



THE EFFECTS OF ENGLISH VIDEO CLIPS WITH PEER SUPPORT ON YOUNG LEARNERS' ORAL READING SKILL

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Abstract

The study reports the effects of English video clips with and without peer support on young learners' oral reading production skill. Using quasi experiment with pre-and-post test design, this study assigned 44 students of SMPN 8 Banda Aceh selected at random. The sample was divided into two groups each of which received the same video clips downloaded from *YouTube*. Group one worked with peer support on their own choice partners and group two worked without peer support. Tape recorder was used in the pre and posttest to record students' oral reading skill. To analyze the data, one way ANOVA was used. The result found that the peer support strategy significantly improved oral production in reading for phrasing, pausing, stressing, intonation, and rate. In summary, English video clips with peer support improves oral reading production.

Keywords: English video clips, peer support, and oral reading skill

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1. INTRODUCTION

In the teaching and learning process, teachers tend to use the traditional methods. It is no wonder that the levels of English mastery among Indonesian students are still low (Kweldju, 2002). A report by English First English Proficiency Index (EPI, 2011) found that Indonesian was ranked 34th from 44 countries in terms of English Proficiency, indicating a very low mastery. In line with the EPI, the Progress in International Reading Literacy Study (PIRLS) conducted a research in term of reading literacy in 2006. The study revealed that out of a total of 45 countries surveyed, Indonesia ranked 42nd in the student literacy rate.

According to the PIRLS, Indonesian students scored on average of 405 in reading literacy. It is far below the mean international score of 500 (PIRLS, 2011). Based on the issues and tending to improve the mastery of English, the Indonesian government has introduced many policies to revamp the system of education in Indonesia (Departemen Pendidikan Nasional, Depdiknas, 2005). The human resources index should be improved through increasing the quality of education, changing curriculum, teaching facilities, and providing opportunities for students to study abroad and so on. The curriculum of the English language is also changed where English is taught from primary school level (third up to sixth grade) together with other local contents

(Sutardi, 2005). Another policy issued by the government is on the improvement of teachers' qualification (Depdiknas, 2010). Teachers have not graduated from undergraduate level of education are sent to universities to study within one or two years in order to get their undergraduate diploma. This regulation also requires young teachers to take their professional teaching certificate during one year at university. The purpose of issuing this regulation is to produce professional English teachers (Depdiknas, 2010).

Many methods of teaching and learning have been used to improve English language skills (Krashen, 1982). Some of them are traditional method, communicative language teaching, and cooperative learning, etc. (Krashen, 1982; Corp, 1989). However, the methods used by teacher to improve language performance are still insufficient. The use of appropriate methods and approaches in teaching and learning English are the important things to consider. Nowadays, teaching and learning English language tends to use traditional method that focuses on direct teaching vocabulary, grammar, reading, listening, and conversational patterns. The correction is given whenever students make mistake (Kweldju, 2002). Based on the facts mentioned previously in relation to the level of students' skill in term of reading literacy, the researchers would like to implement an alternative strategy to improve their oral reading skill production through English video clips with peer support and without peer support. Therefore, the problem of this study can be formulated as follow: Are there significant effects of English video clips with and without peer support to improve young learners' oral reading skill production in terms of (a) phrasing, (b) pausing (c) stressing (d) intonation, and (e) rate?. The objective of this research is to investigate the effects of English video clips with and without peer support to improve young learners' oral reading skill production in terms of (a) phrasing, (b) pausing (c) stressing (d) intonation, and (e) rate. This research is important to be done to enable students to improve their oral reading skill production automatically and spontaneously without mediation through their first or mother tongue. Students are expected to be able to read oral reading sound like native speaker. Therefore, this research provides the best ways or significant contribution to improve young learners' oral reading skills in the nuances of native speaker. Thus, the level of young learners' oral reading production or the quality of English proficiency is achieved as expected by the national education objectives. Also, this research provides the awareness of students that multimedia such English video clips are the best alternative strategy to improve English oral reading skill effectively.

