

Improving students' English speaking skills through short videos

Norasiah¹, Dimiar Ariesinta¹, Queen Fiqi Ardillillah¹, Jamilah¹, Ashadi¹

¹Universitas Negeri Yogyakarta, Indonesia

*Corresponding Author. Email: norasiah.2021@student.uny.ac.id

Abstract

This study aims to improve the English speaking skills of eighth-grade students of MTs Al Falaah Pandak using short videos to aid the learning process in which English is taught as a foreign language. The research was classroom action research with the subjects consisting of 30 eighth graders of MTs Al Falaah Pandak. This research utilized both the qualitative and quantitative data analysis. The qualitative approach to collecting the data was done through observations and interviews with the observation checklist and interview guidelines carefully designed as the instruments. The quantitative approach was done through a survey with questionnaires, field notes and tests as the instruments. The results indicated that using short videos as input in the teaching and learning of speaking can improve the students' speaking skills, as shown by the students' test results that improved gradually from cycle 1 to cycle 2. In cycle 1, the average score of the students' speaking test was 65.8. This noticeably improved in cycle 2, where the average score was 75, showing an improvement by 9.2 points. Further implications and potential implementation of using short videos as input in the teaching and learning of speaking in EFL classes are discussed.

Keywords

teaching speaking;
teaching English as a
foreign language;
vocabulary learning;
short videos

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Citation (APA Style): Norasiah, Dimiar, A., Ardillillah, Q. F., Jamilah, & Ashadi. (2022). Improving students' English speaking skills through short videos. *LingTera*, 9(2), 24–34. <https://doi.org/10.21831/lt.v9i2.56195>

INTRODUCTION

Communication and public speaking are influenced by the person's command of the language, making it an indispensable asset in human life. Assuming that a speaker has sufficient proficiency in speaking skills, the information that needs to be communicated verbally will be able to be communicated effectively and efficiently, resulting in improved communication with others. As is generally agreed upon, Sari and Wahyudin (2019) stated that the proficiency of the four skills are necessary to communicate effectively in English, namely listening, reading, writing, and speaking. Speaking, specifically, is how the language itself is communicated. Mandasari and Aminatun (2020) stated that speaking is an oral communication in a two-way process between speaker and listener involving both productive speaking skills and receptive comprehension skills. This study focused specifically on speaking skills. English is a difficult language to master. Several elements contribute to the challenges in speaking English, such as when the students are becoming bored with the media during the teaching and learning process. Students require media that can catch their attention and provide comfort while learning to speak.

However, a significant number of students in junior high school have difficulties communicating in English. They have trouble making suitable English utterances and lack the self-confidence to speak English. They struggle with the language. Following an observation carried out by the researchers in class Eight B of MTs Al Falaah, it was discovered that there were several issues with the English teaching and learning process, particularly those related to the student's ability to speak in English. Most of the pupils had trouble properly engaging in the speaking exercise. A follow-up interview with the English instructor at MTs Al Falaah was carried out. The interview

revealed that the students of Eight B primary issue is a lack of vocabulary. In addition, the English teacher carried out most of the teaching and learning process through imitation and repetition strategies, and the sole learning source utilized was a textbook. It is fair to say that the students grew disinterested and easily distracted as a result.

Additionally, three problems were discovered. First, the English teacher struggled to utilize the school's facilities, such as the video projector. From the observations by the researchers, the projector had recently been installed in each classroom, and the English teacher did not yet fully understand how to use it. Due to this preliminary research through the interview, the teachers had joined many digital and media literacy training to improve their professional development. However, it was hard to implement technology and it took time. Thus, the teachers went back to the conventional teaching system as their best solution for both the students and teachers.

Second, the school has a limited source of learning materials. The observation results showed that the school did not have any additional learning sources besides textbooks as a supportive language input for learning English in the classroom. Moreover, internet connection and mobile phone usage were prohibited. It was believed that a smartphone could disturb the concentration of the students in their daily life (Murtadlo et al., 2020).

