

## ENHANCING SPEAKING SKILLS THROUGH ONLINE VIDEO PRACTICE IN TEACHING

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### Abstract

*Due to the COVID-19 pandemic in Indonesia, online learning has become the preferred alternative to continue education. This shift from offline to online learning has compelled teachers to restructure their teaching strategies to adapt to the current situation. This study examines the strategies employed by an English teacher and the responses of 24 eighth-grade students to the learning media used during online learning. The research utilizes a qualitative case study method, gathering data through observations and interviews. The findings are presented in three points. Firstly, the English teacher primarily used Direct Instruction Teaching Strategies during online learning. Secondly, Independent Instruction Teaching Strategies were also utilized. Lastly, the students responded positively to the use of teacher learning media, which helped improve their speaking skills and achieve learning objectives. The teacher employs online videos as a teaching tool to enhance the efficiency and comprehensibility of lessons for the students. This approach also aims to improve students' speaking skills through video practice, as it allows them to identify their mistakes and makes the learning process more engaging for them.*

**Keywords:** Case Study, Online Video Practice, Speaking Skills, Teaching Strategies

### A. INTRODUCTION

One of the most important skills in communication is speaking, especially when learning English. People use this skill to convey their ideas, opinions, and information (Ismaili & Bajrami, 2016, p. 532). However, many students face obstacles when it comes to learning English, particularly in speaking skills and practice. Speaking is considered the most complex and difficult skill for English language learners, as noted by Zhang in (Nakhalah, 2016). Common difficulties encountered by students when speaking English include a lack of confidence, fear or nervousness about making mistakes or inaccuracies, a limited English vocabulary, and poor pronunciation. Maulana, Daud, and Heriansyah (2016) also reported that students' concerns about speaking English include a lack of confidence, nervousness, fear of making mistakes in vocabulary pronunciation or while speaking, and problems related to a lack of vocabulary and poor pronunciation.

Since speaking is one of the most essential skills in communication, particularly in learning English, it is essential for students to be able to speak fluently in the language. However, many students face difficulties or obstacles when it comes to learning English, especially in speaking skills and practice. According to Nakhalah (2016), speaking skill is considered the most complex and difficult skill for students learning English as a foreign language, as they often lack confidence when speaking, are afraid or nervous about making mistakes or inaccuracies, have a lack of English vocabulary, and struggle with pronunciation.

According to Sumantri and Pratiwi (2015, pp. 276-281), media plays an important role in enhancing the learning process. With the availability of various types of media, each with its own unique characteristics, educators can use them to facilitate teaching and learning activities. The use of teaching media helps educators to deliver information more easily and effectively during the teaching process. In addition, learning media can help students to better understand the material presented by the teacher, leading to improved learning outcomes. However, before using any media in the classroom, teachers should first evaluate whether the media is appropriate for their teaching process.

Furthermore, Bertram et al. (2010, pp. 1305-1309) suggest that educators should be aware of how media assets can be used to support student-focused learning. There are various types of media available today that can be used in teaching and learning, such as human media, printed media, sound media, visual media, general media, and mixed media (Arsyad, 2015, pp. 1-4). These six categories of media can be utilized in the English learning process.

Human media is also an important part of teaching media, as it is used to transmit and communicate roles or information. The use of a variety of media can help students to better comprehend the subject matter. Pictures, videos, and actions are all forms of media that can be used creatively to enhance the effectiveness of the teaching and learning process. By using appropriate learning media, teachers can foster students' interest in learning new things and increase their learning effectiveness. Media can also increase students' motivation to learn and help them to learn more efficiently.

With the outbreak of the coronavirus pandemic in Indonesia, the learning process in schools had to be temporarily suspended, and the learning system changed abruptly from face-to-face learning to online learning that students carried out at home. To overcome these obstacles, many media have been applied to make it simpler for teachers to teach students online, and videos have been identified as one method to overcome students' issues in the online class in practicing speaking skills.

Videos have proven to be interesting and effective learning materials in the students' learning process, as they can attract students' attention and urge them to improve their speaking skills when combined with speaking exercises in other classes. However, in order to attain active interaction among students, teachers need to find the best strategies to apply in the teaching process. Teaching strategies are methods that teachers choose and employ to effectively impart learning materials, making it simpler for pupils to accept and understand what is being taught.

