THE APPLICATION OF VIDEO CLIPS
WITH SMALL GROUP AND INDIVIDUAL ACTIVITIES
TO IMPROVE YOUNG LEARNERS' SPEAKING PERFORMANCE

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Abstract

This study investigated whether the application of video clips with small groups or with individual teaching-learning activities improved the speaking skills of young EFL learners the most; accordingly a quasi-experimental study with a pre-test, post-test design was done. The instrument used in this study was a test in the form of an oral test or interview. The results showed that the mean score from the students in the Small Group Activities group at 67.27 was higher than the mean score from the Individual Activities group at 51.29 with a level of significance 0.00 < 0.05. This meant that the application of video clips and teaching-learning Small Group Activities gave better results than teaching with Individual Activities. The results suggested that teaching-learning speaking ESL with video clips using Small Group Activity techniques could be one of the best alternatives to improve young learners' speaking performances.

Keywords: individual and small group activity; speaking performance; young learners; video clips

1. Introduction

Speaking is one of the English language skills taught and learnt by young learners in Banda Aceh, Indonesia, as required by the 2013 curriculum. In order to improve young learners' speaking performances (Muslem & Abbas, 2017) English teachers have used various methods such as "communicative language teaching, information gap techniques and audio-recorded media strategies", however, the level of their speaking skills is still not satisfactory. They still have difficulty using English to communicate with their peers and their teachers, and with foreigners who use English for communication (Hosni, 2004). The ability to use and speak English fluently and accurately indicates that a student is proficient in English. However, it is difficult for an EFL student to master the language as their exposure to the language is limited by their environment. Educational institutions in Indonesia have made various efforts to

resolve the problem faced by these students in mastering the language (Muslem & Abbas, 2017). One of them is the implementation of the new 2013 Indonesian Curriculum. This new national curriculum, created by the National Education Department, will be implemented in High Schools throughout the nation. Curriculum is the foundation of the teaching-learning process which covers subject matters and student learning experiences at school. Curriculum in Indonesia refers to a set of planning and organization guidelines about the aim, content, and learning materials for learning activities to achieve a particular educational objective.

Based on the 2013 Curriculum (K-13), the primary purpose of teaching English at Junior High School is to enable students to communicate fluently and acceptably. Students are expected to be able to speak and communicate in English in daily life, both in written and spoken forms (Depdiknas, 2013). However, students still consider English as a difficult subject to be mastered and speaking is considered the hardest of the four skills to learn at school, compared to the others (Hattingh, 2014). Students at Junior High School levels (classes VII, VIII and IX) have been found to have problems related to their lack of participation, inhibition, and lack of ideas (Hosni, 2004). That is the same as similar problems are found with other college students (Heriansyah, 2012). Heriansyah also added that the English speaking ability of some English teachers at both junior and senior high schools was still low and the causes were very little exposure to both spoken and written English and, in particular, the absence of models from which to learn speaking skills.

In order to overcome these problems at university level, teachers should consider the needs of the students and modify the teaching and learning materials so that students achieve the learning objectives (UNESCO, 2004). Since nowadays students associate themselves with media and technology, the researchers consider that the learning materials should also include new technology media, in this case video clips. Berk (2009) has argued that film and video are multimedia products that can facilitate both verbal and non-verbal communication and learning. Both of them can be easily found on Instagram, Twitter, and Facebook, which 92% of school-age children use for communication (Lenhat et al., 2015). In addition, the Internet has unlimited resources of films and videos that can be easily found on YouTube and Google Video and especially for speaking English on TED and on Toastmasters International.

Many previous studies conducted by different researchers from different parts of the world have been related to the use of film and video clips to examine their effect on the speaking skills of students (Muslem & Abbas, 2017; Ismaili, 2013; Sihem, 2012; Silva, 2013). Nguyet and Mai (2012) conducted research into the use of video clips with small group activity and reported that the speaking skills of the students improved, especially their

fluency. Cole and Vanderplank (2016) conducted some linguistic and English proficiency tests on individual learners and on classroom learners. The individual learners scored significantly higher than the classroom learners in all assessments. The use of technology really helped the teachers, students, and other parties in improving the speaking skills. There are two really effective ways of developing ESL speaking skills, namely staying abroad in an English speaking country and learning through media (Youtube, Video, live programs, TED, Toastmasters) (Muslem & Abbas, 2017).