Lastly, a conventional teaching approach was carried out as the teacher uses only English textbooks as the primary source of teaching and learning. The materials in the textbook were not suitable for the Islamic boarding school system and also are not enough to improve the students' speaking skills. Therefore, the teacher must provide various learning sources and interesting activities to attract students' interest in learning to speak in order to have a better chance to improve their speaking skills. As a result, it was essential to develop various instructional strategies to address those challenges and ensure that the learning goals were met.

From those problems, the researchers proposed a solution, that is, using a short video as a medium to support the speaking activity in the English teaching and learning process. Using a laptop, speaker, and projector in the classroom, the researchers attempted to provide an audio-visual media video to present the speaking materials to the students. Moreover, short videos could function as authentic materials for the students as they need authentic models in learning to speak. Harmer (2001) adds that teachers frequently enliven their classes with off-air material or tapes produced for language learning (p. 282). Videos are likely to be an interesting and effective learning medium to support the student's learning process, which can attract their attention to learning. Videos are expected to be able to make the students focus more and be interested in the speaking materials being taught. Moreover, it will encourage students to enhance their speaking skills with other classroom speaking activities.

In relation to the other problem, the use of authentic materials was necessary to determine the success of teaching and learning. Zaim et al. (2020) argued that the needs and problems in a speaking activity should be solved by creating a model of authentic materials and assessments related to the skills to focus on. Above that, it is recommended that teachers should embed speaking practice more often.

Similar research related to the use of video in speaking have been conducted. Research on university students in non-English majors and junior high students proved that role-play videos and video clips were able to improve students' speaking ability (Wahyuni, 2014; Wahyuni & Utami, 2021). Two studies above are in agreement that besides the students' speaking achievement, other elements such as their pronunciation, grammar mastery, expression, and vocabulary were also moderately improved.

Parmawati and Inayah (2019) researched similar problems and gave a similar solution, that is, video implementation, in this case, to university students in non-English majors. In the research, there was found several beneficial effects of implementing video, like improving speaking skills and pronunciation in a fun way and enriching vocabulary. Moreover, the use of video solved students' confidence problems. After the treatment phase, they were confident enough to speak English and enthusiastic about learning English through video. The application of video clips helped students to avoid making mistakes in what they would speak. They looked motivated and enthusiastic in learning and performing their speaking.

Meanwhile, the problem found in the current research is the students lack vocabulary mastery in speaking ability. Here the researchers focused on introducing words related to their daily activities. The researchers used short videos containing daily conversations to increase the students' vocabulary mastery in learning English. Through the short videos which contains vocabulary in daily activities, it is expected that the students can improve their vocabulary mastery in their speaking skills. Based on the school conditions and problems above, the researchers were interested in conducting an action research on “improving students' speaking skills through the use of short videos” in MTs Al Falaah Pandak.

Teaching speaking in junior high school

According to Brown (2001), students in the middle of their junior year of high school are in a stage of life characterized by transition, perplexity, increased levels of self-consciousness, growth, and changes in both their bodies and minds (p. 91). In addition, he stated that adolescence is a transition period between childhood and adulthood. Consequently, when instructing adolescents, one needs to consider a set of factors unique to this age group. These factors include the following:

1. Around the age of twelve is when a person's intellectual capacity begins to include abstract operational cognition.
2. As a result of intellectual maturity, attention spans tend to get longer, but once again, the fact that there are so many distractions in the life of a teenager makes it easy for those attention spans to get shorter than they might otherwise be.
3. Variations in the sensory information that are received are still very important; yet, as one's capacity for abstraction grows, the necessity of appealing to all five senses is diminished.
4. The factors that pertain to one's ego, self-image, and self-esteem have reached their highest point.

Since the students in junior high school are still maturing as students, the teacher must organize the lesson in a way that considers the student's needs, interests, and qualities. They should give the students exercises that require them to move their bodies and use audio and visual aids to make teaching and learning more engaging. In addition, the teacher should give them exercises that require them to move their body.

