

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

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ABSTRAK

Penelitian ini dilakukan dengan menggunakan desain penelitian deskriptif kualitatif. Data dikumpulkan dan diperiksa dari berbagai sumber literatur mengenai penggunaan film di kelas bahasa Inggris di seluruh dunia. Hal ini juga dapat membuat siswa lebih terlibat dan memfasilitasi pemahaman mereka terhadap informasi, karena video tersebut menyertakan visual dan audio yang memungkinkan siswa untuk langsung memahami kontennya. Penelitian terbaru ini juga menggambarkan metode pembelajaran yang digunakan oleh peneliti/guru selama kegiatan belajar mengajar di kelas. Metode ini tampaknya dipisahkan menjadi tiga langkah: pra-kegiatan, kegiatan utama, dan pasca-kegiatan. Analisis menunjukkan bahwa guru, sebagai panutan, harus memiliki rencana metodis tentang apa yang harus mereka lakukan selama proses belajar mengajar untuk menawarkan materi berkualitas tinggi.

ABSTRACT

This research was conducted using a qualitative descriptive research design. Data was collected and examined from various literature sources regarding the use of films in English classes around the world. This can also keep students more engaged and facilitate their understanding of the information, as the videos include visuals and audio that allow students to immediately understand the content. This latest research also describes the learning methods used by researchers/teachers during teaching and learning activities in the classroom. This method appears to be separated into three steps: pre-activity, main activity, and post-activity. The analysis shows that teachers, as role models, must have a methodical plan for what they should do during the teaching and learning process to offer high-quality materials.

INTRODUCTION

In our contemporary day, the methods of teaching English have become more varied, including the use of traditional tools like blackboards, chalk, and markers, as well as current technologies such as internet-based media and audio-visual aids. During the process of teaching and learning English, teachers might prepare teaching materials to help students better understand the topic. The teaching technique employed by teachers to deliver lessons can also engage students'



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attention, so supporting the learning process. According to the Cambridge Dictionary, the term "media" or "medium" refers to a means or method of conveying or expressing anything. According to Jacobs et al. (2002, p. 240), the media can be considered as a means through which students can gain knowledge, skills, and attitudes. It encompasses many forms of communication, such as materials and events, that facilitate the acquisition of these educational outcomes. Several recent studies have suggested that using video as a medium is highly beneficial for teaching and learning in schools (Čepon, 2013; Al Rajhi, 2016; Bajrami and Ismaili, 2016; Kaboocha, 2016; Pisarenko, 2017; Mohammed, 2013). According to Čepon (2013), the video format is beneficial for teaching or studying a foreign language. Regarding FL capacities, quantifiable studies suggest that writing exhibits better acquisition effects compared to general reading-based understanding. FL grammar is the least impacted, whereas vocabulary acquisition exhibits the most advantageous result. Reflections obtained from in-depth interviews revealed that when native Slovenian speakers were exposed to video subtitles, they perceived it as an ideal condition to alleviate their cognitive strain in understanding foreign languages. Additionally, Al Rajhi (2016) discusses the utilization of multimedia tools in the educational setting. When students have the opportunity to provide input to their professors regarding the implementation of new teaching methods, the majority of the suggestions revolve around incorporating multimedia, video, iPods, and game tools. In addition, Bajrami and Ismaili (2016) propose that video material might serve as authentic input and a source of inspiration. Typically, students perceive the usage of video material in the classroom as engaging, applicable, helpful, and moderately inspiring. Therefore, it can be proposed that both educators and learners can participate in innovative methods to include diverse video content into different classroom exercises in order to enhance educational achievements and establish a favorable classroom atmosphere. In addition, Kaboocha (2016) asserts that both students and teachers have a favorable outlook on utilizing films in their classrooms to enhance students' language abilities. Using carefully selected film content can enhance students' language learning and boost their motivation to study the target language.