Staying abroad in an English speaking country such as Australia, India, the UK or the USA is one of the best ways to improve EFL speaking skills. In this case, students are sent to a country where English is used as the medium of communication. For example, they go there for three to five months and are involved in many activities in the English-speaking country. Within that period, they can master English well. However, this strategy is not economical.

In conclusion, the previous research findings above reported that the combination of video clips either with small group activity or with individual activity can significantly influence the ESL/EFL speaking skills of students. Nevertheless, the researchers thought that it would be important to investigate these two different combinations to find out which one is better for effective teaching-learning of speaking EFL. Hence the research question was formulated as follows: "Will there be any significant difference in the ability of students to speak EFL after teaching-learning with video clips using Small Group Activity compared with the results using video clips with Individual Activity?"

2. Literature review

Speaking can simply be defined as conveying messages verbally from one to another (Richards, 2008). Unlike writing and reading, speaking involves "verbal and non-verbal signals" to which the listener needs to pay attention to understand what the speaker is saying (Chaney 1998, in Kayi, 2006, p. 1). This means that in face to face oral communication, a listener not only receives and hears what the speaker says but can also give feedback or a response in terms of what has being heard.

In addition, speaking is also a multi-sensory activity because it involves paralinguistic features such as eye contact, facial expressions, gestures, tempo, pauses, voice quality changes, and variations in pitch (voice projection and vocal variety), which affect the flow of conversation (Thornbury, 2007). Speaking is very important; it is considered the most difficult skill when compared to writing, reading or listening (Oradee, 2013). Despite the

difficulties, the ESL learners still put listening on the top of their lists of skills to acquire since they believe that mastering speaking means mastering all the skills of ESL (Sihem, 2012).

2.1. Video clips as the source of L2 input

Real models of speaking English can be obtained from video clips. According to Richards & Renandya (2004), video is an 'extremely dense' medium, in which there are combinations of visual elements, sound effects, and audio. Video is a powerful teaching aid since learners can experience things they have never seen before (Isiaka, 2007). In addition, Canning-Wilson (2000) defines video as "the selection and sequence of messages in an audio-visual context" that can portray settings, verbal and non-verbal signals, and paralinguistic features of speaking which can provide important "visual stimuli" for language practice and learning.

However, today a new trend has emerged: videos for education nowadays are presented with only short duration; these are called video annotations or video clips (Trebor Scholz, 2013). This accords with what Richards & Renandya (2004, p. 365) advocate that it is better to serve students with "short (3-5 minutes) segments of video thoroughly and systematically" rather than showing them "long sequences" which may lead students to be less active in observing and noting the activity.

Harmer (2001) has claimed that off-air program videos, real-world videos and language learning videos are three kinds of video that can be used in the EFL classroom. Nevertheless, he suggests that teachers should prefer the language-learning videos since they are accompanied by course books. Besides, language-learning videos have other advantages such as good comprehensibility, design for education purposes and multiple other functions.

Many studies have investigated the effects of video clips on language learners. Bravo et al. (2011) found that video increased the motivation of students since they could see how native English speakers talked with their paralinguistic features. Studies carried out by Brewster et al. (2004) found that video brought several benefits. Psychologically, students find them fun, stimulating, and motivating whilst video can also be used as a means for enhancing and developing positive attitudes, success in learning processes, and confidence in learning (Cakir, 2006; Joint Information Systems Committee, 2002). Linguistically, videos can help revise new words and expressions, show all paralinguistic features and make learning more open and extraordinary (Canning-Wilson, 2000), while culturally videos take students to a world beyond their classroom and can provide a different insight about the importance of cultural awareness (Canning-Wilson, 2000).

