INTEGRATING VIDEO-VIEWING TECHNIQUES TO IMPROVE VOCATIONAL STUDENTS' ORAL PERFORMANCE

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Abstract

Although vocational content has been incorporated into the curriculum, more is needed to cater to the needs of nursing students to view the fundamental act of communication when English is essential. The insufficiency might be catered by providing videos/ video clips available in such a global online video sharing and social media platform as Youtube or a library of free videos made by and for teachers and students everywhere as Nextvista.org. Exposing students to authentic language use through video's multimodal characteristics has made it a popular instructional medium. According to Krashen's Input Theory, students can learn best by comprehending messages or getting comprehensible information through authentic material like video clips. Involving fifteen students, this action research took the cyclical model of Kemmis and McTaggart to practice video-viewing techniques to improve their oral performance. Multiple methods of data collection (scoring rubric, collaborator's observation checklist, and semi-structured interview) were employed to portray the extent of oral performance improvement by practicing the techniques. The findings signified that the student's oral performance is enhanced by using the video-viewing technique, and they also feel optimistic about it. They were able to learn in a meaningful way because of the video's real-world setting. It is further advised that English teachers, particularly those who teach technical and vocational schools, employ such contextual techniques and media to give pupils a better learning experience.

Keywords: Cognitive Integrating, Video-Viewing Techniques, Oral Performance.

1. INTRODUCTION

In Indonesia, the focus of English learning is organized into 5 phases (Phases A-E). The focus of vocational and general senior high schools is in phase E, i.e, to strengthen oral and written language with a target of CEFR B1 level. Additionally, concerning the Decree of Head of the Education Standards, Curriculum and Assessment Board No. 008/H/Kr/2022, the goal of English language learning is to improve students' ability to effectively use English in six language skills: listening, speaking, reading, viewing, writing, and presenting a variety of texts. By mastering and interacting with English texts, students are expected to attain more excellent opportunities to acquire knowledge, skills, and human behaviors required to live in a culturally diverse world. This applies to each level of education.

One of the significant issues for any teacher (not in Indonesia only) is determining how to assist their students in learning. It is inevitable for EFL (English as Foreign Language) teachers in vocational or general schools. However, on a global scale, EFL vocational teachers are posited in a paradoxical position [1]. They are credited with determining students' success in oral performance, although their achievements are primarily negligible when compared to the average EFL teacher.

In essence, English for Vocational Purposes (EVP) belongs to the English for Specific Purposes (ESP), referring to the teaching and learning of English as a second or foreign language with the objective of students can use English within their vocational domain [2]. Moreover, in the past few years, there has been rising attention to improving the English competence of nursing professionals [3].

English for nursing is a relatively new field of expertise [4]. It has a contrasting focus on the needs of doctors and other healthcare professionals. Lu found that nurses must have good English communication skills to establish trusted nurse-patient relationships and offer quality nursing care [3].

Nevertheless, they often encountered difficulties in vocabulary, pronunciation, and accent. From their point of view, the ESP was unsuccessful, although it might be helpful. The content could be more suitable for their needs. This is situationally in line with Indonesia. The vocational curriculum (including English subjects) is designed for academic objectives. The fact that vocational content has been incorporated into the curriculum cannot be denied, but its adequacy still needs to be increased [5].

The insufficiency might be catered by providing videos/ video clips available in such a global online video sharing and social media platform as Youtube or a library of free videos made by and for teachers and students everywhere as Nextvista.org. Video can improve students' interest, take students beyond their classroom's walls, and, at last, improve their performance [6]. The ease and usefulness of video can be achieved with simple operating procedures. Harmer[7] proposed five techniques of video viewing. They are Fast Forward, Silent Viewing for Language, Silent Viewing for Music, Freeze Framing, and Partial Viewing). All the techniques are meant to capture students' interest through prediction so that when they finally view the complete video, they will already have cognition towards today's lesson.

Using video clips to teach a foreign language has several benefits. Among others, they are 1) effective medium to develop vocabulary and to present subjects for class discussion; 2) helpful for students to organize ideas, choose the right words, create coherent sentences, and use the correct mechanics (punctuation and spelling) of writing; and 3) exciting and motivating to create a real, contextualized, and authentic teaching-learning environment [8].

As authentic material, video clips can fulfill students' insufficient needs for learning English. By viewing video clips, students can also get the fundamental act of communication relevant to their vocational domain[9]. For students of vocational school, the experience of viewing the fundamental act of communication is essential as they need to acquire English upon preparing a wide range of work-readiness skills.

