to correct their mistakes by the teacher. In addition, 2.8% of the students wanted to ask the teacher to correct their homework.

It is very difficult for teachers to correct all students' pronunciation errors in one period of 45 minis in a large class with up to 40 - 45 students, but with video clips, teachers can use time at home to correct students' mistakes and feedback. Students can correct themselves by Zalo or Facebook.
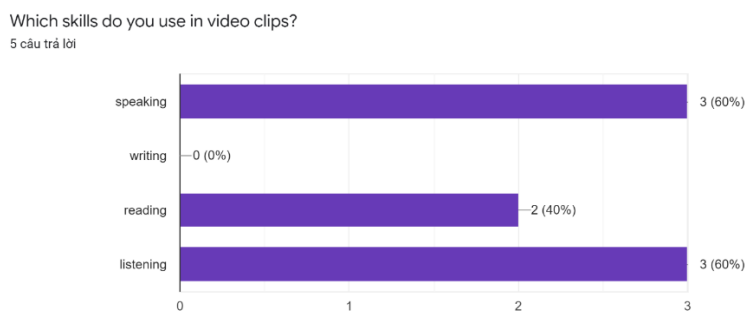
Chart 3

Do you use video clips in teaching?
5 câu trả lời

● usually
● somtimes
● never
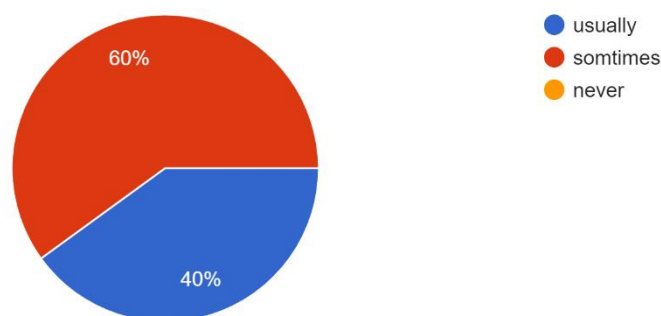
Besides, I also had a survey with teachers in Thanh Loc school with the question "Do you use video clips in teaching?" and the result is that 60% often use video clips in teaching and 40% sometimes use this tool. The survey is in chart 3.
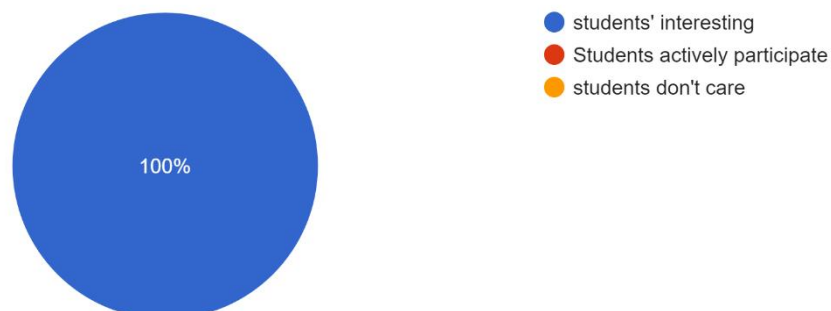
Chart 4.

At Thanh Loc school, there were 5 English teachers. Through survey chart 4, all 5 teachers usually used video clips to teach speaking skills and listening 60%, and 40% used video clips for teaching reading skills.

Chart 5.

From chart 5, the teacher asks, "what results do you get from it (video clips)? The results answered that 100 % of their students were interested in learning through the method during the speaking time and most practically, they communicate directly.

So far, the answer to the first research question has shown that video clip activities help students learn better speaking skills.

As for the study's second research question regarding students' attitudes towards this teaching trick, "What are students' attitudes towards students speaking performances?