According to Hamruni (2009), teaching strategies can be divided into five sections: Direct Instruction teaching strategies, Indirect Instruction teaching strategy, Interactive teaching strategy, Experiential teaching strategy, and Independent teaching strategy. Each strategy has its own unique advantages and can be used depending on the learning objectives and circumstances. For example, Direct Instruction teaching strategies can be used by the teacher to emphasize important things or difficulties faced by students so that they can be expressed and the teacher can evaluate and correct what they lack. On the other hand, Independent teaching strategy is a support strategy used in other instructional activities, and it is designed to help students become more independent, create a growth mindset, be able to better themselves, and be dynamic learners.

In conclusion, utilizing online video applications effectively in the online learning process can help students improve their speaking skills. Teachers need to find the best strategies to apply in the teaching process to attain active interaction among students, and

choose teaching strategies that suit the learning objectives and circumstances. With the proper use of online video applications and teaching strategies, students can overcome their difficulties in speaking English and become more confident and proficient in the language.

Based on preliminary observations conducted in one class at MTsN 2, the researchers were able to observe how the teacher utilized videos as a teaching tool to enhance students' interest in communicating in English. The use of videos enabled students to concentrate and focus on the content of the lesson. Additionally, the researchers conducted informal interviews with several students from the class to gain insights on their opinions on the use of videos in online classes. The students responded positively, stating that videos helped them to understand and concentrate on the lessons, especially in the speaking aspect of English, as they could see actual speakers in the video form.

The purpose of this research is to investigate the implementation of English language teaching through online learning and the effectiveness of using videos as a tool to enhance students' understanding of the material and achieve their speaking goals. The research aims to provide insights into the benefits and challenges of using videos in online English language teaching, as well as to identify the strategies used by teachers to effectively use videos as a teaching tool. Through this research, it is hoped that teachers and students can optimize the use of videos in online English language teaching to improve students' speaking skills and enhance their overall learning experience.

## **B. METHOD**

This study utilized a case study qualitative method, with a sample of 24 junior high school education students from MTsN 2 Tanah Laut. The data were collected through observations and interviews to validate and elicit feedback. Since the research question focuses on contemporary events in everyday life, specifically on how or why teachers employed certain tactics for online learning during the pandemic, the case study qualitative technique was deemed appropriate (Duff, 2008). This methodology allowed the researcher to concentrate on the strategies utilized by teachers in delivering materials in an online classroom and the students' response to the use of online videos to improve their speaking abilities. Thus, the researcher obtained valuable information about the teaching-learning process during online learning in the classroom.

The participants in this study were twenty Ninth grade students and one teacher. The researcher selected this particular class as the subject because the students in this class were highly motivated to learn English. Additionally, the teacher had significant experience in teaching online for one and a half years. Therefore, the participants were expected to provide valuable insights and information for the research.

The researcher conducted observations of teaching activities in the online classroom through the use of WhatsApp group and Google Meet. The data collected focused on the strategies used by the teacher in delivering the learning materials and the students' responses to the use of online videos in teaching. Through these observations, the researcher obtained valuable information about the teaching and learning process in the online classroom setting.

In addition to making observations, the researcher also conducted personal interviews with the English teacher and twenty students involved in the study. Personal

interviews provide valuable and in-depth information that can help the researcher gain insight into the participants' perspectives. The interviews were conducted both in-person and through WhatsApp chat to accommodate the participants' schedules and preferences. The researcher recorded all responses during the interviews to ensure accuracy. The data collected through the interviews provided information about the implementation of online videos in English lessons, including the strategies used in online learning, and student responses to the learning provided by the teacher through online videos.

In analyzing the data, the researcher employed the descriptive technique to present an accurate depiction of the phenomenon without adding any biases. The process of qualitative data analysis was conducted in three stages, as described by Miles and Huberman's model of the descriptive technique (Hashimov, 2015): data reduction, data display, and conclusion.

In the data reduction phase, the researcher eliminated irrelevant information from observations and interviews about strategies for using online videos and student responses to using online videos in learning English. This data was simplified according to the research needs, so that the data obtained became brief, clear, and addressed the research problem. In the data display stage, the researcher organized the data obtained from the observations and interviews. Then, the researcher analyzed the strategies used in online learning and compared them to those used in offline learning. The researcher also analyzed student responses to learning using online videos delivered by English teachers and assessed how well they understood the learning process. The conclusion was written to address the two research questions that were considered. During the conclusion phase, the researcher established the relationship between the research problem, the research objective, and the research findings.

