IMPROVING ENGLISH SPEAKING SKILLS USING VIDEO-BASED LEARNING METHODS: WATCHING ENGLISH MOVIE

Anggun Putri Kinanti
English Education

anggunnptr@gmail.com

Abstract

This study aims to determine whether the application of the video-based learning method by watching English films can improve students' ability to speak English. The subjects of this study were Batch 20 Academic Writing students at the Universitas Teknokrat Indonesia, which consisted of 27 students in semester 5 and 7. The results of the study show that the application of the video-based learning method by watching English films can improve students' ability to speak English.

Key words: video-based learning, speaking, and movies.

INTRODUCTION

The development of various language learning media in education is an initiative to face Industry 4.0 [1], [2], [3] and is worthy of facing digital disruption [4], [5], [6]. Everything is constantly changing and adapting to the demands of society according to contextual developments in learning English, especially speaking [7], [8], [9]. The essence of curriculum planning is basically to answer educational obstacles in order to achieve national education goals [10], [11], [12]. Language teaching is considered a difficult activity, so teaching English requires a quality teaching model to ensure and even develop the English skills of EFL students [13], [14], [15]. The purpose of teaching English is to guide students to become proficient speakers, so that English teachers must develop the basic principles of teaching English (ELT) [16], [17], [18], such as: learning models, topics/materials and learning methods [19], [20], [21]. One of the most important principles is motivation, and good quality material is material that is engaging, engaging, and timely [22], [23], [24].

Prior to the digital learning environment, a variety of printed English materials were used in the classroom [25], [26], [27]. It doesn't even motivate EFL learners in the traditional way [28], [29], [30]. In contrast, the presence of a digital learning environment as a tool, material, method is seen as an element that guarantees the interest of English language learners [31], [32], [33] and even fulfills their needs [34], [35], [36]. In this article, the researcher underscores the importance of using English films as a tool that English learners can easily and flexibly use as learning materials anywhere online or in applications [37], [38], [39]. Several researchers have suggested that using a video-based learning environment in EFL learning can contribute to the English curriculum [40], [41], [42].

Thus, initiatives to enable video-based language learning are contextually effective [43], [44], [45]. This is also supported by the fact that the use of film models allows exposure to the actual language context [46], [47], [48] because language material is used in authentic settings and cultural settings where the target language is spoken [49], [50], [51]. In addition, video-based materials can arouse students' interest and positively trigger their motivation [52], [53], [54]. According to Ismail's research on the effectiveness of using films in EFL contexts, most students feel bored and unmotivated by reading texts rather than actual learning resources [55],

[56], [57]. Therefore, the paradigm of the novel must be formed with the help of presentation media, video or film [58], [59], [60]. Media literacy experts assume that good readers tend to read written texts and good readers tend to read visual texts [61], [62], [63].

This suggests that language learners predict, relate, question, and interpret when they encounter written or visual texts [64], [65], [66]. Tangible impacts can be seen in the transition from traditional learning tools to learning based on user-generated content or lecture notes [67], [68], [69], from printed materials to electric projectors created with PowerPoint, websites, animations, and video-based learning [70], [71], [72]. Currently, students can improve their English skills in various ways by using video-based learning methods [73], [74], [75]. Students who enjoy watching can learn to speak English from the movies they watch and many other things to improve their English skills [76], [77], [78].

METHOD

This study used a descriptive methodology that aims to describe video-based learning as a whole as a method for improving students' speaking skills. This research does not seek or explain relationships, test hypotheses, or make predictions. The descriptive method aims to systematically and factually describe facts or characteristics of certain population groups or certain fields (Isaac and Michael, 1981; Rakhmat and Ibrahim, 2016). This research involved participants who were students at a university in Bandar Lampung, Lampung. Specifically, participants from Academic Writing Batch 20. Participants consisted of 27 students who were selected to take part in this study. Consisting of 5th and 7th semester students. They were selected to represent the English course group at the University in Lampung. Surveys are sent via the chat application. The researcher provided participants with a link to the research website and asked them to fill out a questionnaire. Researchers can review participants' responses as soon as they complete the questionnaire. After all the responses have been collected from the survey website, the researcher fills in the report data. The participants' responses will be analyzed by the researcher to see an increase in their English speaking skills using a video-based learning method: watching English films.

RESULTS AND DISCUSSION

This study uses a questionnaire and previous research as a tool to collect data. In this study, the researcher distributed 5 questions to students in semester 5 and 7 of the batch 20 academic writing class at the Indonesian Technocrat University.