This study is based first language learning theory as presented in Levelt's (1989) lexicon model of language acquisition and production. The model explains the acquisition of a language through the development of internal structures in the form of speech motor patterns, conceptual systems, articulatory motor systems and phonemization, takes the approach that language is a reconstruction or reproduction from learned phonological codes. Based on Levelt's model of developing oral production skill, the researchers apply this first language acquisition and learning theory to teach and to learn English as a foreign or second language. First language (L1) is acquired and learned relatively subconsciously for normal children (Krashen, 1982). They acquire and learn a language at home and in their wider environment subconsciously. It is essential to elaborate the definition of first language prior to discuss in more detail how first language (L1) is learned. First language (L1) is mother tongue of a child.

A child will acquire first language by listening to utterances or sounds exposed by parents and elder brother and sister within the family environment. In line with the statement, Fromkin et al. (2011) say that children do not learn a language simply by memorizing the sentences of the language. Rather, they acquire a system of grammatical rules of the sort naturally. No one teaches children the rules of the grammar. Their parents are no more aware of the phonological, morphological, syntactic, and semantic rules than are the children (Fromkin et al., 2011). In addition, the process of first language learning and acquiring is based on some language learning theories/approaches. The Universal Grammar or nativist approach presents that humans are biologically pre-programmed to learn (Chomsky, 1987). Language is acquired through an innate blueprint. Universal Grammar (UG) contains a set of specifications for permissible structures in any language. Children do not violate UG rules. The inputs social interaction in learning English language are paramount (Levelt's, 1989). In this case, multimedia such as English video clips can be the input.

According to Krashen (1985) mention the following ideas in terms of evidence for the input hypothesis (1) parents speak to children as the processes of acquiring their first language in special ways. In relation to this current study, there is a close related to acquire first language and second language by young learners due to the input. (2) people speak to L2 learners in special ways, (3) L2 learners often go through an initial silent period. (4) The success of young learner and older learners is due to comprehensible input. (5) The more comprehensible input the greater the L2 proficiency. (6) lack comprehensible input delays language acquisition. (7) Intervention of teaching method and media work according to the extent that they use comprehensible input. (8) immersion teaching and learning processes is successful because it provides comprehensible input. And (9) bilingual programs succeed to the extent they provide comprehensible input.

Multimedia plays an important role nowadays in the education and training as well as the teaching and learning language (Yang, Chen, & Chang Jeng, 2010). It has gradually become to be a tool of media in order to improve and increase students' learning process. Computer, YouTube, video clips, pictures, CD-ROM, and internet improve students' language skills (listening, speaking, reading, and writing) significantly (Liu & Chu, 2010; Yang, Chen, & Chang Jeng, 2010). In addition, the application of multimedia in the teaching and learning language has long been considered as an effective media of learning. Many studies have indicated that utilizing the right combination of multimedia elements influenced the way learners learn. Also, it increases their performance and affects the learning environments (Shahrina Md Nordin, 2010). It enables students to understand and master the language easily and smoothly (Chang & Lehman, 2002; Liu & Chu, 2010; Nguyen, 2008; Yang, Chen, & Chang Jeng, 2010). One of the advantages of using multimedia such video clips is the teacher and students can listen and watch repeatedly until students feel that they able to do as shown or spoken in the clips by native speakers. As a result, students can use the language for communication easily and precisely like or almost near native speaker. Learning through peer support may improve students' performance compared to learning without peer. Language development occurs as a result of interaction with others and in social context where learning take place (Gibbons, 2002). Peers support can also be related to the

process of social interaction and constructivism in the teaching and learning a second or foreign language (Cazden, 2001).

