

THE TEACHING OF ENGLISH USING SHORT VIDEO FOR VOCATIONAL HIGH SCHOOL STUDENTS

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Abstract

Learning English as a foreign language is a challenge for Indonesian students. Students often find it difficult to develop their English skills. At present, the use of eye-catching and valuable multimedia needs to be implemented intensively to support the teaching and learning process in English classes. This research purpose is to describe the use of short videos as the media in teaching and learning activities in the classroom. This research used the case study method, with an interview and observation checklist as the instruments. Ten key questions in the interview about three aspects that were focused on namely learning experiences, challenges, and benefits of short videos used in class with six students taken by purposive sampling and observation checklist were conducted in the first-year students of Vocational High School 2 Batu at analytical chemistry major class. The results of the study show that the use of short videos in English class presented an interesting and enjoyable learning experience with visuals, subtitles, and clear sound. Short video help students to get a clearer picture of the material so it can be easier to remember and improve their pronunciation, and reading, and introduce them to a lot of new vocabulary. Short videos can be a fun and useful learning medium for students learning English.

Keywords: Learning English; Multimedia; Short Video

INTRODUCTION

It is undeniable that learning English is important in today's world. English is one of the most used and dominating languages in the world. English is a global language that most countries in the world use English as their official language. English today is the most influential one, it is used in various fields such as business organizations, science, education, and tourism sectors. In fact, people can easily find English as the setting language when using smartphones or other electronic media, when accessing applications or games. English is also important in the business and tourism sectors to make it easier to communicate globally. This shows how dominant English is compared to other languages. As English becomes the international common tongue, countries all over the world have adopted the English language as part of their education system. Many countries begin at the primary level, and students are studying the language at younger and younger ages (Jenkins, 2009). In Indonesia, learning English is mandatory at every level of education from elementary school to college. Even kindergarten students are equipped with English before entering higher education levels. Students at all levels of education are expected to be able to master the four English skills, namely speaking, listening, reading, and writing. On the other hand, learning English as a foreign language is not an easy thing for some students. Each of them experiences different obstacles in learning English which can be from internal and external factors. Difficulties in speaking such as mispronunciation and stammering then lack of knowledge of grammar so unsure about how to pronounce words correctly. The obstacle in developing listening skills is that students tend to be less able to distinguish between words and sounds, which can be influenced by words that

are unfamiliar to them. Sometimes, some words sound almost the same as other words but have different meanings, this is quite tricky for students so it confuses them (Azmi Bingol, Celik, Yidliz, and Tugrul Mart ,2014). This can be caused by internal factors such as low self-confidence, lack of practice involving English in daily activities and the assumption that learning English is complicated makes students lack motivation and interest. There are also external factors that hinder the development of student's English skills, one of which is the lack of use of interesting and varied learning media that needs to be adapted to student learning needs. Eye-catching learning media is needed to help students focus more on the material and improve their English skills. Moreover, learning English needs to be given a real picture of what and how native speakers use English properly and correctly to facilitate the learning process. In this era, information and communications technology are developing rapidly in various fields, including education. The use of ICT must be carried out to support the success of teaching and learning activities in the classroom. One of them is the implementation of multimedia. Multimedia is a combination of several different elements, namely images, animation, text a sound which is supported by ICT tools such as computers, laptops, mobile phones, etc. The use of multimedia in learning can make it easier for students to get information. Based on the results of research conducted by Computer Technology Research (Suyanto, 2003, p.18) that someone will only get 20% of what they see and 30% of what they hear. But through multimedia, someone will get 50% - 80% of what they see, hear and interact with at the same time. Harmer (2007) states that teachers should see technology as a tool to help them use whatever techniques and approaches they have chosen. One way to make vocabulary teaching more interesting and can improve students' vocabulary is by using audio-visual media. A short video is a form of multimedia that presents spoken information and full visual context about 1-3 minutes long that illustrates complex ideas in simple, interesting and meaningful ways. Videos with a short duration but without reducing the content in them can help students stay focused on the material. Guo et al (2014) stated that the median engagement (median interaction duration) of a video, regardless of the video's duration, is six minutes (p.44). This means that generally, students' concentration will disappear after the sixth minute. In conducting this research, the researcher used some previous studies. Several studies only focused on exploring the use of video as a learning medium in class. The first previous study was conducted by Kosterelioglu (2016) who investigated college students' thoughts regarding the use of video clips to enhance the learning process in accordance with the learning goals. The result of the study showed that the utilization of instructional video clips is recommended since videos provide more optimal learning environments. The second previous research was established by Masyitoh et al. (2019), this research investigated the development of a speaking lesson using instructional multimedia in the form of a video entitled Nginggris Narsis on 7th grade Junior High School. As a result, the study showed that Nginggris Narsis is a suitable teaching tool for speaking to EFL students. Nginggris Narsis, as an educational medium for teaching speaking, assists both teachers and students in establishing English as a foreign language for Indonesian students. The last previous research was conducted by Devi et al. (2020), this study explored the Senior High School students' perception of using a short English video to learn English vocabulary. The results of the study showed that the majority of students have a positive perception. They stated that watching a short English video may help them learn more vocabulary and that it might be a fun method for learning new vocabulary. From those previous studies, several studies only focused on investigating the use of video in general as a learning medium, it was a long and short video. Some studies only explored the utilization of video as a medium for learning specific skills, such as vocabulary and speaking skills. The participants of the previous studies were students from Junior High School, Senior High School, and college. The number of research that focuses on students from Vocational High Schools is still limited. Therefore, this study was conducted on exploring the use of short

