

14th ICLLCE 2019 Kuala Lumpur 030-027 Pornsuda Nawarak

**DEVELOPMENT OF ENGLISH SPEAKING SKILL BY INTEGRATED
COMMUNICATIVE LANGUAGE TEACHING AND VIDEO STREAMING FOR
IV STUDENTS**

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Abstract

The purposes of this research were to compare English speaking skill ability before and after using communicative language teaching integrated with video streaming, to study the ability of English speaking skill during using the treatment, and to study students' satisfaction after learning by using communicative language teaching integrated with video streaming. The participants were 25 students of Secondary IV in the second semester of 2018 academic year at Takuapa Keereket School, Phang-nga Province by simple random sampling. The instruments of research consisted of lesson plan with content validity index of 0.95, the English speaking ability test with reliability index of 0.84, discrimination index of 0.34, and difficulty index of 0.48, an assessment of students' English speaking ability with reliability index of 0.87 and students' satisfaction questionnaire with reliability index of 0.96. The data were statistically analyzed by using mean, standard deviation, and t-test for dependent. The results of the research showed that the English speaking ability after using communicative language teaching integrated with video streaming was increased than before significantly at the 0.05 level. The ability of English speaking skill during learning by using communicative language teaching integrated with video streaming was in a good level and the satisfaction score calculated in mean were at the high level.

Keywords: Communicative language teaching, video streaming, speaking skill

Introduction

Nowadays, it cannot be refused and neglected that English is very important and necessary since English is one of the most widely used languages in the world. English is an essential tool in many fields including education. Knowing English will certainly pave way to better opportunities to study in today competitive and changing world. Speaking skill is a part of communication skill. In 21th century, communicative skill is very imperative for people especially student. According to Ledward and Hirata (2011), the 21st century skills are a blend of content knowledge, specific skills, expertise, and literacy necessary to succeed in work and life. Also, Yamith (2013) said that the 21st century demands the explicit integration of learning and innovation skills, information, media and digital literacy skills, as well as life and career skills. Thus, English speaking skill is very important for the student. There are many ways to improve English speaking ability including Communicative Language Teaching Approach (CLT). Richard (2006) said that Communicative Language Teaching as an approach that aims to make communicative competence the goal of language teaching and, develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

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Furthermore, Information Communication Technology (ICT) is becoming as essential to almost all field of daily life. As Ratheeswari (2018) stated ICT is playing salient roles in business, education, and entertainment. Moreover, many people recognize ICTs as catalysts for change; change in working conditions, teaching methods and exchanging information in this digital era, the classroom is important. ICT improves teaching and learning and its importance for teachers in performing their pedagogical environments. ICT helps students to learn English. Video streaming is particularly way for improving English speaking ability. The video teaching technique focuses on the process of exposing the students to the example of situations and how to use particular expressions, and also how to pronounce words appropriately. Teaching using video technique was chosen because according to Richards and Renandya (2002) video is a very complicated media, which can coup with variety of visual elements and great range of audio experiences in addition to spoken language.

Obviously, speaking English is a necessity that cannot be overlooked today. Meanwhile, advanced technology has helped to promote and support education including English Language Teaching. Therefore, integrating Communicative Language Teaching and Video Streaming is one of the best choices for improving English speaking ability.

Objectives

1. To compare English speaking ability before and after using communicative language teaching integrated with video streaming
2. To study the ability of English speaking skill during using the treatment
3. To study the student's satisfaction after learning by using communicative language teaching integrated with video streaming

Research Question

In this research, the researcher took the research question that would be explained in the following:

1. Is there any significant improvement of students' speaking skill after learning by using communicative language teaching and video streaming?
2. How is the process of communicative language teaching and video streaming help to improve students' speaking skill?

Theory

This research is to use Communicative Language Teaching and Video Streaming to develop English speaking skills.

Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a variety of approaches that focus on helping learners to communicate meaningfully in the target language which began in Britain in 1960s. It is the most widely accepted approach of language teaching. It emphasizes all the four skills - listening, speaking, reading and writing, but listening and speaking have special place in Communicative Language Teaching. This approach focuses on communicative competency more than linguistic competence. There are some more characteristics of Communicative Language Teaching:

1. Focus on communication rather than structure.
2. Emphasis on functional uses of language in different social settings.
3. Use of classroom activities that relate language forms with functions.
4. Focus on meaningful tasks.
5. Collaboration.
6. Purposeful interaction.