Short video as a media for teaching speaking

According to Davies (2000), to get the most out of a video, one needs to have some background knowledge and put some thought into the process beforehand (p. 163). It is not difficult to shift from video sessions to silent classroom instruction, in which teachers watch the video while maintaining their composure. There are many kinds of movies, it is the responsibility of the teachers to choose one that is suitable for the students' existing level of expertise as well as the topics in which they are interested, and then to become thoroughly acquainted with that particular video before using it in a lesson. Every video that a teacher shows to a class should have a specific objective, such as demonstrating communicative exchanges in English, practicing various forms of the language, increasing students' listening comprehension, or stimulating class debate. According to Harmer (2001), a video is not only a useful tool for observing language-in-use, such as comprehension, because students can see general meanings and emotions communicated through facial expressions, gestures, and other visual cues, but it also bridges cross-cultural understanding in a unique way.

Richards and Renandya (2002) claim that a video is an extraordinarily dense media, one which contains a large diversity of visual features and a huge range of aural experiences in addition to spoken words. The teacher is present to select appropriate sequences, prepare students for the viewing experience, concentrate students' attention on the information, play and rewind the video as necessary, construct or select viewing tasks, and conduct appropriate post-viewing activities. According to Alessi (2001), video is an effective learning and teaching medium. It is difficult to illustrate human behavior in interpersonal circumstances, for example, it is difficult to demonstrate to a student the effects of body language on communication using explanation or image alone. Cole and Corrie, as cited in Gromik (2008), provide evidence that the use of video in the classroom

exposes students to authentic cultural material. It means that video can be utilized to teach English since its combination of illustration, sounds, images, and text can provide excellent visual stimuli.

Based on the literature, the researchers can infer that video is an effective learning and teaching tool. In addition to displaying visual elements, it also provides audio support. It will encourage pupils to enroll in the class or the English-learning process. It facilitates students' comprehension and long-term retention of materials. Therefore, students can practice speaking with proper pronunciation and expression. By utilizing short videos, students can automatically enhance their speaking skills and vocabulary.

Effective short video as a media for teaching speaking

The process of properly learning how to communicate through speaking by including movies in classroom training typically entails three primary components. They are pre-viewing, viewing, and post-viewing (Stoller, 1988, p. 9). Following the steps outlined above, educators can select the activities most suited for their students and their classes.

Pre-viewing

Before assigning pupils to watch the movie, pre-viewing activities can be done. According to Stoller in Koksall (2004), any pre-viewing activity will be associated with developing learners' comprehension strategies and preparing students to see the video using activating schema (p. 65). Activating schema means tapping into students' background knowledge or trying newly introduced information to materials that have been previously introduced.

While-viewing

The basic objective of viewing activities is to improve one's experience of watching the movie or the recording (Stoller, 1988, p. 13). According to Koksall (2004), the instructor may have the pupils watch the movie more than once. When students watch the movie for the first time versus future times, they generally won't have the same goals in mind (p. 65). Listening ability development is typically related to the activities accomplished while watching a video for the first time. Here kids listen for global comprehension. In many cases, the activities linked with a second viewing consist of collecting specific information and presenting or reinforcing language (grammar, vocabulary, functions).

Post-viewing

The activities that follow the viewing are designed to encourage and stimulate the use of newly acquired knowledge obtained from watching the movie and the use of both written and spoken language. Post-viewing activities such as class surveys, video summaries, alternate endings, comparisons, discussion, agree/disagree/unsure activity, ranking group consensus, an organization in writing, speed writing, role-plays, simulation, and debates are some examples of what Stoller recommends in Koksall (2004, p. 66).

RESEARCH METHOD

This study is an action research relating to the ideas of “reflective practice” and “self-reflection” of teaching and learning (Burns, 2010, p. 2). Action research emphasizes solving specific educational problems within a project framework in an educational setting. It aims to improve the educational system's teaching and learning process. The action research model that the researchers adapted and used originated from the theory by Kemmis and McTaggart (1988) who elaborated the procedures consisting of planning, action, observation, and reflection, as illustrated in Figure 1.