In terms of cognitive aspects, videos can help improve students' curiosity, providing up-to-date information, maximizing abilities to infer from contexts, developing skills such as motor skills, information and research skills as well as communication skills (Brewster & Girard, 2004). Finally yet importantly, videos also provide real models since they include all the characteristics of naturally spoken English in realistic situations and they allow students to experience and feel a certain situation without going there. Therefore, students do not have to visit England just to know how they order food at a restaurant there.

2.2. Small Group Activity

Indeed, there is no fixed definition of a small group. The term 'small group' means different things to different people. Some experts call it 'seminar teaching' (Gibson, 2010) while some others call it 'small group teaching' or 'small group discussion' (Mills & Alexander, 2013; Gibson, 2010; Surgenor, 2010). Small group learning is a situation in which students sit in a small group of students (10-30 students) to discuss a topic given by their teacher. These discussions lead to the production of arguments which are important to enhance critical thinking. In discussions, students will develop their own thoughts and ideas and also will get feedback as responses from their classmates or their teacher.

Small groups prompt people to discuss a topic or idea among their participants with specific guidelines which allows everyone to contribute as many ideas as they have under the direction of a presenter (Brewer, 1997). Mills and Alexander (2013, p. 4) define small group teaching as "circumstances where dialogue and collaboration" among the group members are essential and fundamental to learning. In this circle, the teacher acts only as a moderator to help the students to communicate. Unlike Gibson, who states that a small group contains at least 10-30 students, Mills and Alexander say that there is no obligation to put a specific number of students as a limitation, what matters is the use of small group techniques as a way of separating a larger class to put them together {in small groups) in order to get them all involved and working together with members of their own (small) group. Ideally, from personal experience a small group is from 3 to 8 and best is only 5 or 6 in a group where everyone participates repeatedly, larger groups tend to become dominated by only a few speakers .

Without ignoring the positive impact of traditional methods of teaching-learning, there is an increasing number of teachers who use collaborative instruction with their students. This rapid increase has taken place because of the benefits provided by the small group itself. Small group activity has been proven to have positive impact for the students concerned. In

Japan, the research carried by Sugino (1994) has shown that small group work has helped students to enhance their vocabulary and pronunciation as well as producing "longer and more accurate utterances" with fewer errors in grammar. Moreover, as long as the students interact with one another in a group or have a discussion about a topic, their level of thinking can be developed since there are more brains who can state their ideas, which also leads to active learning (Raja & Saeed, 2012).

However, there are usually many students in a classroom and not all might like having discussions. Therefore, Raja and Saeed (2012) recommend combining small group activities with other strategies to provide variety in teaching-learning. This idea is supported by Baker & Westrup (2000), who suggest that teachers should teach-learn with regular language practice and they should try to make their lessons more interesting, getting all their students to participate, involving them all in the lessons through a variety of activities and encouraging them to practice real communications. All these suggestions can also be done with the help of video clips which, as discussed earlier, provide lots of benefits such as providing real models of people speaking good English as well as motivating the students to learn more English.

2.3. Individual Activities

Individual learning, which is also called student-centered learning, autonomous learning or independent learning, is an approach to teaching-learning which emphasizes the role of the individual student a lot more (Masouleh & Jooneghani, 2012; Meyer et al., 2008). The responsibility for the teaching-learning process is focused on the individual students rather than on the teacher (Chong et al., 2012). However, individual learning is not a teaching-learning process without a teacher nor does the teacher relinquish his responsibility as classroom manager, but he has a lesser role compared to the teacher running small group activities (Little, 1991).

The teaching-learning process in this kind of activity puts more emphasis on the students, so that teaching needs to be more focused to hit the target, and then such obstacles as gaps between the "learning" and the real life should not arise (Little, 1991). Besides, the students can make an agenda for learning that consists of skills that they need to improve so that the teaching-learning process is done based on what they need and desire, which will further encourage them in the process of teaching-learning (Dofs & Hobbs, 2011; Meyer et al., 2008).

