CHAPTER V
CONCLUSION AND SUGGESTION

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the revised model for teaching speaking with video and suggestions for application and further development.

A. Conclusion on the Model of Teaching Speaking with Video

1. Teacher talking time vs. students talking time

Ideally, the maximum talking time in classroom session in teaching speaking is occupied by students. This is particularly important because it is the students who need to practice the skills they are learning while the teacher is merely a learning facilitator. On the other hand, it is rather difficult for the teacher to establish such condition in the try out session, especially in the beginning of the lesson.

The teacher talk tended to rather dominate the classroom situation in motivating strategies, which was when the teacher elicited the prior knowledge about sports. He needed to ask students questions and comments which led their attention and comprehension to the topic and objective of the lesson. The students, on the other hand, tended to give short answers to the teacher questions.

The domination of teacher talking time continued in the presentation stage, where the teacher explained the expressions for describing something. In the skills practice, the teacher talking time was greatly reduced and students talking time seemed to be more dominant because the skills practice stage was the part of the lesson where students practice producing the expressions they had learnt from the teacher's presentation.

It is important that the teacher paid attention to the amount of his talking time during the motivating strategies and presentation stage in the next application of the lesson plan. A series of activity which encourage more students talking time should be designed for the two stages. Even though it was not realistic to totally eliminate teacher talking time, it was expected that the teacher talking time will be in some sort reduced.

2. Amounts of students participation

Students were often hesitant and anxious about speaking the target language in class due to some reasons; the students' low English proficiency, the students' fear of mistakes and the derision they thought they would face as a result, the teacher's intolerance of silence, the teacher's uneven allocation of turns, and incomprehensible input from the teacher. It seemed the teachers were also creating conditions that contribute to the students' reticence.

The opposite problem of the reticence learner in a speaking class was the person who tended to dominate classroom interaction. This student may speak a great deal because of personality traits, cultural issues, proficiency, or any combination of these factors. It was not uncommon to find a few learners who seem to get more than their fair share of the talk time.

Even though all students were eager to participate in classroom activities, some students in the try out session tended to dominate the talk time over the others. The teacher assumed that, based on their daily performance, such behavior was due to their proficiency in the target language. The proficiency made it easier for them to produce the utterances and expressions dealt within the learning process. However, the teacher always tried to provide even allocation of turns so that students had equal chance to participate in speaking activities.

3. Motivation

All students who participated in the try out session seemed to be highly motivated. It can be stated based on their active role in classroom activities. It was a good point for the teaching and learning process and the teacher as well, because there was no need to pay extra effort to warm them up to participate in class activities.

4. Language level

The teacher used an acceptable level language during the teaching and learning process. His explanation and instruction was clear and well structured. The students could understand the explanation and carried out instructions without much difficulty.

5. Mother tongue use

In an EFL situation, typically all or most of the students speak the same native language, in this case, Bahasa Indonesia. Having a shared language means the students could talk with each other without using English. Of course, it was easier to communicate in a language we know well than in one we are learning. As a result, the need to communicate in their first language may seem especially strong to beginning learners, false beginners, and lower intermediate students.

Some language teachers ban the use of students L1 in their speaking classes. This policy may not be very realistic, and it could make the students feel quite uncomfortable. Making such a rule suggests that the teachers do not value the mother tongue. It can also be very frustrating for lower level adult learners not to be able to express themselves. Sometimes they want to share an idea with a classmate in their common first language to see how to express the concept in English.

In the try out session of the teaching model about sports, it was obvious that students sometimes used their L1 to mention some vocabularies that they may not be familiar with. However, they used the mother tongue to help them remember or find out the concept of related expressions or vocabularies in English. Soon as they had recalled, known and understood the concept, they would use it during the rest activities. In conclusion, the students still took the advantage of using their native language as a tool to help them to understand the concept in English.

6. Video selection

The video clips used in the teaching and learning process were taken from the Microsoft Encarta 2007 and an episode of Sisters and Brothers, a serial which was specially designed for learning English broadcasted by NBC and hosted by Brenton Whittle and Michelle Crowden. The clip took for about 18 minutes and 8 seconds.

The clips from the Microsoft Encarta 2007 were about sports, including surfing, karate, boxing, gymnastic, ice skating, and sumo. The first two clips were used for the motivating strategies while the rest were used for the presentation and the skills practice stages. These clips provided examples of describing something.

The episode of Sisters and Brothers focused on the skills of how to tell rules of a game to someone. The video began with a scene where Steve teaches Lee how to play dart. They used expressions for telling rules. Then Michelle highlighted the expressions that were used in the conversation such as *you must hold it firmly in your hand* and *you must throw it, but not too hard* and highlights the modals such as *must, must not, have to* and *don't have to*. All discussion on the expressions was accompanied by drilling practice for the viewers at home lead by the host.