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Communicative Language Teaching has an important teaching process that teachers can use in the classroom 5 steps as follows:

1. Warm up: This step aims to make students ready and curious to study in a new chapter. The content is linked to the essence of the chapter. Teacher has to motivate and prepare the students before learning. Then, the students started studying the content.
2. Presentation: The students will get the language information from the teacher, new words, new content and both the form and meaning.
3. Practice: Students will practice using the language learned in the presentation process. The purpose is allowing students to use the language accuracy and fluency. The practice may be practicing the whole class as a group, in pairs or individually.
4. Production: Students bring words, phrase or sentence that has been used in various situations. This step focuses on activities that the students do. The teacher is a facilitator to help if the student goes wrong and do not interrupt them.
5. Wrap up: This is the last step of the process. The purpose is to summarize what the students have been learned. The activities may be the presentation in groups, individual quiz and etc.

Furthermore, Communicative Language Teaching focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. A major principle underlying this approach is its emphasis on learners' needs and interests.

Video

Video is now recognized by most educators as a powerful communications medium which, in combination with other learning resources and instructional strategies, can perform a vital role in modern education. There are many advantages from video; present visual information that is difficult to convey in other ways, can be used to demonstrate specific manual skills or physical processes, either at normal speed, in slow motion, or speeded up to reveal relationships, principles, or practices and can provide messages about issues critical to the lives of learners, or topic under consideration about them. Importantly, video may help to promote learning in students with high visual orientation in their learning styles. In this respect, videos provide important learning opportunities to students working in a second language.

Video is an educational media with a foremost place in current and future education, even in the context of growing interest in 'interactive multimedia'. Through thoughtful planning, video instruction can be used to promote 'interactive' learning, in the best sense of the word – the sense of active learning described in this article. Videos can be used to help promote student curiosity, speculation and intellectual engagement. They can help promote group learning discussions and activities allowing learners to use knowledge they already have and higher-order cognitive skills required to extend their knowledge. In combination with other instructional strategies, videos can allow learners to make their own input into learning experiences and to realize the personal importance of learning itself. It is up to the teacher to develop processes and circumstances to get the most 'interactive learning' value from video and to help bring the video experience into the real world of the student as learner

From the above mention, the researcher brings teaching process of Communicative Language Teaching integrated with Video Streaming. Therefore, the teaching method is as shown below.

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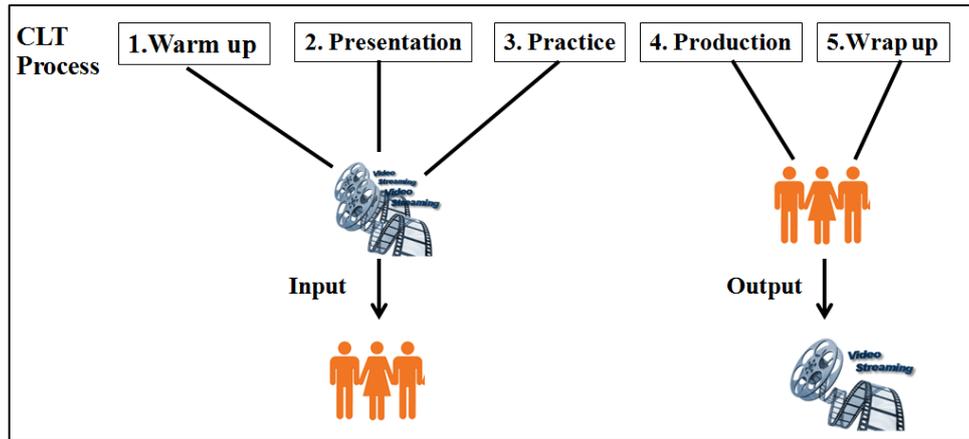


Figure 1 the process of Communicative Language Teaching integrated with the Video Streaming

Research Methodology

Sample and data collection method

The samples were 25 students of Secondary IV in the second semester of 2018 academic year at Takuapa Keereket school, Phang-nga Province by simple random sampling. They were interviewed by teacher. Then, they were given the pretest and posttest before and after using communicative language teaching integrated with video streaming. After all, the students were asked to complete the satisfaction questionnaire after learning by using communicative language teaching integrated with video streaming.

Research Instrument

The instruments used in the research were lesson plan with integrated communicative language teaching and video streaming, the English-speaking ability test, an assessment of students' English speaking ability, and students' satisfaction questionnaire.

Data Analysis

The data were statistically analyzed by using mean, standard deviation, and t-test for dependent.