#### **D. RESULT AND DISCUSSION**

The observation conducted by the researcher in an online speaking class showed that the students were actively participating in the learning activities. The class was conducted on WhatsApp with Miss. N as the teacher. The lesson for the day was about procedure text which was presented through a video recording made by the teacher. The teacher used the drill method in the video to explain the material to the students, followed by assigning them to make a video about procedure text. The online learning session lasted for about 30 minutes, after which the students continued to work on their assignments. Despite the online learning format, the teacher still managed the classroom by asking questions about the material in the group chat to encourage student participation. The class ended with the teacher saying “wassalam” in the WhatsApp group.

On the other hand, the interviews with the English teacher and students were conducted offline at MTsN 2 Tanah Laut as requested by the teacher. The researcher transcribed and coded the data obtained from the interviews and checked for any discrepancies while coding. The results of the observation and interviews were presented in the appendices. Based on the data gathered in the field, the following information was obtained.

## ***1. Implementation of Teaching Strategies***

In the language education process, there are various teaching strategies that can be implemented, such as Direct Instruction, Indirect Instruction, Interactive, Experiential, and Independent teaching strategies. Based on the data collected through observation and interview, there are two strategies that the English teacher at MTsN 2 Tanah Laut mostly implemented during online learning amid the pandemic: Direct Instruction and Independent teaching strategies.

### ***a. Direct Instruction Teaching Strategies***

The Direct Instruction strategy places the teacher as the center of learning resources, where the teacher uses videos to deliver learning materials. Miss N, the English teacher, used this strategy to explain the procedure text material. In the video, she explained in detail about the steps to do or make something and the purpose of the procedure text.

Miss N stated *“Procedure text is the text to tell how to make something. In English, when we want to make something, or use something, we use procedure text. Every text or reading discourse must have a purpose. The goal of the text procedure is to explain the steps or methods, to make, or to operate something. The next step is Ingredients (materials needed), the next is tools (equipment that we definitely need such as cups, or spoons, and etc), the last steps (steps, eg how to make cup of tea).*

She also used the drill method to help students remember and understand the material better. Additionally, she gave a task for students to make a video explaining the steps to process something, which she would assess for pronunciation, fluency, and content.

### ***b. Independent Teaching Strategies***

The Independent teaching strategy is used by the teacher to help and support the teaching and learning process during online learning. The teacher provides learning materials through online sources such as YouTube links or e-books and encourages students to learn independently by analyzing and understanding the knowledge based on the material provided. In one instance, Miss N sent a YouTube link to the students about the Language Features of procedure text and asked them to watch and understand the material. Students were given time to watch the material and could ask questions if they didn't understand anything.

Miss N taught *“selanjutnya we are continue about our material last week. About procedure text. Today, we will continue about Language Features (yaitu unsur kebahasaan dalam text procedure). Miss kirim link youtube mengenai pembahasan tersebut dan coba kalian pahami mengenai materi tersebut. Jika ada yang tidak mengerti, silahkan tanyakan di grup belajar kita”*.

Overall, these strategies help to maintain the continuity of the learning process during online learning amid the pandemic. In addition, there are several teaching strategies that can be used in language education, such as Direct Instruction, Indirect Instruction, Interactive, Experiential, and Independent teaching strategies. The researcher found that during online learning, there was little difference in the use of direct instruction teaching strategies, which are designed to enhance and support instructional activities. Essentially, a teaching strategy is a way for a teacher to convey learning materials to students so that they can easily understand and retain the information.



During the pandemic, teachers have been using various methods to teach English, including creating their own teaching videos and sharing them through WhatsApp groups. Using the Direct Instruction method in these videos, such as adding the drill method in teaching English, can help improve students' speaking skills. This has been supported by previous studies, such as Andriyani (2015), who found that the direct instruction method can improve students' speaking skills.

Another strategy that has been used during the pandemic is Independent teaching, where teachers provide learning materials to students through supporting media such as websites, links, online books, and more. Students are taught to learn independently by analyzing, understanding, changing perceptions, and building their own knowledge through additional media provided by the teacher. Teachers then follow up by discussing the material in a study group or WhatsApp, providing links and videos for students to watch and practice their speaking skills. If students have difficulty understanding the material, they can ask the teacher through the group chat. Overall, students have found online learning through the use of information technology to be easier, faster, and more interesting, which has helped to improve their speaking skills.

## **2. Student Response about teaching with Online Video**

Based on an interview conducted by the researchers in MTsN 2 Tanah Laut, students gave their responses regarding learning English using online videos during the COVID-19 pandemic. Here are some key points from the interview:

### **a. Students Understanding toward the materials**

Students found the materials delivered by teachers through online videos easy to understand. Teachers explain the materials slowly and clearly, using the drill method to reinforce understanding. Teachers also allow students to ask questions if they don't understand the material.