Linguists and language teachers have conducted studies that related to the implementation of Peer Support strategies in language learning (Angelova, Gunawardena, & Volk, 2006; De Guerrero & Villamil, 2000; Emerson, Rees, & Mackay, 2005; Ertmer et al., 2007; Li, 2009; Reza, 2013). Li (2009) who conducted a study on peer interaction in an EFL classroom in Hong Kong to improve students' performance. The study found that student-student interaction, the learners jointly construct a scaffold that allows them to successfully complete the activity and co-construct their own system of making meaning through words in a second language. In addition, support in peer support may confine the development of ZPD, there appears to be a necessary role for an expert (e.g., the teacher) or a more capable peer who can manage the interaction well, model appropriate forms and monitor the learners' production in a proper way. As peer mediation is not always effective, expert mediation is required on occasions when peers find it difficult to push their ZPD. Meanwhile, social interaction can contribute to language learning and the extension of ZPD only when there are opportunities for students to offer assistance or digest prompts, under meticulous, proper use of scaffolding strategies and appropriate feedback from the teacher or peers (Li, 2009). This study focused on speaking to negotiate meaning and form with peer interaction. Another study was conducted by Robinson (1996) who found that the use of media improved students' English skill.

2. METHOD

The quasi-experimental design with pre-test and post-test was employed for this study. This purpose of the design was to investigate the effects of the independent variable on the dependent variables. The independent variable is the English video clips with peer support activities and without peer support activities. The dependent variables is gains in oral reading production skill (phrasing, pausing, stressing, intonation, and rate). This study assigned two experimental groups namely, English video clips with peer and without peer support. Both groups were given pre- and post-tests for oral reading skill. The data collection for oral reading production skills was conducted using audio tape recording. Scoring of the oral production skills was done by the researchers based on the recordings. The sample of the study consisted of 44 first year of students SMPN 8 Banda Aceh from the existing classes. Both classes used the English video clips as the learning materials obtained from *YouTube*. From the sample, 22 students assigned as the English video clips learning with peer support and 22 students were assigned as the English video clips learning without peer support. One class received peer support activities with pair group formed based on students' choice of partners. The other group worked individually without peer support.

The research instrument of this study consisted of test (pre-test and post-test). A short reading passage was given to the students as the pre-test prior to the treatment to both groups. They were asked to read the passage loudly. After conducting the pre-test, the next step was to analyse the results of pre-test in order to enable the researcher to compare the pre and post-test after the treatment. At the end of the treatment, post-test was conducted to investigate if the treatment using English video clips learning with peer support and without peer support improves

students' oral reading skill production or performances. The post-test covers a short reading passage to be given to the students. They were asked to read the passage loudly. Oral production (fluency test of reading) abilities tested orally and recorded in order to offer the researchers accurate reference to analyse the data. The data from pre and post-tests were analyzed by using inferential statistical methods involving one-way ANOVA.

3. FINDINGS

Are there significant effects of English video clips with and without peer support to improve young learners' oral reading skill production in terms of (a) phrasing, (b) pausing (c) stressing (d) intonation, and (e) rate?

Table 1 Statistical Summary of Pre-Test of Experimental Group 1 and Experimental Group 2

	Pre –Test of EG 1	t-test	Pre –Test of EG 2
N(Number of Students)	22		22
\bar{x} (Mean)	35,36	0,435	33,45
S (Standard Deviation)	13,59		14,25

Based on the statistical summary above, two mean scores of the pre-test results were calculated for both of the experimental groups. Both of them were compared by employing Paired sample t-test. As shown in the table above, the mean score of the pre-test of experimental 1 with peer support is 35,36. Both of the mean score were compared through paired sample t-test with level of significant 0.05. After comparing the two means, the result of t-table with the level of significance 0,05 is 0,668 and the result of t-test is lower than t-table ($0,435 < 0,668$). This find indicates that is no significance between the result of pre test of the experimental group 1 and experimental group 2. Thus, the conclusion is that the previous reading oral production of experimental group 1 and experimental group 2 are similar.

Table 2 Statistical Summary of the Post-Test of Experimental Group 1 and experimental Group 2

	Post –Test of EG 1	t-test	Post –Test of EG 2
N (Number of Students)	22		22
\bar{x} (Mean)	88,63	5,359	78,90
S (Standard Deviation)	6,24		6,78

Based on the statistical summary above, two mean scores of the post-test results were calculated for both the experimental groups. Both of them were compared by employing Paired sample t-test. As shown in the table above, the mean score of the post-test of the experimental group 1 is 88,63. Both of the mean scores were compared through paired sample t-test with the level of significant degree 0,05. After comparing the two means, the result of t-table with the level of significance 0,05 is 0,668 and the result of t-test is higher than t-table ($5,359 > 0,668$). The finding indicates that there is a difference between the result of the post-test of the experimental group 1 and experimental group 2. Thus, the conclusion is that the reading oral production skill of experimental group 1 and 2 after the implementation of the peer support technique are different.