Literature Review

Speaking is one of the four skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication. English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. According to Larsen- Freeman (1986) "It is through interaction between speaker and listener the meaning becomes clear". This clarity suggests an understanding of what has been heard. Brown (1983) also stated that "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information." Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open ended and evolving. However, speech is not always unpredictable. Language functions that tend to recur in certain discourse situations (declining and

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invitation, requesting time off from work) can be identified and charted. Speaking requires not only that learners know how to produce specific points of language, such as grammar, pronunciation, vocabulary (linguistic competence), but also that they understand when, why and in what way to produce language (sociolinguistic competence).

Communicative Language Teaching (CLT) is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts", and through the use of the language both in class and outside of class. According to Parrish (2004) said that CLT is an approach which proposes that language learning should be done in a meaningful setting with authentic language as the input. It is an umbrella term which consists of an array of methods and techniques. Also, Savignon (2006) said that Communicative language teaching (CLT) is best understood within the broader historical spectrum of methods or approaches to language teaching. Seen from a 20th-century modernist perspective that views teaching as rather more science than art, the theoretical grounding for the epistemology of practice offered by CLT can be found in (1) the second- or foreign language acquisition research that began to flourish in the 1970s and (2) a long-standing functional view of language and language use as social behavior. The interpretation or implementation of practice in language teaching contexts around the world is of course yet another matter. A consideration of these various influences highlights the major issues that confront CLT on the threshold of the 21st century.

Video-based teaching material is a rich and powerful medium being used in computer assisted learning. Video is considered as a successful medium because it links the audio and visual together to provide a multisensory experience for the learner.¹² It is a fact that the visual component is memorable. Based on this fact, Kozma (1991) argued that simultaneous processing of auditory and visual information might aid learning. Thus, video might be superior for learning complex skills because it can expose learners to events that cannot be easily demonstrated. Overbaugh (1995) More recent study hold the view that "video allows students to view actual objects and realistic scenes, to see sequences in motion, and to listen to narration". Even from the students' perspective, video can be a more effective medium than text because it enhances their satisfaction and motivation during the learning process (Zhang , Zhou Briggs, and Nunamaker, 2006).

Findings and Discussion

Research finding on English speaking ability

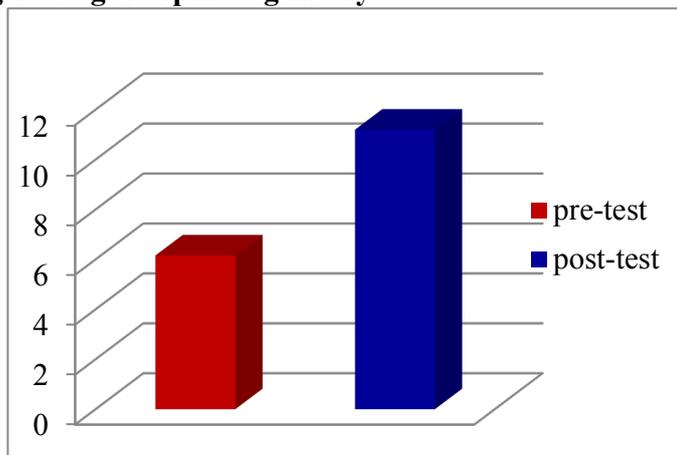


Figure 2: The results of English speaking ability

Table 1

T-test analysis pre-test and post-test means score of English speaking ability

Test	N	\bar{X}	S.D.	t.	Sig.
Pretest	25	6.16	1.92	16.96	.000**
Post-test	25	11.20	1.93		

** P > 0.05

The score of pre-test and post-test score were presented in Table 1. The results from paired sample t-test of SPSS analysis show that the post-test mean score of the test is significantly higher than the pre-test mean score $t = -16.96$, $p < .05$ with the mean score of pre-test and post-test 6.16 (S.D.= 1.92) and 11.20 (S.D.= 1.93). That is because Communicative Language Teaching has a clearly process for studying. There are 5 steps consisted with warm up, present, practice, production, and wrap up. Moreover, Video Streaming is a good learning media. It has animation, picture, sound and Video Streaming has images Sounds and messages make it easy to learn as well as have animations that can attract students' attention. In addition, streaming video is an online media where instructors and students can choose video content according to their learning objectives and choose to use without time and location restrictions (Learning everywhere, every time).