videos as a medium in teaching and learning activities in the classroom. This study focuses on investigating learning English in general for a classroom activity with Vocational High School students as participants in the study.

METHOD

This research was using the case study method. According to Susilo Rahardjo and Gudnanto (2011), by using a case study as a research method, researchers will collect research subjects and take a lot of information to get it in detail. Case studies may provide new and unexpected research results during research. The case study fits the author's intention to investigate more deeply short English videos used in the classroom to assist students in studying English as a foreign language. The researcher wants to know in real terms regarding experience, how students react during learning and the opinions of students regarding short videos that have been implemented during the learning process. This study applied a purposive sampling technique in selecting subjects in this study. Sugiyono (2015) defines purposive sampling as subject selection techniques with certain considerations to meet research objectives. With purposive sampling, researchers can choose the right sample by selecting students based on their knowledge. The subjects of this study were students of 1st-grade Vocational High School 2 Batu at Analytical Chemistry major class. This school has applied the use of digital media as a learning medium in the classroom. Each student has access to using a smartphone, supported by an Internet connection provided by the school which can support video-based learning activities which are in accordance with the topic carried out by the researcher. The subjects were 3 students with the highest scores and 3 students with the lowest scores who were taken when teaching was carried out using short English videos. The selection of these samples aims to obtain more detailed data from various backgrounds from students. This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). To conduct this research main instruments in this research were interviews and an observation checklist. Through interviews the author can dig up more information in oral form by communicating directly with the subject. Researchers can also develop questions and adapt them to the situation during the interview session. The interview sheet which contains ten key questions focuses on three important aspects that are the result of this research. The questions were adapted from previous research questions related to this research topic. The first is how their learning experience was when the teacher used short videos in their English class, then what were the benefits and challenges felt by the students in their learning achievement in reading, writing, speaking or listening skills. The interview was carried out in a friendly manner by the researcher and the subject so that the subject could freely express their answers and perceptions clearly. The interview was carried out in a friendly manner by the researcher and the subject so that the subject could freely express their answers and perceptions clearly. Start by giving initial questions such as self-introduction and how they feel today to create a comfortable atmosphere, then ask them about their honest experiences during learning with short videos, whether they get benefits or obstacles in the process. After conducting an interview, observations were made to strengthen the research results with examine the factual situations in the class such as the attitudes and reactions of all of the students in the classroom. Observations were made during learning with short videos until it ended. Observations were carried out several times during the teaching with short videos.

RESULTS AND DISCUSSION

Results

Results

a) *Learning English with video in the classroom*

Short videos present interesting video displays with short durations which can attract students' interest to stay focused on the explanation. Students enjoy and feel comfortable when learning English using short videos in the classroom. Students mentioned that compared to reading books, learning English by using videos is considered to be easier to understand the material and not monotonous. This is in line with the observation results that most of the students in the class enjoy and pay attention to the screen.