Individual learning has also been proven to improve skills in English such as writing and speaking. Students are more willing to share their thoughts and ideas in conversations,

discussions and speaking practice and to write more during the implementation of individual learning, sharing their own materials with other students and helping their classmates with spontaneous answers (Chou & ChanLin, 2015).

3. Methodology

This research was quantitative in nature with a quasi-experimental design; a non-equivalent control group and a pre-test/post-test design. The purpose of this research was to find any significant difference between the two combinations. This research employed two kinds of experimental groups which were similar in terms of student achievements and classroom environment. A non-random sampling method was used to select the experimental groups. Later, both groups were given a pre-test followed by four periods of treatment and a final post-test.

There were two types of experimental groups in this research viz: (1) The Small Group Activity group where small groups were taught using the combination of video clips with Small Group Activities and (2) the Individual Activity group which was taught by using the combination of video clips with individual activities.

The population was all the seventh grade students from Madrasah Tsanawiyah Negeri (MTsN) Rukoh Banda Aceh (Islamic Junior High School at Rukoh) which consists of six classes (totalling 208 students) in the academic year 2015/2016. Two of the six seventh grade classes at MTsN Rukoh were chosen as the sample. In order to find two classes as the sample with about equal ability in English and equivalent classroom environment, the researchers asked the teacher of English which classes had an equal capability in English as well as of classroom environment. The researchers also looked at the scores of all the students in English. Based on all of that, they chose class 7-2 with 33 students, as the experimental group, which received the treatment of video clips as the Small Group Activity group and class 7-4 with 34 students, as the experimental group which received the treatment of video clips as the Individual Activity group. Both classes can be categorized as noisy classes where the students actively speak in their first language.

Two tests, the pre-test and the post-test, were given in this study. The researchers provided the questions for the pre-test and for the post-test. During the pre-test and the post-test activities the students' scores were measured by using a speaking rubric which was adapted from Brown (2000). The elements of speaking which were measured were fluency, vocabulary, grammar, pronunciation and comprehensibility. In order to produce a credible and reliable research finding, one researcher and a partner evaluated the speaking

performance of each student. Each evaluator gave each student a score based on Brown's rubric for speaking. Cohen's Kappa statistical measurement was used to measure the inter-rater reliability, which generally ranged from - 0.1 to +1.0.

There were three stages in analyzing the data. In the first stage, there were two steps. First, the researchers did a normality test. This was done using the Kolmogorov-Smirnov normality test in order to find out how normal the distribution of data was. The second step of the first stage was the homogeneity test, which was done to determine the variance in the data. In the second stage, the researchers calculated the average score or the mean. The pre-test and post-test results from both experimental groups were analyzed to get the mean score from each test. The last stage was testing the hypotheses by using a t-test. All the processing and data analysis used SPSS.

4. Findings and discussion

In parametric statistics, there are two requirements that have to be fulfilled. These requirements include the test of distribution normality and the test of variance or homogeneity. The requirements and results for both tests are presented below:

Table 1. The result of the test of distribution of normality between the two groups

	Small Group Activity		Individual Activity	
	Pre-test	Post-test	Pre-test	Post-test
N	33	33	34	34
Asymp. Sig. (2-tailed)	.217	.548	.325	.410

Table 1 shows the results for the Normality test from the Small Group Activity (SGA) group and the Individual Activity (IA) group. The index (sig 2-tailed) from the SGA group in the pre-test and post-test results with N (number of sample) = 33, were .217 and .548. On the other hand, the index (sig 2-tailed) obtained from the IA group in the pre-test and post-test results with N (number of sample) = 34, were .325 and .410. Since all scores were beyond the Alpha level of 0.05 (α: 5%), the data from both groups were normally distributed.

Table 2. The result of test of variance homogeneity

Levene Statistic	df1	df2	Sig.
2.168	1	65	0.146

Table 2 above shows the results from the homogeneity test. The Levene Statistic was 2.168, while the P-value (sig) obtained from the test of variance or homogeneity of the post-

test was 0.146 > 0.05 (α: 5%). Since the P-value was more than Alpha level 0.05 (α: 5%), the data used in this research was homogeneous.