7. Video exploitation

Due to the fact that the video clip presented not only the situation where people tell rules but also detailed explanation and sufficient examples on how to use expressions, the teacher used it in the presentation stage. It was expected that by watching the video, the students would be able to observe how and when the expressions taught were used in daily life.

The explanation about the use of modals in the expressions by Michelle Crowden gave vivid examples and effortlessly understandable illustration about how to tell rules. Therefore, this section was also used as a presentation aid.

The expressions of telling rules, which were transcribed in written form in some sections of the video, provided chance for the students to see and check both their pronunciation and the spelling. It also gave the teacher the tools for the drilling practice for pronunciation and intonation in the skills practice section in the lesson plan.

B. Suggestions

1. Application

The model for teaching speaking with video is very beneficial for assisting the teacher in his/ her teaching experience especially when:

a. the teaching and learning is dedicated for intermediate level due to the complexity and authenticity of the language in the videos;

b. the teaching and learning is focused on listening and speaking;

c. the teaching and learning is aimed to depart from the learning routines of using books and audio cassettes;

d. the students are motivated;

e. the audiovisual equipments are available.

2. Further development

The model for teaching speaking with video is designed only for one subject and is focused on listening and speaking skills. There are still many ways and methodologies in developing another model for teaching with video which can be focused on another language skill such as writing and reading. Therefore, it is expected that this model will inspire another research about teaching English with video.

BIBLIOGRAPHY

BIBLIOGRAPHY

Boyd, V. and Robitaille, M. 1987. Composition and Popular Culture: From Mindless Consumers to Critical Writers. *English Journal*, 76 (1): 51-53.

Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman

Bruner, J.S. 1966. *Toward a Theory of Instruction*. Cambridge, MA: The Belknap Press of Harvard University Press.

Dale, E. 1946. *Audio-Visual Methods in Teaching*. New York: The Dryden Press.

Dale, E. 1954. *Audio-Visual Methods in Teaching* (revised ed.). New York: A Holt Dryden Book, Henry Holt and Company.

Dale, E. 1969. *Audiovisual Methods in Teaching* (3rd ed.). New York: The Dryden Press; Holt, Rinehart and Winston.

Dwyer, F.M. 1978. *Strategies for Improving Visual Learning*. State College, PA: Learning Services.

Dyer, J. 1987. Rural America in Film and Literature. *English Journal*, 76 (1): 54-57.

Ellis, A. (Director), & Olszewski, J. (Producer). 2003. *Sister and Brother* (Videorecording). Australia: NBC Asia Pacific

Farmer, D.L. 1987. The VCR: 'Raiders' as a Teaching Tool. *English Journal*, 76 (1): 31.

Gallagher, B. 1987. Film Study in the English Language Arts. *English Journal*. 76 (1): 23

Harmer, J. 2001. *The Practice of English Language Teaching*. New York: Longman

Hoban, C.F., Hoban, C.F., Jr., Zisman, S.B. 1937. *Visualizing the Curriculum*. New York: The Cordon Company.

Jeremiah, M.A. 1987. Using Television News and Documentaries for Writing Instruction. *English Journal*, 76 (1): 13

Krukones, M.G.1986. Politics in Fiction and Film: An Introduction and Appreciation. *English Journal*, 76 (1): 30

Lovell, J.H. 1987. Where We Stand. *English Journal*, 76 (1): 23

Masiello, F. 1985. The Lessons of Popcorn. *English Journal*, 76 (1): 93

Michalczyk, J.J. 1982. Teaching the Holocaust through Film. *English Journal*, 76 (1): 20

Microsoft Student and Encarta Premium (CD-ROM). 2007. Available: Microsoft Software. (2007, January 5).

Moss, R.F. 1987. The Next Episode: Soap operas as a Bridge to Improved Verbal Skills. *English Journal*, 76 (1): 35-41.

Post, L.W. 1987. Frankly, My Dear. *English Journal*, 76 (1): 28-30.

Rebhorn, M.1987. Hollywood Films as a Teaching Tool. *English Journal*, 76 (1): 6

Saettler, P. 1990. *The Evolution of American Educational Technology*. Englewood, CO: Libraries Unlimited.

Simpson, Jeanette. 1982. A Writing Contest? Why Bother. *Exercise Exchange*, 26 (2): 47-48.

Treichler, D.G. 1967. Are You Missing the Boat in Training Aids? *Film and Audio-Visual Communications Journal*, 64 (1): 14-16.

Ur, P. 1991. *A Course in Language Teaching*. Cambridge: Cambridge University press