As explained in diagram 1.1 below to the first question, "have you watched English films?", all respondents answered "Yes" [79], [80], [81]. It can be concluded that all Batch 20 Academic Writing students at the Indonesian Technocratic University watched films in English [82], [83], [84]. Thus, researchers can continue the discussion to the next question.
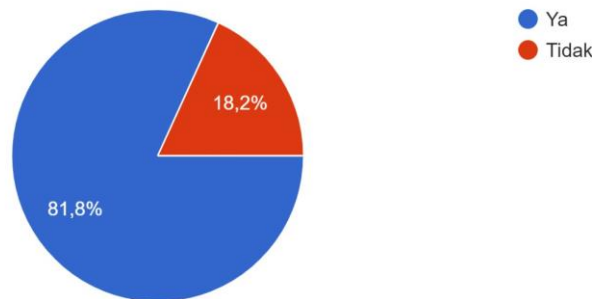
Apakah anda menonton film berbahasa Inggris?

11 jawaban

● Ya
● Tidak

100%
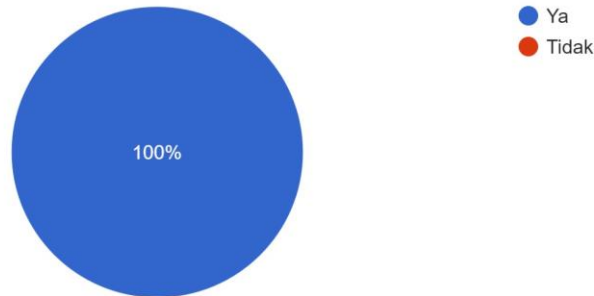
In diagram 1.2 below, with the question "Have you watched English films with English subtitles?", 81.8% of participants answered "Yes", which means they watched English films with English subtitles [85], [86], [87]. While 18.2% of the other respondents answered "No", it can be concluded that 18.2% of the respondents watched films in English but did not use English subtitles [88], [89], [90].

Apakah anda menonton film berbahasa Inggris menggunakan subtitle bahasa Inggris?

11 jawaban

● Ya
● Tidak

18,2%

81,8%

Next is diagram 1.3, in diagram 1.3. with the question, "Have you watched English films with Indonesian subtitles?". As many as 72.7% of respondents answered "Yes", and the remaining 27.3% of respondents answered "No".

Apakah anda menonton film berbahasa Inggris menggunakan subtitle bahasa Indonesia?
11 jawaban
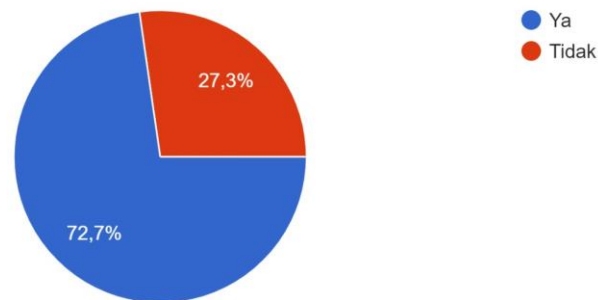
From the data in diagram 1.2 and diagram 1.3 above, it can be concluded that more than 70% of Academic Writing batch 20 students watched English films with two subtitles, namely English subtitles and Indonesian subtitles [91], [92], [93]. And the rest, approximately 30% of batch 20 academic writing students watch English films using only one subtitle, namely only Indonesian subtitles or only English subtitles [94], [95], [96].

In diagram 1.4, with the question, "Do you feel that after watching English films, your speaking skills have improved?", and 100% of respondents answered "Yes", so it can be concluded that by applying the video-based learning method by watching films in English English can improve speaking skills in English [97], [98].

Apakah setelah menonton film berbahasa Inggris, anda merasa bahwa skill speaking anda meningkat?
11 jawaban
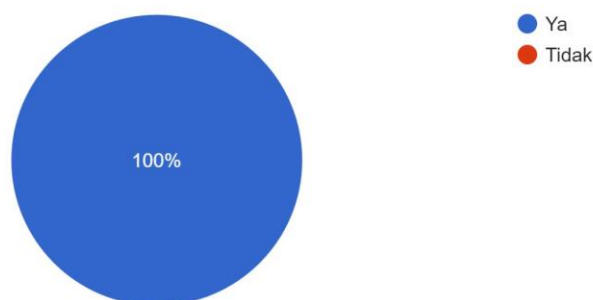
Next is the final questionnaire with the question, "In your opinion, what causes your speaking skills to increase after watching English films?". Here are some of the answers I collected from the respondents, "I hear what they say [99], [100]. And it can be remembered that the material can get to know new vocabs and how to pronounce them, yuhuww", "I understand pronouns and similar. respondents can find new vocabulary and how to pronounce it correctly, there are also films the respondents became more aware of grammar.

CONCLUSION

This research was conducted in a very short time, namely in just 3 weeks (19 December 2022- 8 January 2023). The purpose of this study is to find out whether the application of the video-based learning method: by watching English films can improve students' speaking English skills. Based on the results of the research and the explanation that the author has explained above, it can be concluded that the application of the video-based learning method through watching English films can improve speaking skills in English. From the research results it was also found that there were many benefits and new lessons to be gained from watching English films, such as increasing vocabulary, knowing how to pronounce properly and correctly, and discovering new phrases or slang.

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