Table 3. Comparison of mean scores between the two groups

	N	Mean of Pre-test	Mean of Post-test	Change	Std. Deviation Pre-test	Post-test
Small Group Activity	33	41.82	67.27	25.35	6.33	11.93
Individual Activity	34	39.65	51.29	11.64	8.66	13.94
Difference	-1	2.17	15.98	+13.71		

Table 3 shows that students in the SGA group had a mean score of 41.82 in the pre-test with standard deviation (SD) = 6.332 and 67.27 as their mean score from the post-test results with SD = 11.93. Students taught in the IA group got a mean score of 39.65 in the pre-test with SD = 8.66 and 51.29 as their mean score from the post-test results with SD = 13.94. The difference between the pre-test and post-test means was 25.35 for the Small Group Activity students and 11.64 for the Individual Activity group students.

Table 4. Comparison of mean scores for all speaking aspects measured for the two groups

	Small Group Activity group			Individual Activity group		
	Pre-test	Post-test	Change	Pre-test	Post-test	Change
Vocabulary	2.06	3.63	1.57	1.91	2.47	0.56
Fluency	2.21	3.21	1.00	1.91	2.41	0.50
Grammar	2.12	3.33	1.21	2.02	2.52	0.50
Pronunciation	2.33	3.66	1.33	2.08	2.76	0.68
Comprehension	1.72	2.96	1.24	1.97	2.64	0.67
Totals	10.44	16.79	6.35	9.89	12.80	2/91

Table 4 shows that the mean scores for the SGA group were higher than the means for those in the IA group in all 5 aspects of speaking skills measured namely vocabulary, fluency, grammar, pronunciation and comprehension. These findings clearly indicate that the achievements of those students in the Small Group Activity group were significantly higher when compared with those in the Individual Activity group. The table shows that there was improvement by students from both groups, moreover, the increase in the mean score for each of the 5 speaking components in the post-test results of the Small Group Activity students was significantly higher than the increases for the Individual Activity students, as can be seen in Table 4.

Table 5. The results from the independent t-test

	Levene's Test for Equality of Variances					
	F	Sig	T	Sig.(2-tailed)	Mean Score	Mean Difference
Equal variances assumed	2.168	.146	5.032	.000	67.27	15.97

Equal variances not assumed	5.044	.000	51.29	15.97

Table 5 shows the results from the independent t-test. It can clearly be seen that the level of significance (sig. 2 tailed) is $0.000 < 0.05$. Therefore, it has been proven that H_0 is rejected and H_a is accepted. In conclusion, there was a significant positive difference between the results from the tests of speaking ability of students in the group that used video clips with Small Group Activity compared to the results from the students in the group using video clips with Individual Activity.

5. Conclusion

The objective of this research was to investigate whether there would be a significant difference in the results for speaking skills between the use of video clips with students studying in a Small Group Activity mode compared to students studying using video clips in an Individual Activity mode. The results from the use of video clips with small group activities were much better in terms of speaking skills for young learners than the results from learning with individual activities mode. The mean improvement in one group compared to the other was tested by using the independent t-test to see if there was a significant difference between the use of video clips with small group activities and the use of video clips with individual activities on students' speaking skills – the alternative hypothesis: Or if there was no significant difference - the null hypothesis.

The results showed there was a significant positive difference between the use of Small Group Activity compared to the use of Individual Activity for teaching-learning speaking skills. This suggests that even though the implementation of video clips with small group activity or individual activity could help students improve their speaking skills, the use of video clips with Small Group Activity is better than the use of video clips with Individual Activity since all the aspects of speaking measured improved to a higher degree.

It is suggested that teachers of speaking in English should use the combination of video clips as a supportive learning media with Small Group Activity teaching-learning. Furthermore, teachers can try techniques such as slowing down the speed of the videos, having comprehension sessions pre- and post-viewing and repeating important scenes and/or pausing screenings in order to help students get a better understanding of the language in each video.

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