Research finding on the ability of English speaking skill during learning

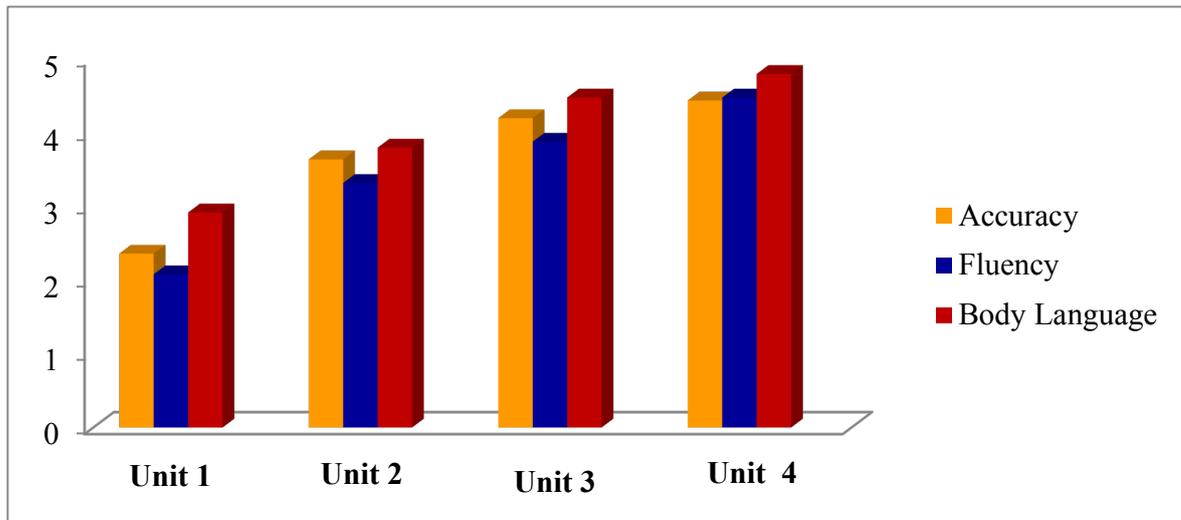


Figure 3: The results of English speaking ability during learning

Table 2

The ability of English speaking skill during learning

English speaking Assessment	Unit 1		Unit 2		Unit 3		Unit 4		Total	
	\bar{X}	S.D.								
Accuracy	2.36	0.49	3.64	1.25	4.20	0.50	4.44	0.50	3.66	0.68
Fluency	2.08	0.28	3.32	0.48	3.88	0.44	4.48	0.50	3.44	0.42
Body Language	2.92	0.28	3.80	0.58	4.48	0.50	4.80	0.40	4.00	0.44
Total	2.45	0.35	3.58	0.77	4.18	0.48	4.57	0.46	3.70	0.51

As shown in Table 2, the result of the study found that the students’ score from the English speaking ability test during learning by using communicative language teaching integrated with video streaming was in a good level with the mean score was 3.70 and standard deviation was 0.51. Moreover, it can be seen in Figure 2 that students have a higher average of English speaking ability in every unit. These are because students can produce their own video streaming after completing these units. It makes students are eager to convey and present the work that they have created. In addition, students are informed the score and feedback immediately after completing each unit. Students can apply those suggestions to improve their speaking skills in the next learning unit.

Research finding in the students’ satisfaction after learning

Table 3

Students’ satisfaction

Lists of Motivation	N.	\bar{X}	S.D.	Level
Teacher	25	4.56	0.60	highest
Content	25	4.20	0.60	high
Learning Activity	25	4.60	0.52	highest
Assessment	25	4.53	0.51	high
Total	25	4.47	0.55	high

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The result of the study found that the students' satisfaction after learning by using communicative language teaching integrated with video streaming were high level with the mean score was 4.47 and standard deviation was 0.55.

Limitations and Recommendation

From the above mention finding and discussion, this research is a part of classroom research. The students have different basic knowledge of English, so some chapters are difficult for some students. Otherwise, there is not enough time for students to make videos in classroom. Therefore, they have to make it after class. Another, limitation of this research is some students don't get an idea to make a clip video; teacher has to clearly define the concept of streaming video in each learning unit. Moreover, the teacher should have reinforcement for students to be motivated to study, bring additional activities such as games in the form of online games these will encourage students to become familiar with English.

Conclusion

This is the benefit of the research, Communicative Language Teaching integrated with Video Streaming is the efficiency technique which makes the students' English speaking ability increased and the students' satisfaction was in a high level. Moreover, it can motivate students towards improving their English speaking skill in upgrading levels of their English study in the future.

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