Table 3 Statistical Summary of the Pre-Test and Post-Test of Experimental Group 1

	Pre –Test of EG 1	t-test	Post –Test of EG 1
N(Number of Students)	22		22
\bar{x}(Mean)	35,36	-23,95	88,63
S (Standard Deviation)	13,59		6,24

The result of the t-test is used to prove the hypotheses by comparing the scores of the pre-test and post-test of the experimental Group 1. It aims to find out whether the null hypothesis or the alternative hypothesis is rejected or accepted. The null hypothesis is that the students' score before and after the treatment are the same, while the alternative hypothesis is that the students' score before and after the treatment are different. The level of significance is 5% (0,05) based on the following probability. After comparing the two means, the result of table t-table with the level of significance 0,05 is 0,668 and the result of t-test is lower than t-table ($-23,95 < 0,668$). Hence, H_0 is rejected and H_a is accepted. This indicates that are significances between two means of pre-test and post-test of experimental 1 class.

Table 4 Statistical Summary of the Pre-Test and Post-Test of Experimental Group 2

	Pre –Test of EG 2	t-test	Post –Test of EG 2
N (Number of Students)	22		22
\bar{x}(Mean)	33,45	- 16,61	78,90
S (Standard Deviation)	14,25		6,78

Based on the calculation above, the t-test is 16,61 with the level of significance 0,05. The t-test result is $-16,61 < 0,668$, hence H_0 is rejected and H_a is accepted. This indicates that there are no significances between two means of pre-test and post-test of experimental class 2. In other words, there is no progress of the students' reading oral production in the experimental class 2.

Table 5 Mean of Pre-Test and Post-Test of Experimental Group 1 and Experimental Group 2

Pre-Test		Post-Test	
Experimental Group 1	Experimental Group 2	Experimental Group 1	Experimental Group 2
35,36	33,45	88,63	78,90

Table 6 reports the means, standard deviations, and results of ANOVA of the pretest for oral production in reading both classes by treatment. Students in the peer and without support reported the same level of mean scores for all dimensions of oral production and results of the ANOVA tests reported no significant differences, i.e., that $p < .05$ for all the sub-factors. Thus, the pretest finding indicated that the peer support and without peer support are the same in reading for phrasing, pausing, stress, intonation, and rate.

Table 6
 Pretest Means, Standard Deviations, and results of ANOVA for Oral Production in Reading by Treatment

		N	Mean	Std. Deviation	ANOVA
Phrasing	Peer Support	22	6.72	2.58	F (1,43) = .299 p = .587
	W/O peer support	22	6.27	2.91	
Pausing	Peer Support	22	6.90	2.87	F (1,43) = .097 p = .757
	W/O peer support	22	6.63	2.92	
Stressing	Peer Support	22	7.09	2.74	F (1,43) = .181 p = .673
	W/O peer support	22	6.72	2.93	
Intonation	Peer Support	22	7.18	3.00	F (1,43) = .264 p = .610
	W/O peer support	22	6.72	2.86	
Rate	Peer Support	22	7.45	2.90	F (1,43) = .166 p = .685
	W/O peer support	22	7.09	3.00	

Table 7 reports the means, standard deviations, and results of ANOVA of posttest for oral production in reading by treatment. Students in the peer-support reported higher mean scores for all dimensions of oral production and results of the ANOVA tests reported significant differences, i.e., that $p < .05$ for all the sub-factors. Thus, the finding indicated that the peer support significantly improved oral production in reading for phrasing, pausing, stressing, intonation, and rate.