*"If there is something that is not understand from the material that I convey, please ask. And I will explain again so that you understand"*

From this statement, it can be concluded that the teacher is more concerned with students' understanding first. The teacher uses the drill method or the delivery of material repeatedly in the video, so that it is easier for students to understand and remember the material because they watch the learning video repeatedly.

### **b. Students difficulties in understanding the materials**

If students have difficulties understanding the materials, they ask the teacher for re-explanation. Students also try to find other resources such as Google Translate or other English books to overcome their difficulties.

Students said *"Miss, I find it difficult to understand this material, can you re-explain what the material means"*

The factor that causes students to have difficulty understanding English material is a language that is difficult to understand. So, the teacher's influence is very large on the students' ability to master learning English. As for how to overcome difficulties in understanding the material other than asking the teacher, students try to find other references such as google translate, articles or other English books, or other YouTube videos that are easier for students to understand so that students' difficulties can be overcome.

**c. The use of Online Video in Improving Students Speaking Skills**

The use of online videos has helped students improve their speaking skills. Teachers can use videos as an interactive and interesting medium of instruction. Making videos for students is a new and challenging experience for teachers. Students find the videos easy to understand, interesting, and not monotonous.

Students said *“the use of online videos during this pandemic makes it easier for us to understand the material and can be watched repeatedly so that it can increase our confidence to speak”*

In making videos for students, they can learn many things, especially in improving speaking skills for students. Because, speaking skills are needed in making videos to attract the attention of the audience.

**d. The Advantages and Disadvantages of Use Video Online**

The advantages of using online videos include being able to watch the material repeatedly, practicality, and time efficiency. However, the lack of direct interaction with teachers and unstable internet connection are the disadvantages of using online videos.

**e. The Impression of Learning Speaking Using Video Online**

Students found learning English speaking skills using online videos to be fun and a new experience. Although they don't have face-to-face interaction, they can practice their speaking skills by watching and listening to the videos repeatedly, which helps them to improve their pronunciation and confidence.

In conclusion, based on the interview result above, some students gave a clear explanation about how online videos during the pandemic have helped them improve their speaking skills, pronunciation, and confidence. They found the videos easy to understand, interesting, and not monotonous, which has made their learning experience fun and engaging.

Students have responded positively to the use of online videos during the pandemic, as they find it easier to understand, enjoyable, and can be watched repeatedly. This has boosted their confidence in speaking and improved their speaking skills in online classes. By creating an interesting and supportive atmosphere, students can enjoy learning and become motivated during the learning process (Tsymbal, 2019).

Teachers can still implement strategies that were used during offline learning to overcome the challenges of online learning. It's important to adapt learning strategies to each student's unique history, context, teacher's personality and skills, and the quality of available facilities (Zein, 2016). Direct and independent teaching strategies are effective for learning through video.

This method enables students to practice their pronunciation of English vocabulary repeatedly, improving their speaking skills which are essential for their success in learning English. Encouraging students to speak up also helps in developing their speaking skills (Sugianto, 2020). The use of online videos is beneficial for learning English speaking abilities and simplifies the implementation of distant learning procedures during the Covid-19 pandemic, resulting in more favorable learning outcomes

## E. CONCLUSION

During online learning, the English teacher implemented two strategies for teaching speaking: Direct Instruction Teaching Strategy and Independent Instruction Teaching Strategy. The Direct Instruction Teaching Strategy involved delivering lecture-based materials through online videos, while the Independent Instruction Teaching Strategy involved sharing online books, sites, or YouTube links related to the materials to be studied. The students responded positively to the use of online videos in speaking classes during the pandemic. According to the students, using videos in teaching made it easier to understand the material because the teacher used the drill method, which attracted their attention and could be watched repeatedly. As a result, the learning objectives were achieved, and the use of online videos in speaking classes helped improve students' speaking skills during the pandemic.

To improve students' speaking skills in online learning during the pandemic, it is crucial to implement activities that capture students' attention and build their enthusiasm for learning. Teachers must also develop direct and independent instruction teaching strategies to prevent students from feeling bored at home during the pandemic. Based on the research results, the use of online videos in teaching English, particularly in improving pronunciation and speaking skills, is expected to motivate students to learn more effectively. The strategy used by teachers in online learning through video media is proven to be effective in enhancing students' speaking skills as it is easy to apply and involves the explanation of learning materials through videos or sharing relevant online resources. In summary, by implementing effective strategies and utilizing online video media, students' speaking skills can be improved, even during the pandemic.

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