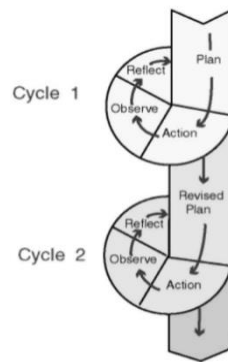


Figure 1. Cyclical Action Research based on Kemmis and McTaggart (Burns, 2010, p. 8)

It is important for the researchers to be familiar with the research subject in action research. McNiff et al. (2003) described a preliminary step called reconnaissance to be taken before conducting the ‘planning’ stage. This allows the researcher to determine “where I was, what I hoped to achieve, and how I thought that would get there” (p. 35). The ‘planning’ step might not be necessary without having the pre-research beforehand. It would help researchers check their views about things they had already known or not known (McTaggart et al., 2014, p.98).

This research involved several participants working collaboratively with the researchers, i.e., the English Teacher and the students of eighth-grade class B of the academic year 2022/2023. The students consisted of 30 female students aged 12-13 years old. Most students lived together in the dormitory, and most were of Javanese ethnicity. Thus, they spoke Bahasa Indonesia and Javanese language most of the time, either in class or dormitory. The instruments used in this research were an observation checklist and interview guidelines that were used during the reconnaissance stage. The aim was to figure out the real problem of English teaching and learning in this school. The others, like questionnaires, field notes, and tests, were used in the action and reflection stage.

The observation checklist was used to observe the students, teachers, and the teaching-learning system before conducting the action research. The interview was used to acquire further information and reason that were not apparent during the class activities. The report of activities and daily implementation on short videos were captured into documentations and field notes. The speaking test was given at the end of two cycles or after the action. All instruments supported the data to be far from being biased. By mixing and comparing all data sources from various perspectives, theories, and collaborators’ views, the validity, reliability, and authenticity of the research can be assured.

This research contained both qualitative and quantitative data. The qualitative data were taken from the observation and interviews. The result was transferred into a field note and interview transcript. Meanwhile, the quantitative data were collected from the speaking tests and surveys. In collecting the data, the researchers changed the role of a main and supportive teacher. The English teacher also helped the researchers as a collaborator.

FINDINGS AND DISCUSSION

The current research was held from October 18th until November 15th, 2022. The research objective was to improve the students’ speaking skills of eighth graders in Class B of MTs Al Falaah Pandak. The research were successfully implemented in two cycles.

The current research focused on introducing short videos to improve speaking skills by enriching students’ vocabulary. The short video as the instructional media in teaching and learning provided students with the examples to reach active conversation in the classroom. The short videos were taken from YouTube and played differently in each meeting. The method of learning from short videos might give insight to the students about western and Indonesian cultures. The scoring rubric focused on speaking performance that would be held in the post-tests. The rubric assessed each

student's grammar, fluency, pronunciation, and communication. A post-test was designed to be implemented at the end of the cycle.

Before the actions were taken, the researchers conducted an interview with the English teacher. The researchers noted some issues with how the English teaching and learning process was carried out in the classroom. The main problem came from the teaching technique, students, and the learning media. It was challenging for most students to participate properly in speaking activities since their speaking abilities remained inadequate. They were always terrified of making mistakes in their pronunciation, which caused them to lack knowledge of English vocabulary and self-confidence. In addition, the teacher relied on textbooks rather than ICT to facilitate the teaching and learning process. The only speaking practice the kids receive is from the textbook dialogue. They were not given enough time to practice speaking as frequently as the textbook required.

The observation was held on October 5, 2022. The researchers collected data about the teaching and learning process during the English class using observation checklists. From the results of the observation session taken by the researcher, the ELT problem mostly occurred from the students' side. The students were sleepy and uninterested in answering the English teacher's question. Several students also did not bring the English workbook (LKS) as the main book to learn English.