They must also show their English knowledge and oral performance within their preparation. Skehan and Foster [10] brought three areas to students' oral performance: Complexity, Accuracy, and Fluency. The first area reflects students' willingness to take risks and explore more exploratory language. In addition, the second one reflects students' priorities to use a more restricted range of language effectively. The last area reflects students' concern with conveying meaning in real-time communication. Emphasis on the three areas is essential for vocational students to perform English in their domain. Findings showed that prior knowledge or input could best improve oral performance. According to Krashen's [11] Input Theory, students can learn EFL by comprehending messages or getting comprehensible information. Students should proceed with input that is above their present level of competence. Such audio-visual input as video clips is a rich source of EFL input. They can expose vocational students to authentic language through visual and audio comprehension. These multimodal characteristics have brought viewing video a popular instructional medium [12].

In light of the previous research and the specific purposes for vocational students to master English oral performance, the question of this research is to what extent can the oral performance of vocational students be improved by practicing video-viewing techniques?

2. METHOD

The purpose of this qualitative research is to bring forth students' experiences and improvements in oral performance through video-viewing. With this specific aim, the researchers tried to find out which of the techniques could result in obtaining higher performance. Action research (AR) cycle (see Figure 1) was used in this research as it is a fascinating method to investigate perplexing classroom difficulties [13]. AR typically involves four broad phases (planning, action, observation and reflection). The first cycle is iterative that continues to the next cycle until a satisfying conclusion has been achieved. Prior to action and data collection, the researchers informed students about their participation

in this action research. They were informed that personal data collection would be anonymous or be changed into numbers such as student 1, student 2, …and so on.
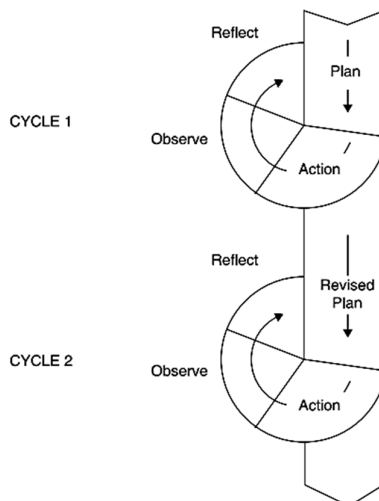

Figure 1. Cyclical AR model based on Kemmis and McTaggart (1988, in Burns 2010)

The research was conducted among 15 vocational nursing students. They are between 16-18 years old. The participants' native language is Bahasa Indonesia and their level of English mastery is A2 of CEFR level. They are now at the second year of vocational senior high school.

There were three instruments used in this research: scoring rubric, collaborator's observation checklist and semi-structured interview. Scoring rubric was used to assess students' improvement in oral performance, the checklist was used to observe the practice of video-viewing techniques in class and the interview was to explore students' perceptions toward the integration of video-viewing techniques. Triangulation was used to validate multiple data sources collected [14].

Scoring rubric to assess oral performance is in accordance to two sets of criteria: task-specific criteria and oral production. The task-specific criteria refer to the criteria required for students to accomplish their vocational nursing task [15], while oral production was taken from Skehan and Foster's areas of oral performance and descriptors of the A2 oral production as prescribed in CEFR[16]. At the end of the course, it is expected that students can give a simple description or presentation of people, living or working conditions, daily routines, likes/ dislikes, etc. as a short series of simple phrases and sentences linked into the basic nursing. These shall be achieved through students' initiation, maintaining and close simple, restricted face-to-face conversation.

Collaborator's observation checklist refers to the events checklist which is the specific phases or activities takes place in a lesson showing the employment of video-viewing techniques. The checklist showed at which phase video-viewing was integrated in the lesson. Meanwhile, a semi-structured interview refers to one-on one interview between the researcher and a student experienced the integration of video-viewing technique. The researcher interviewer was not the one involved in class. This allows you to compare of your students' individual responses [13].

Context

In this study, the vocational school is intended to produce qualified nursing assistants in the field of health services. The featured program of this major offers opportunities for graduates to master nursing expertise competences so that they can establish their own home care service. Also, the school offers graduates featured to be skilled and competent Pharmaceutical Assistant, Blood Service Assistant, and Laboratory Assistant. The three last opportunities are future careers required the graduates to work in a hospital or a health clinic. In addition, graduates can still pursue a higher academic degree as well.

According to the fact-finding, the remaining problems encountered are students' hesitance to perform their spoken English. Afraid of being laughed, lack of essential nursing register, uninteresting activities are common reasons led them to be low performers. The last formative test average score was 60 of 100. This was under the minimum passing grade, 70. It was also found that students have limited know-how to use transactional and interactional expressions for specific nursing purposes. Therefore, the researcher would like to propose practicing video viewing technique to improve students' oral performance.