Journal of Advanced Research and Developments in Education Accessible on the internet at: <http://ojs.journal.unilak.ac.id/index.php/utamax> Volume 1, Issue 1, March 2019, pages 34-3835 According to Pisarenko (2017), it was discovered that there were notable improvements in information gained from foreign languages and audiovisual technology (AT), which were found to be efficient in teaching foreign languages. AT is believed to promote the acquisition of student knowledge and encourage active learning. Language instruction from other countries has a beneficial impact on student performance and should be a significant factor in the development of competent communication skills. The previous study by Mohammed (2013) suggests an alternative method for utilizing video. He employed video subtitles to effectively teach grammar, which resulted in improved correctness in students' grammar. Enhancing the ideal form of the past in video captions captures students' interest in learning it more effectively through the use of both language and images, rather than solely relying on text. Overall, pupils expressed a more favorable response towards utilizing video grammar instructions. The reasons why researchers pick video as a medium in an English language environment at school are simply to support recent research that has shown the outstanding effectiveness of video as a learning tool in teaching and learning. In order to enhance the effectiveness of teaching and learning in the classroom, teachers utilize videos as a medium to make the topic more engaging for students.



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METHOD

Research Design

This study was conducted using descriptive qualitative research. Data was gathered from several literature sources relevant to the use of films in English courses. Information regarding the usage of videos in the English as a Foreign Language (EFL) classroom is also gathered from the internet and reliable online educational websites. Next, data is provided according to video functions, and video recruitment methods will be utilised for instruction and learning in the educational setting. Both components are anticipated to showcase the significant importance of video in the EFL classroom and various methods that EFL teachers can utilise to include videos into their teaching. Ultimately, several findings were made to demonstrate a more significant approach to using movies in classrooms worldwide.

RESULTS AND DISCUSSION

The findings of this study, after reviewing some research on the use of video as a medium for teaching and learning, indicate that video materials offer numerous benefits, including promoting student independence and proactivity. When educators incorporate video content into their English lessons, students can quickly acquire a significant amount of cultural context and emotional perspectives related to the learning subject. While watching videos, students can immerse themselves in the authentic atmosphere generated by the material and comprehend the linguistic pragmatics employed by the characters. Furthermore, the instructor creates educational tasks that engage students and encourage them to become active participants in the learning process. In this situation, the educators are faced with the task of engaging students actively in teaching and learning activities through the use of video. In order to utilize video as an effective medium in teaching and learning, it is important to prepare beforehand. This preparation is crucial in making the video more relevant. Additionally, there are various other methods that may be employed to encourage students to actively engage in the learning process. According to Harmer (2006), there are various methods that can be used when incorporating videos in EFL classrooms. These include techniques for viewing, such as fast forwarding, silent viewing, freezing framing, and partial viewing. There are also techniques for listening, both with and without accompanying visuals, such as picture-less listening and listening to speech accompanied by pictures. Additionally, Çakır (2006) includes various other methods, such as Active Viewing, Freezing Framing and Predictions, Silent Vision, Sound on and Vision off Activity, Repetition and Role-Play, Reproduction activities, Dubbing Activity, and Follow-Up Activity.

The Technique

While some teachers may be familiar with using video as a medium, not all teachers are aware of the meaning and proper usage of certain techniques. Therefore, the researcher aims to provide an explanation of these techniques. There is a method that involves using videos as a form of media and its various applications:

1. Fast forward

fast forward refers to the teacher's ability to show videos to students by playing them briefly and then moving them forward. These tasks need to be repeated until the video is finished. Next, the



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instructor requests that pupils share the information they obtained from the film. In this situation, pupils have the ability to make educated guesses regarding the topic of conversation.

2. Silent Viewing

During silent viewing, the teacher can play the video without any sound. Videos are only provided discreetly without any accompanying information. In this situation, it is necessary for pupils to have the skill of anticipating information.

3. Partial Viewing

Partial viewing is also a method to encourage students' curiosity as it enables them to observe segments of the movie and prompt them to anticipate the knowledge they will gather.

4. Active Watching

Active viewing refers to improving student engagement and satisfaction by directing their attention towards the primary themes of video presentations. Therefore, it is important for students to actively participate in video instructional presentations. Prior to commencing the presentation, the instructor poses a number of essential inquiries regarding the material, enabling students to have a broad understanding. Upon reviewing the questions, students have the option to respond vocally or take notes while observing. To gain a more comprehensive comprehension, students are provided with a guide sheet or watching guide that allows them to observe and listen for specific details or linguistic features. However, it is important to consider the student's proficiency level and adapt the technique accordingly.