The use of short videos shall be authentic and familiar to students' abilities. Short videos can also be good examples of daily conversations by native or non-active speakers. At the end of Cycle 1, there was less variety in the media and resources utilized in the instruction and education process. This caused the children to get disinterested and rapidly lose their focus. Therefore, it was important to put some activities into place to tackle those problems.

The researchers implemented Cycle 1 and 2 to see the improvement in students' ability to speak. As the focus of ELT was on improving speaking and vocabulary, the selection of short videos would be based on the material being taught in the class and students' needs. The action in Cycle 1 was carried out in three meetings on October 18, 19 and 25, 2022. In cycle 1, the researchers provided materials about greeting cards and invitations. The researchers had their turn to be the English teacher in eighth-grade class B. Researchers 1 and 2 were teaching, while Researcher 3 handled the classroom and took pictures. Researcher 1 acted as the main English teacher, and Researcher 2 acted as her collaborator. The action was focused on giving input and implementing short videos as the main media to improve vocabulary in the students' speaking skills. The input vocabulary was always closely related to those two materials to help them speak. The researchers also wrote the vocabulary embedded in the video on the whiteboard or printed several phrases for the students.

The objective of effectively utilizing videos as the primary medium to produce an English-speaking model was accomplished. The students had no trouble recognizing some expressions in the film and comprehending what was being shown. They were also able to employ the expression in the appropriate real-world setting. In addition, students became more engaged in any activities they participated in. A few had an air of supreme self-assurance as they delivered their responses and discussions. They frequently signaled with a raised hand that they were ready to do the task. The students' consistent enthusiasm and excitement while watching and listening to the film that served as the speaking model gave the impression that they were having fun during the class.

Other activities, such as games and role play also improved the students' speaking skills. They were included in the post-viewing activity. Through those activities, the students had more speaking practice. Harmer (2001, pp. 271-275) states that games are designed to allow students to speak English interestingly. Role play as a game activity can be used to encourage students' oral fluency in a specific situation. Using videos combined with those speaking activities made the students speak more fluently and confidently. It could be seen from their participation which greatly increased compared to the previous sessions.

The findings on speaking ability in Cycle 1

In the cycle one post-test, the researchers used impromptu speaking as a speaking test. The result showed that it was still under the standard of the researchers' expectation. The result could be seen

in Figure 2 that the average score of students' speaking was only 65.8, and there were eleven students out of twenty-two students who could not pass the minimum score in Cycle 1.

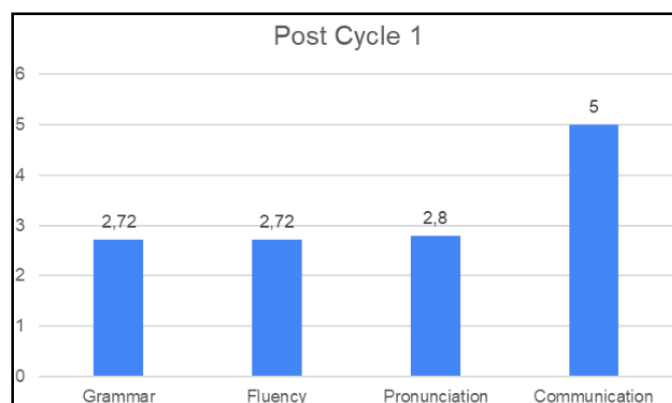


Figure 2. The result of the Post-Test in Cycle 1

The bar chart shows the result of the post-speaking test in Cycle 1. It compares the average speaking test score in grammar, fluency, pronunciation, and communication. Communication was the highest speaking element students in eighth-grade class B could master. Pronunciation was the second highest of speaking aspects, at around 2.8. Lastly, grammar and fluency, the lowest average of speaking elements, were nearly equal scores, around 2.72.

Based on the results in Cycle 1, the researchers and the collaborators decided to continue the research to Cycle as half of the students got a score of ≤ 65.8 , or in other words, they had not achieved the minimum test score, which was 65.8 as the students seldom experiencing the real speaking situation in class. However, another element got improvements in students besides the post-test result.