In response to this research question, I took a survey through a questionnaire, and the results were obtained after about 4 months of applying the experiment with 111 students at Thanh Loc high school, 72.1 percent of students have a positive attitude. Be positive with this activity. In chart 6

Chart 6

Do you like using video clips for speaking skills?
111 câu trả lời
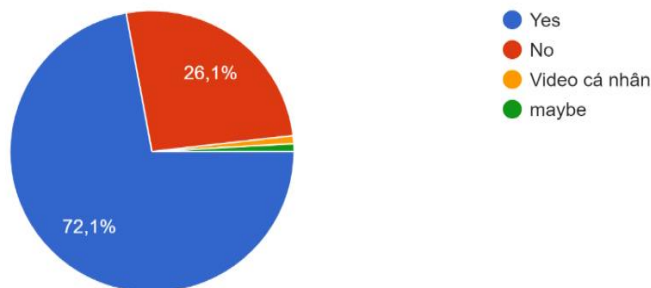
As you can see, In chart 6, there were 72,1 % of students said "yes" to the question "Do you like using video clips for speaking skills?" Besides, there was 26,1% disliked this teaching tool for speaking skills, and about 0,9% couldn't decide whether they liked it or not, and 0.9 % gave a personal opinion.

More importantly, the results are also obtained from the practice of teaching students to participate in learning with a more positive and excited attitude. The most obvious thing I have noticed is that students speak more confidently, even when participating in role-playing communication activities. They are more engaged and use more vocabulary than before, and the best result I got was the speaking test results of the district's high schools. The student organization got second place in English speaking contest. Thereby showing the effectiveness of the teaching method through video clips that helped me initially succeed with students at the school I am teaching. Pham and Nguyen (2019) found that by using video clips to help students practice back-to-back communication, both in terms of grammar, pronunciation, and vocabulary, students still improved more, and through questionnaire, the results showed that students who used videos to learn to speak English had a positive attitude towards the task.

Discussion

This section develops from the results to discuss the two research objectives stated before and the study's weaknesses, pedagogical implications, and ideas for future research. The study's first purpose is to examine the effects of video clips on students speaking performances. The results showed that using video clips in teaching speaking skills to help students become more confident and practice speaking more fluently is evidenced through speech contests at schools, districts, and provinces. Through the analysis results, 72.1% prefer to use video clips to practice speaking skills and gain more confidence when speaking in front of a crowd, or performing through role-playing, based on chart 6 above. Students who have been supported by their teachers to "prepare, organize, and deliver their presentations" (Nguyen, 2022), can be more confident, dynamic, and creative when creating attractive video clips that attract listeners.

Thanks to video clips, students can make advance their speaking skills inside and outside class (Le, 2022).

The second purpose is that answer the question about students' attitudes toward students speaking performances. English communication is very popular nowadays. When entering university, all schools check English entrance exams, so it is important to pay attention to English, especially speaking skills that are being improved and investigated. My school's teachers rated up to 100%. Teachers demonstrate this through speaking tests and contests of eloquence. This shows that students use video clips regularly to give them confidence, interwoven with role-playing activities to help students express the material better.

The gap for these studies is to use existing video clip performance, but the student video clip for students' control was not rich in the content of them. Through role-playing activities, students have a lot of difficulties when practicing mastering four skills in learning English, especially speaking; students lack vocabulary. This happens because, in the learning process, students are lazy to study, afraid to make mistakes, don't care, and don't pay attention when teachers teach. Krebt (2017) stated that students use their speaking in every contact they have, whether inside or outside of the classroom. Such a skill necessitates a large number of repetitions and is mainly thought of as a neuromuscular rather than a cognitive process.

Conclusion

The purpose of the survey is to find out to what extent the method of teaching speaking skills to high school students through video clips is effective, and as shown, the results are very promising. The student's learning progress, as well as the student's learning attitude, improved markedly. In this activity, students can promote their creativity, record their clips, listen to them, and review them to correct their own mistakes before the teacher corrects them in class; the opportunity to work more and practice more, and 100 percent of students have teachers correct mistakes in pronunciation, grammar, and word form. Moreover, students' vocabulary is increasingly richer due to self-discovery learned through individual speaking exercises, pairs, and hands-on role-playing. As technology develops, students spend more time on their phones for entertainment purposes. This is how we make it possible for them to play and learn at the same time more effectively and efficiently, as evidenced by: the given ab.

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Biodata

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