5. Listening without pictures

Listening to it without pictures indicates that in this activity, children start learning by being guided to listen to the content in the movie. However, pupils are prohibited from viewing images in the movie until they are able to make a guess and communicate the information they obtain. Picture of Speech refers to a technique where pupils in a class are divided into two teams. Every team has many opportunities during teaching and learning activities. The initial group is assigned the task of observing and comprehending the instructional videos provided by the teacher. Next, the opposing team is required to make a guess about the video using the guidelines provided by the first team. This activity helps improve their ability to talk and be fluent.

6. Freezing framing and prediction

Freezing Framing refers to the act of pausing or stopping the image on the screen by hitting the mute button or the pause button. Videos provide us with more information about character body language, facial expressions, emotions, reactions, and replies. The teacher pauses the image when he wishes to teach terms and phrases related to feelings and emotions, to inquire about specific situations, or to highlight important topics to the students. By pausing the scene, students might be asked to predict what will happen next. They are speculating on what will happen in the next round. Cryonics is highly beneficial for speculation. This game also stimulates the creativity of kids by encouraging them to make predictions and draw inferences about characters.

7. Silent viewing

Silent viewing refers to the fact that in audiovisual media, such as videos, sound and vision are distinct elements. Quiet perspectives engage student curiosity, encourage critical thinking, and cultivate predictive abilities. The video part is played silently, using only visuals. This practice can also serve as a prediction tool when students view the movie for the initial time. One method to accomplish this is to play the video section without audio and instruct students to watch the



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character's actions and utilize their deductive abilities. Next, simply hit the pause button periodically to halt the image on the screen. This will prompt students to speculate on what occurred and what the character may say. Alternatively, you can inquire about what had transpired up to that point. Lastly, video segments are played back with audio so that students can compare their perceptions with the events depicted in the film.

8. Audio on and Video off Activity

Turn on the sound, and turn off the vision. Activity refers to a task that can be both engaging and beneficial. In this particular activity, students have the opportunity to engage with specific segments of a video lesson while obscuring the visual aspects. This is achieved by blurring the image, allowing students to just focus on the dialogue while the action remains hidden. During this activity, students use visual cues to predict or reconstruct events based solely on auditory information.

9. Repeating and acting out different roles

Repetition and role-play refer to situations where there are challenging language points in a video lesson, and repeating them closely can be an important step towards engaging in communicative production activities. A sequence from a video is played again with specific breaks for repetition, either individually or together. Once students have a solid comprehension of the presentation, they are requested to depict the scene to the best of their recollection using the original version. Once students feel comfortable with role play and have a good grasp of the vocabulary and structure of the language, they can start engaging in more imaginative activities. These activities involve improvising scenes that align with their own perspectives on the situation and the characters they portray. Role-play includes pupils as active players. As each student takes on an allocated duty, they become more engaged. This activity also assists students in gaining a deeper understanding of their conduct and developing the skills to respond favorably to different human relationships. In simpler terms, role-playing is a beneficial practice for communication and effective preparation for real-life situations. This gives pupils the opportunity to put into practice what they have learned.

10. Reproductive activity

Reproduction Activity refers to the process where pupils are required to recall and express what was spoken, describe the events that took place, or write or recount what occurred. This activity motivates pupils to test their understanding. Students will benefit from engaging in experiments in English, despite the difficulties and the occurrence of blunders. Since it appears to be rather challenging, direction, assistance, and guarantees may be necessary.

11. Dubbing Task

Dubbing activity refers to an activity that can be carried out when pupils possess the required language skills. In this activity, students are requested to complete the dialogue that is missing after watching the episode video sound-off. Students find it highly appealing and enjoyable to finish sections from the video by providing voiceovers.

The Phase

In this post, the instructor will utilize three stages of teaching English through the use of video. Hopefully, these methods can be useful to implement. The procedure employed by researchers/teachers when conducting teaching and learning activities in the classroom is separated into three parts Before the activity In the classroom, before beginning the lesson and playing the video, the teacher should ensure that all the necessary tools for teaching and learning are available, such as markers, erasers, a laptop, a projector, and the movie itself. The teacher also makes sure