The findings on teaching and learning in Cycle 1

The students tried to respond to the teacher's and researchers' questions in English. Yet, they are only able to produce a short phrase rather than a long sentence. From the researchers' point of view, it was categorized as a gradual improvement compared to the first meeting of the action. Although they were not able to maintain a long conversation, at least they minimized responding to teachers' questions in Bahasa Indonesia or the local language. However, beyond the speaking score, the students could respond to the conversation based on the vocabulary learned correctly. The 'communication' element on the speaking rubric scored a perfect 5 for all students. Some students refused to do the speaking test during the test, but they got much encouragement from friends and researchers. Finally, they were motivated to learn and speak English.

After conducting an action in several meetings in Cycle 1, the researchers did the reflection related to the actions. The reflection was done by observing the process of the implemented actions, the student's responses, and the ELT process. The use of input and the examples of phrases or sentences in the spoken activity was irrelevant. It was necessary to provide and use the input vocabulary and phrases in daily life. However, the video selection was inappropriate for the students as the speakers spoke faster. One durations of the videos consist of 7 to 8 minutes. The videos delivered materials on 'how to invite someone' through role-play situations and several events. Still, the students did not understand the supportive information in the rest of the video. The researchers tried to do short, impromptu speaking while reviewing the material; thus, the students were now familiar with the spontaneous activity. It also switched their paradigm that speaking practice was not merely about reading aloud and reading the dialogues or text. Still, the impromptu speaking was another meaningful activity done by peers or groups. Due to the limited time and their first experience practicing impromptu speaking, they were still shy to perform a longer and more active conversation.

Based on the reflection and findings from Cycle 1, the researchers still implemented short videos in the action steps. The main focus or aim of this cycle was that there should be a significant improvement in their vocabulary mastery in the students' speaking skills compared to the result of Cycle 1. The enactment of Cycle 2 was also to solve the problems found in the ELT, students, and the previous cycle.

The researchers still implemented short videos in the next cycle but must improve the actions. The researchers proposed new actions to improve the students' speaking skills by giving more input and practice. The focus of action in Cycle 2 was still to improve students' speaking skills through a short video. Nonetheless, the implementation of the actions was improved by modifying the short video, providing various activities, and providing handouts. The following points are the planned actions in Cycle 2.

The findings on speaking ability in Cycle 2

The actions in Cycle 2 were held on November 8, 9, and 15, 2022. Firstly, the researchers selected a video that represented Indonesia's cultural context and the current situation at school. The selection of video contexts adapted to the material and situation so that students are more familiar with the lesson and easier to understand. Besides, the selected video duration was edited to be shorter than the original.

In Cycle 1, the students' participation was low. They tend to be passive because they are not confident in speaking English. So, the researchers decided to provide various activities focusing on speaking skills, especially pronunciation. The researchers planned a game where students had to pronounce the simple past correctly. Besides storytelling was also implemented as a speaking practice.

The next modification was the researchers decided to provide handouts containing material, vocabulary lists, and worksheets in Cycle 2. The handouts were designed to help the students comprehend the materials easier. The researchers collected the handouts given to the students from various sources. It aimed to vary the students' learning sources.

Speaking in the post-test of Cycle 2 through impromptu speaking was better than in Cycle 1. The result can be seen in Figure 3, which shows that the average score of students' speaking was 75, and only four students could not pass the minimum score.