This AR was conducted in three cycles for a period of 9 weeks. The first and second authors worked collaboratively with the teacher in planning the lessons. They acted as an intermediary, linking information gathered from the fact-finding and relevant literature; and presenting to the other authors and teacher collaborators the data collected from the students. The third and fourth authors worked together to plan the subsequent lessons and research instruments. The last author did the data collection during each cycle. The first author was in charge of the class and practice the video-viewing techniques throughout the study, while other researchers observed each session to better interpret students' feedback on the effectiveness of the session. The selection of the video viewing technique was based on content suitability and researcher-collaborator agreement.

When integrating the practice of video-viewing techniques, researchers in collaboration with English teacher and homeroom teacher determined at which the action should be executed and which technique best improve students' oral performance. The collaboration was also to avoid researcher bias in an attempt to accurately portray the students' experiences. In addition, practicing different techniques in video-viewing represents differentiated instructions in content delivery process [17].

Data collection was done through three different instruments: scoring rubric, collaborator's observation checklist and semi-structured interview. Burns[13] affirmed the benefits of integrating multiple methods of data collection to provide useful information for difficulties addressed.

3. RESULT AND DISCUSSION

Integrating Video-Viewing Techniques to Improve Vocational Students' Oral Performance

Three techniques of video-viewing were integrated into this study. They were fast-forward silent viewing for language, and partial viewing. Each cycle used a different technique. And although it was aimed to attain students' interest through prediction, the integration was used to develop students' information literacy skills as well. The integration was posited in the following steps.

Cycle 1

The fact-finding brought forward that students were hesitant to perform their spoken English. The reasons were afraid of being laughed at, lack of essential nursing registers, and uninteresting activities. In addition, the last formative test average score was 60 of 100.

At the beginning of teaching-learning process for Cycle I, the researcher started with warming up activity. The researcher conducted the apperception activities by greeting and taking students' attendance in this activity. Prior to the meeting, students were introduced to the content using printed material. The material covers relevant expressions and vocabularies frequently used in patient admission.

Next, the researcher continued to the core activity. The researcher asked leading questions to check students' comprehension of previous material students. Then, the practice of freeze-framing to view a video in patient admission was done. The rest activities followed the lesson plan provided in the appendix.

Cycle 2

To start Cycle II, the plan was revised in accordance to teacher collaborator's observation in Cycle I. It was highlighted that not all students could create sentences to practice in front of the class. But, Cycle 1 had succeeded completing each step planned. The performance relied on the "better performer" student in each group. Based on this, the researcher and collaborator thought that the

researcher would make modification in class grouping for CycleII, to avoid same problem happened twice.

At Cycle2, the researcher started with warming up activity. The researcher conducted the warm-up activities by greeting and taking students' attendance in this activity. Prior to the meeting, students were introduced to the content using printed material. The material covers relevant expressions and vocabularies frequently used in accidents and emergencies. Next, the researcher continued to the core activity. The researcher asked leading questions to check students' comprehension of previous material students. Then, the silent view technique was practice. The rest activities followed the lesson plan.

Cycle 3

Cycle3 was proceeded as there was a curiousity whether or not the improvement would remain. Simply summed from the collaborator's observation, the researcher decided that the Cyclestill continued because the objective for students to improve oral performance had not been accomplished.

The planning was done prior to the practice of different techniques of video-viewing in Cycle3. This time, the technique of partial viewing was practiced. As in Cycle 1 and 2, the material covers relevant expressions and vocabularies frequently under the topic of symptoms. Next, the researcher continued to the core activity. The researcher asked leading questions to check students' comprehension of previous material students. Then, the silent view technique was practice. The rest activities followed the lesson plan.

The results of the use of the video viewing technique have helped the students to determine the protocols for managing patient admission. Students will benefit from these carefully planned scaffolding steps used to offer learning materials and videos as the medium. It has been demonstrated that such an implementation improves students. There may be an increase in learning motivation and vocabulary growth [18].

In addition, the researchers clearly contextualize the footage they use, namely the patient admission. Real-world context is crucial for assisting students in developing and refining their knowledge. In other words, the students will find it simple to relate their past understanding of patient admission to their new information about how to manage patient admission in English. According to Zhang et al [19], using real-life situations or social context in instructional videos considerably aids students in learning new vocabulary or terms.

To what extent the oral performance of vocational students was improved by practicing video-viewing techniques?