Table 7
 Posttest Means, Standard Deviations, and results of ANOVA for Oral Production in Reading by Treatment

		N	Mean	Std. Deviation	ANOVA
Phrasing	Peer Support	22	16.63	1.89	F (1,43) = 11.77 p = .001
	W/O peer support	22	15.00	1.19	
Pausing	Peer Support	22	17.27	1.80	F (1,43) = 12.78 p = .001
	W/O peer support	22	15.54	1.37	
Stressing	Peer Support	22	17.81	1.62	F (1,43) = 13.73 p = .001
	W/O peer support	22	15.81	1.94	
Intonation	Peer Support	22	17.81	1.84	F (1,43) = 5.17 p = .028
	W/O peer support	22	16.54	1.87	
Rate	Peer Support	22	18.72	1.45	F (1,43) = 21.96 p = .000
	W/O peer support	22	16.27	1.98	

4. DISCUSSION

Analyses by treatment methods found that the peer support strategy significantly improved oral production in reading for phrasing, pausing, stressing, intonation, and rate. This present study is in line with studies conducted to investigate the improvement of oral production skills in reading through peer support English video clips (Yang, Chen, & Chang Jeng, 2010; Liu & Chu, 2010; Shahrina Md Nordin, 2010; Gibbons, 2002). The use of English video clips also improves students reading oral production (Angelova, Gunawardena, & Volk, 2006; De Guerrero & Villamil, 2000; Emerson, Rees, & Mackay, 2005; Ertmer et al., 2007; Li, 2009; Reza, 2013).

The finding of this study, however, contradicts to previous study by Grgurovic (2007) who conducted a research using multimedia with subtitle and peer interaction to improve language oral production skills. The work of Grgurovic (2007) does not show significant result of language oral production. Possible evidence would deal that the present study focuses on reading skills by which interactions are not required for treatments and performance. This way, students can use full control of their performance and rate to build their comprehension.

Exercises and practices that follow evidently are more easily to do and students would be more confident to execute.

The students' oral reading skill improved after the treatment has been done due to the following field notes during the research processes. *First*, the teaching and learning materials used in this research are suitable for the learners' level and as a result, they are motivated to learn the reading in the classroom. Motivation is of the most important thing in learning English. Without having high motivation, the processes of learning English will not take place accordingly.

Second, the teaching and learning materials used are downloaded from *YouTube* by native speakers' voice with English subtitle. In this case, students can rehearse and do practice repeatedly as they like either at home or outside the classroom with peer or alone. Next, students can also repeatedly do practices in the classroom during the treatment takes place under peer and teacher assessments. Besides, the atmosphere of the classroom is also very comfortable and enjoyable so that students are not stress during the teaching and learning processes take place. Using this media also helps students to do correction by themselves. For example, if the student gets the problem in pronouncing a certain word in English, she or he can playback the clips to check and exercise easily due to native input from the clips.

Third, input and interaction are two main aspects in the processes of language acquisition and learning (Levelts', 1989). In addition, to develop language skill in term reading oral skill, young learners can acquire and learn by using language for real context (Krashen & Terrel, 1983). Young learners acquire a language in this case English language is only in one way that is by understanding messages or by receiving comprehensible input what it is called in five Krashen hypotheses "the input hypothesis (Krashen, 1985).

Fourth, reason why young learners can improve their oral reading skill is due to comprehensible input as has been mention by Krashen input hypothesis. During, the treatment of this study, interaction between peer and teacher also assist students to acquire oral reading skill easily and smoothly. Students communicate each other in the classroom to practice their oral reading skill (Li, 2009). They work in pair to check each other during the processes of reading exercises. For example, if a student reads a short story and his or her counterpart will listen and assess pronunciation. From the present findings it can be concluded that the English video clips with peer support was very beneficial young learners as indicated by significant improvements on reading oral production.

5. CONCLUSION

This study investigated the effects of English video clips with and without peer support to improve young learners' oral reading skill production in terms of (a) phrasing, (b) pausing (c) stressing (d) intonation, and (e) rate. The finding showed that English video clips with and without peer support group reported significantly better performance in all measures of oral production for reading. The finding also showed that the English video clips with peer support that employed the L1 theory reduced the use of code-switching strategies among the students and enabled them to develop oral production skill in English approaching the patterns of native speakers. Motivation to learn English is also an important role besides input and interaction

during the teaching and learning processes. The presence of peer is also play an important role in improving students' oral reading skill.

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