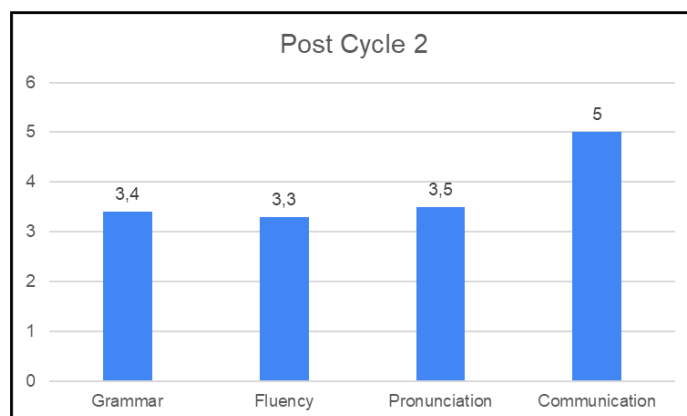


Figure 1. The Result of Post Test in Cycle 2

This bar chart shows the result of the Post Speaking Test in Cycle 2. It compares the average speaking test scores such as grammar, fluency, pronunciation, and communication. Communication was the highest speaking element that students could master. It was followed by pronunciation, the second-highest speaking aspect, at around 3.5. Then it was followed by Grammar and Fluency, which only had 0.1 gaps with 3.4 and 3.3, respectively. In Cycle 2, the researchers found that more than half of the students in the class got ≥ 75.0 or above the average score. Thus, they achieved the minimum test score in cycle two compared to Cycle 1.

The finding on teaching and learning in cycle 2

The students spoke English during the speaking test even without asking the English word to the teacher and researchers. They used handouts and input vocabulary to find what they would like to say. Vocabulary lists effectively improved self-efficacy in students. Self-efficacy refers to the belief that an individual can learn or perform behaviors at a designated level (Sumarsono & Mbato, 2021). The most thoughtful moment was when no more students slept in the class during the English class in Cycle 2. They were excited to see the videos researchers would play and the games and activities they would explore after the class.

The comparison of findings on Cycle 1 and 2

From Figure 4, it can be seen that the students' speaking skills were significantly improved in two cycles. Cycle 1 is coded in blue color whereas Cycle 2 is in green. The highest average score was on communication which remained the same in Cycle 1 and 2, that is, for about 5. Pronunciation in Cycle 1 and 2 reached the second highest rank in speaking. Pronunciation was the second highest of speaking aspects, at around 3.5. Then it was followed by Grammar and Fluency, which only had 0.1 gaps with 3.4 and 3.3, respectively.

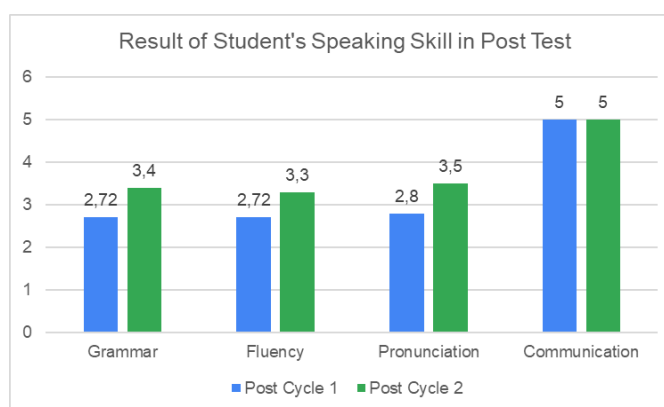


Figure 2. The Result of Post Test in Cycles 1 and 2

The researchers provided feedback on the students' speaking performances to overcome the grammar problem. According to Brown (2001), for instructors of oral communication to be effective, they must demonstrate the specifics of how to express and negotiate the ever-evasive meaning of language (p. 271). Brown continued by saying that students wholly rely on the instructor for beneficial linguistic feedback. The students responded well to being given criticism, which helped them reduce the number of grammatical errors in their statements. After receiving feedback from the researcher, they were aware of the fault in grammar that they had made, and some students successfully avoided making the same error in the subsequent task.

In general, the researcher had a good handle on the teaching and learning of speaking, and everything was going off without a hitch overall. The students could follow all of the activities presented to them, and they participated in them enthusiastically. In conclusion, it can be said that the utilization of short videos accomplished the goal of this research. The researchers added the result of the Post-test in Cycle 1 and Cycle 2 to strengthen the researchers' argument that students' speaking ability of MTs Al-Fallah had been developed.