The video-viewing technique has assisted the students to improve their oral performance. From Cycle I to III, there is a significant increase, in which the results can be viewed in Figure 2.
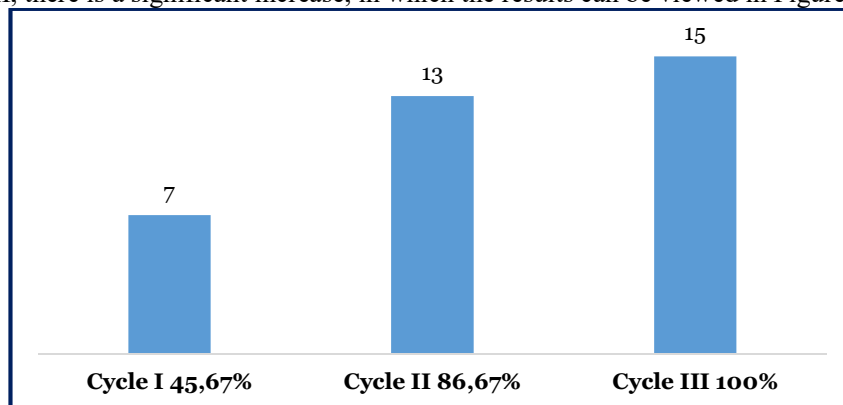

Figure 2. The students' score improvement from Cycle I to Cycle III

The typical score for students in Cycle 1 is 73.07. The test was only successfully completed by 7 pupils (46.67%) and failed by 8 (53.33%). These eight pupils fell short of the required 75 percent. The

unsuccessful students did not communicate well. They produced incorrect pronunciation, poor sentence structure, and inadequate technical vocabulary. Additionally, they had feelings of timidity and insecurity.

In Cycle II, the students' oral performance average scores went up from 73.07 to 79.20. The post-test was passed by 13 pupils (86,67%), but the remaining 2 students (21,13%) did not receive the required grade. The pupils made a lot of progress throughout this phase. When speaking, they appeared assured and at ease. However, the unsuccessful pupils continued to use poor grammar, lose vocabulary, and halt their oral presentations with "uuumm..." They did, however, advance generally.

Cycle III sees a huge increase in test scores, and every student achieves the required grade. All students (100%) finished the grade, resulting in an average score of 96. The children were able to memorize and employ a variety of terminology and expressions, which helped the classroom conversation become more interactive.

In light of the aforementioned findings, it can be concluded that the video-viewing technique, along with the contextual videos, has helped the students enhance their oral performance. It has been claimed that the use of videos in teaching English for specific purposes, such as to vocational school students, is essential [20]. The use of videos in class will help to promote students' motivation and engagement due to the audio-visual mode in the video [21]. Using a concept from Wijnker et al [22], we can say that the major goal of using video in the classroom is to engage students and stimulate their prior knowledge of the subject matter covered in the course.

In addition to the increasing stress, from the semi-structured interview, it is revealed that the students also expressed their favorable opinions of learning through the employment of video-viewing techniques. They said that because they generally enjoy talking but occasionally worry about making mistakes and lack the right words to express themselves, learning becomes exciting. Accordingly, the use of appropriate video content can increase students' interest in the material, engagement, and confidence in their ability to acquire a communicative language[23]. To be more specific, Cheraghi and Motaharinejad found that ESP teachers can benefit from technological tools to assist medical students in resolving issues with medical language and expressions and boost classroom oral performance.

4. CONCLUSION

Contextualized learning strategies and media are profoundly essential for vocational students. Their performance, interest, and motivation will all be strongly impacted by these two matters. To provide such contextual learning to pupils, teachers can employ the video-viewing technique with the aid of real-world context.

First, the steps of instruction are specifically created to scaffold learning. In Cycle I, the researchers concentrate on teaching the pupils knowledge content, such as technical terminology and expressions, before displaying the video to them. Before watching more videos, students in Cycle II receive content reinforcement. This is done in response to feedback from Cycle I, where some students had trouble building sentences for the oral performance. In Cycle III, the students view different topics that are still pertinent to their major. All in all, the procedure is used to meet the demands of the students. Second, the recent study has revealed that the video-viewing method, when combined with footage of actual situations, aids students in developing their oral performance. From Cycle I to Cycle III, their oral performance ratings showed an overall improvement.

The findings of this study may have influenced the way that English teachers, particularly those who work in vocational schools, approach their lessons. Teachers' primary focus needs to shift to the requirement to provide precisely scaffolded processes for contextualized learning. It would be worthwhile to look into future studies on the efficacy of such pragmatic strategies and contextualized instructional material in general English classes.

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