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that the whiteboard is clean and divides it into two or more sections to neatly organize the material that is written on it. Next, the teacher should make preparations. The first step is to greet the students, as it is important for a teacher to start the lesson with this. The next stage is inquiring about the condition of the students after greeting them. This is typically done to establish a close connection with them. Following this, it is customary to request the chairman to lead the prayer before commencing the lecture. The next phase involves verifying attendance, which helps determine which pupils are present or absent in your class. Another key aspect is providing encouragement. The teacher should possess the necessary skills to motivate pupils, encouraging them to have a greater desire to study English. The last teacher provides a tale or warm-up activity that is relevant to the content they will be teaching the pupils. Following that, the teacher provides a series of questions to engage the students' prior knowledge and assist them in comprehending the forthcoming content. The teacher then guides the students who know the answer to write it on the whiteboard, which has been divided into sections. The teacher instructs the students to start writing from the top left of the whiteboard, moving to the right, in order to ensure that the information is organized and easily comprehensible for other students. Although the practice of asking a few questions before beginning a lecture may not always be suitable for the classroom, it can assist in activating students' prior knowledge before starting the lesson. Main task Prior to proceeding to the next stage, educators can employ many methods to utilize video as a medium. These methods include using sound without visuals, engaging in active viewing, pausing the movie at specific moments, and adding dubbed audio (Çakir, 2006; Harmer, 2007). In this stage, the teacher selects an Active Viewing Technique to utilize in the classroom, allowing students the chance to see the complete film. Following this, the teacher asks students to summarize what they have seen through both written and verbal means. In this step, the teacher begins by giving presentations. Before playing the video, the teacher asks the students what they have learned from the warm-up activity that the teacher provided on the topic. The teacher then instructs the students to write down their knowledge about the topic on the whiteboard, in order to encourage active participation in the classroom. The teacher also shows recognition, such as saying thank you or giving applause, to students who can answer the question in order to boost students' confidence and motivation to participate actively in the class. Following that, the instructor proceeds to play a video in order to provide a clear example related to the topic. There are two videos that the teacher intends to show to the students. The first movie is on expressing congratulations, while the second video is about expressing hopes. Afterwards, the teacher asks the students questions on the information they obtained from the movie. Then, the teacher requests that the students provide examples of expressing congratulations and hopes, and write them on the whiteboard in front of the class. The final step involves the teacher requesting the students to summarize the material they have learned in order to assess their understanding of the given topic. After that, the teacher provides additional guidance to help the students better comprehend the material. After the activity In this final step, the instructor must also use appropriate methods to ensure that teaching and learning activities are meaningful during the concluding section of this phase. Once students have finished watching the video and understanding the subject, the next step is to practice. The teacher provides many exams to the students, along with clear instructions. Additionally, the teacher offers follow-up guidance on what students should do after completing the test. This test is also helpful in determining how effectively pupils can learn from the videos they see. Following that, an evaluation is conducted



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when the teacher asks the students to work together in fixing the test, with the aim of making the class more interactive. Afterwards, the teacher provides additional activities, such as giving pupils a present or assigning homework that is linked to the subject they have learned. This helps to encourage students to actively engage in learning at home and reinforce their understanding of the lesson. Lastly, the instructor also inquires about the students' conclusions on the subject they have studied. Afterwards, the teacher provides a final conclusion about the material before concluding the lesson, ensuring that all students have a clear understanding of the material.

CONCLUSION

Although the use of films in many English as a Foreign Language (EFL) schools is no longer novel, students nevertheless respond positively. Nevertheless, educators face difficulties in efficiently disseminating films due to the diverse range of video formats available and their presentation in the classroom. In this situation, the teachers as facilitators should be able to create suitable films according to the students' requirements and devise various methods to ensure their effectiveness, particularly in motivating students to actively engage with the content. Therefore, educators should possess the capability to employ multiple efficient methods to engage students in teaching and learning activities through the use of video. This study suggests that teachers can use various methods, such as 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 research, several methods are categorized into three stages to offer a more significant approach for educators to distribute video content. Firstly, there is a Pre-Activity phase when teachers should prepare before commencing the class. This includes greeting, asking about the students' condition, checking for absences, providing incentive to students, and doing a warm-up activity. The second stage is the primary task, during which the teacher begins by giving a presentation on the subject matter using a video. However, before playing the video, the teacher asks the students about their existing knowledge on the topic. This is why it is important to have a warm-up activity related to the subject, as it helps students make predictions about what they want to learn from the video. And then the final phase is the Post Activity. In this step, as a part of the activity before closing the lesson, after students watch the video to understand and conclude the material, the teacher gives some tests and corrects them together in order to make the students more active. Then, the teacher also gives an expansion before closing the lesson, such as giving students homework related to the material and providing a conclusion.

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