CONCLUSION

The result of speaking performances in the post-test of cycle 1 through impromptu speaking is still under the expected result. The average students' speaking score was only 65.8 and there were eleven students out of twenty-two students who could not pass the minimum score in Cycle 1. Before conducting the follow-up cycle, the researcher modified some strategies to improve the students'

speaking skills, such as changing the duration of the video, giving more varied activities, and providing handouts. The result in the post-test of Cycle 2 through impromptu speaking was higher than in Cycle 1. The average of the students' speaking scores was 75 and there were four students who could not pass the minimum score in Cycle 1.

As was discussed in the prior chapter, one could draw the conclusion that the process of teaching and learning speaking was successfully and favorably altered as a result of putting all of the activities into effect. In conclusion, the students' ability to master their vocabulary through their speaking skills is influenced by the use of short videos. Since everyone is quite familiar with this application, it can also be seen from the results that the students became more involved and interested in the content that is being covered in the class.

The use of short videos in the teaching and learning process might lead to an expansion of students' vocabularies as a result of the input supplied by the videos, which can be chosen by the instructor or by the student themselves. However, as a result of the participants' and collaborator' thoughts on the first cycle, the researchers were aware that a video should be as brief as possible while also being pertinent to the researchers' everyday lives. There are a few aspects of the utilization of videos in the instruction and study of English that need to be taken into consideration by other researchers who are interested in carrying out the same kind of investigation. Finding videos that are appropriate for the students' core competencies, fundamental competencies, and also the level of their proficiency is the first step that needs to be taken in this process.

REFERENCES

- Alessi, S. M., & Trollip, S. R. (2001). *Multimedia for learning: Methods and development* (3rd ed.). Pearson education.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd ed.). Addison-Wesley.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. Routledge.
- Davies, P., & Pearse, E. (2000). *Success in English teaching*. Oxford University.
- Gromik, N. (2008). EFL Learner use of podcasting resources: A pilot study. *The Jaltcall Journal*, 4(2), 47–60.
- Harmer, J. (2001). *The practice of English language teaching*. Pearson Education Inc.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner* (3rd ed.). Deakin University Press.
- Koksal, D. (2004). Assessing teachers' testing skills in ELT and enhancing their professional development through distance learning on the net. *Turkish Online Journal of Distance Education*, 5(1).
- Mandasari, B., & Aminatun, D. (2020a). Improving students' speaking performance through vlogs. *English Education: Journal of English Teaching and Research*, 5(2), 136-142.
- McTaggart, R., Kemmis, S., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer. <https://doi.org/10.1007/978-981-4560-67-2>
- McNiff, J., Lomax, P., & Whitehead, J. (2003). *You and your action research project*. Routledge.

- Murtadlo, M., Sumarni, S., Haryani, E., Mastiyah, H., Ma'rifataini, L., Ahmad, A. K., & Lisyawati, W. (2020, November 11-12). *Implementation of online learning in pesantren facing pandemic covid19* [Paper presentation]. Presented at INCRE 2020, Jakarta, Indonesia.
- Parmawati, A., & Inayah, R. (2019). Improving students' speaking skill through english movie in scope of speaking for general communication. *Journal of English Language Teaching in Indonesia*, 7(2), 43-53.
- Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Sari, F. M., & Wahyudin, A. Y. (2019). Blended-Learning: The responses from non-English students in the Indonesian tertiary context. *Teknosastik*, 17(1), 23-28.
- Stoller, F. L. (1988). Film and Videotape in the content-based ESL/EFL classroom. *English Teaching Forum*, 28(4).
- Sumarsono, A. Y. P., & Mbato, C. L. (2021). Undergraduate students' self-efficacy strategies in writing academic papers. *Journal of Language and Literature*, 16(1), 21-30.
- Wahyuni, A., & Utami, A. R. (2021). The Use of Youtube Video in Encouraging Speaking Skill. *Journal Pustaka Ilmu*, 3(1).
- Zaim, M., Refnaldi, R., & Arsyad S. (2020). Authentic assessment for speaking skills: Problem and solution for English secondary school teachers in Indonesia. *International Journal of Instruction*, 13(3), 587-604.