".... I enjoy and feel comfortable. There are visuals and sounds so that the material becomes more interesting"(S1:S4:S5)

"It is fun and I feel excited when learning English in the classroom with short video because I get a clearer picture of the material and it can be easier to remember."(S2:S6)

"The duration of the video is not too short and not too long, so it is not monotonous and interesting. Besides that, I prefer to learn by video instead of learning English just by reading it makes me sleepy."(S3)

b) *Benefits of using short videos in learning English*

The use of short videos in learning English gives students benefits in their English ability. Interesting and detailed video displays related to the material supported by English audio helped them improve their skill. Among the students mentioned that they could read and speak English better than before. Students also gain knowledge of new words that have never been heard before.

"I really feel the improvement, I can catch the meaning of the video because the audio is clear, and also because the material is visualized clearly rather than just through books I feel less able to understand it. I find it easier to spell words in English because there are subtitles and audio. I also learned a variety of new vocabulary"(S1; S2; S6)

"The colorful visuals in the short video really helped me learn English so that the material was more understandable than before. I also heard a lot of words that I had never heard before"(S3:S4)

"I feel like my way of speaking is starting to follow native speakers even just a little and I can create narrative text."(S5)

c) *Challenges faced by students on the use of short videos in learning English*

Besides the benefits, students considered there were obstacles in the use of videos that they faced during the learning process. Students had problems understanding the explanations shown in the video. This was because native speakers spoke too fast so it was difficult to capture the meaning of sentences in the video. It also affects their reading and pronunciation. The student mentioned that "I still have problems with reading some words with the correct pronunciation".

The teacher's role was needed to help re-explain the material. This can also be seen in the observation that one or two students asked the teacher for more explanation of the video.

"I can understand the material well and I haven't had any difficulties when learning using short videos in the classroom."(S1:S2)

"Sometimes the native speaker in the video speaks too fast that it is hard for me to understand the material"(S3)

"I have problems with reading some words with the correct pronunciation"(S4; S5)

"I still find it difficult to understand the material, but if the teacher re-explains,I can understand better"(S6)

Discussion

Based on the results of the interview, Most of the students give positive responses. They feel enjoyment, comfort, and excitement when English class is conducted with short videos. It is supported by the results of class observation. It shows that students are enthusiastic and pay attention to the short video. This is in line with the result of the study by Nikopoulou-Smyrni and Nikopoulos (2010) that the teaching and learning process using short videos motivated them to concentrate and focus on the material and topics to become more interesting. This is also supported by Kosterelioglus (2016) statements in his results of the study that educational video clips containing audio and images can be considered effective learning media that can support a comfortable learning environment with interesting content and lead students to stay focused on the materials. Moreover, the findings from this research show that English learning activities in class which are supported by short videos have a positive impact on students' language abilities. Their reading and speaking skills have improved, they can pronounce words more clearly than before being treated with short videos and trying to imitate native speakers. Material that is well visualized with the support of sound, subtitles, images, animation, and appealing colors makes it easy for students to understand the material rather than just reading textbooks. Most of the respondents argue that the use of short videos facilitates English learning activities in class where English is a foreign language which is quite difficult for some students. This is in line with the results of research by Natasa, N. & Solusia, C. (2022) which mentions that learning assisted with short videos can increase their knowledge of English and develop their skills in reading, speaking, writing, and also listening. In addition, students also feel the benefits of short videos in their vocabulary by getting lots of new words, words that were previously strange and they had rarely heard of. A study by (Devi et al, 2020), also shows that students thought that they got a lot of improvement in their vocabulary after learning English through short videos. Unfortunately, some students experienced difficulties during teaching and learning activities using short videos. Among them, they find it difficult to read and pronounce words because sometimes the speakers in the video speak fast enough to confuse students in understanding the meaning of the content. Students need a re-explanation from the teacher to understand the material better.

CONCLUSION

Based on the results of the study, it can be concluded that the students feel comfortable and excited when learning English using short videos in the classroom. They enjoy the visual, subtitles, and sound that was presented in the video which also helped them get a clearer

explanation of the material and it can be easier to remember and stated that they prefer to learn by video instead of learning English just by reading a book. Short videos present interesting pictures with a short duration that is suitable for keeping students focused. The students feel that learning English with short videos can improve their speaking, and reading and help them to acquire pronunciation and vocabulary better. On the other hand, some students have problems understanding the material and need the role of the teacher to re-explain the material. The use of short videos in learning English can be a good choice to facilitate the learning process interestingly and be able to improve students' English ability. Short videos are suggested to be used optimally and as interesting as possible by the teacher in the classroom to increase students' English performance.

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