



**Submitted** : June, 3<sup>rd</sup> 2023  
**Revised** : June, 24<sup>th</sup> 2023  
**Published** : June, 24<sup>th</sup> 2023

## IMPROVING STUDENTS' MONOLOG PERFORMANCE THROUGH A NARRATIVE VIDEO

Ali Muttaqin Syuryanto<sup>1</sup>

lee\_aft@yahoo.co.id

### **Abstract**

*Monolog is one of the speaking skills that should be mastered by the students in learning a language. This skill needs many criteria that should be mastered by any speaker. There are some components in monolog performance that show whether someone meets the criteria of being success in performing his/her monolog or not. They include body language, grammar, pronunciation, fluency, speed etc. Though, before performing their monolog they have been given a simple story read in the classroom, the result of their monolog are far from being good enough. Their drawbacks can be analyzed that they are lack of getting exposed from English activities that support their performance. They can be in form watching film or video or lack of stimulus to develop their English skill performance. To improve their skill, narrative video is used to let them have more opportunity to improve their monolog. The method shows that their performance increases after they are given an independent task to watch a narrative video several times.*

**Keywords:** *Monolog, Students' Monolog, Narrative Video*

### **Introduction**

The intention of learning a language is to be able to communicate in that language (Richards and Renandya, 2002) especially when it deals with ESL/EFL. It indicates that to be able to communicate is the first reason why language learners are driven to study a language (Dale, 1972: 225, Ur, 1996: 120, Hughes, 2002: 13, Breen and Candlin, 2001: 12). Furthermore, the ability of using the

---

<sup>1</sup> State Islamic Senior High School at Tanjung Redeb Berau East Borneo



language in daily communication is also the indicator that someone has mastered the language (Ur, 1996:120, Freeman, 1986: 133, Nunan, 1991: 39). From those reasons, it is widely agreed that teaching speaking is absolutely urgent to reach the intention of learning any language.

In order to meet the aim of learning a language, English teacher is responsible to encourage and facilitate students to develop their communication ability. Since the improvement of speaking performance can possibly be acquired after the students get much exposed on speaking activities. Teacher should have facilitated them in order to activate and make the students' speaking performance improved. As if the teacher cannot run the communication in the classroom well, the purpose of the teaching and learning process cannot be achieved (Khoiriyah, 2011: 399) because the teacher is the designer of the students' improvement. Due to this purpose, teacher is to know what is learnt by the students, how is the learning undertaken and achieved and to what to extent the former is appropriate and the later is effective to the students (Breen and Candlin, 2001:9).

The improvement of teaching technique employed by the teachers is quite possible that good performances will be acquired. That is teachers not only have to apply various teaching technique but also use technological aids like using ICT, especially video browsed from the internet in the classroom. Because it is considered that using technological aids like computer and internet means that the teachers have come as innovated teachers in language teaching (Cahyono and Widiati, 2007: 187). Film or video are supposed to be effective for encouraging the students to improve their speaking. This is highly recommended because of some good reasons (Harmer, 2007: 308). Firstly, they get to see 'the language in use' in which they can see a whole lot of paralinguistic behavior-how intonation matches facial expression and what gestures accompany certain phrases. Secondly, they can pick up a range of cross-cultural clues-students can entry into a whole range of other communication world: How different people behave or react in different kind of situations. Thirdly, they can even know the unspoken rules behaviors in social and business situation from the film easily. Fourthly, they can use to focus on certain part in an unlimited time and repetition fully and



freely. Finally, it is worth remembering that students can watch a huge range of video or film clips on the internet at sites such as You Tube ([www.youtube.com](http://www.youtube.com)) whether it is for the purpose of intensive or extensive watching. Teachers have to even encourage their students to use ICT media to find out any materials that support their study. Meanwhile, the teaching strategy should also craft the students feel comfortable, enjoyable, meaningful and challenging as well.

There have been many activities that can be employed in the teaching of speaking. The activities are, of course, based on the students' grade and capability. Brown (2004:141-142) presents five categories of speaking performance assessment tasks from the easiest to the most difficult one. They include imitative, intensive, responsive, interactive and extensive activities. The last category can be in form of speeches, oral presentations and story-telling or monolog.

Monolog belongs to spoken communication. It is one of the teaching strategies employed in speaking assessment. Spoken language involves complex features. Harmer (2007: 43-44) states that speaking assessment involves two broad paralinguistic features of language, those that involve the voice or vocal paralinguistic features i.e. stress or intonation or breathiness and those that involve the body or physical paralinguistic features i.e. facial expression, gesture, proximity, posture and echoing. Additionally, Cahyono and Widiati (2011:31) add clearer features what involved in paralinguistic features such as timbre (breathy, creaky), voice qualities, tempo, loudness, facial and bodily gestures, as well as prosodic features such as intonation, pitch, stress, rhythm and pausing. These features have to be owned by students to perform their monolog in their classroom.

ESL students no wonder get difficulties when they have to perform a monolog in the classroom. It might likely caused by the paralinguistic features that have not been possessed by them. The students are, in most, lack of the knowledge of the criteria of success. Their pronunciation, speed, intonation, and eye movement are still low. To correct the students' drawbacks are a complicated matter since it is almost impossible to correct their mistakes because the number



of the students are quite large besides correcting the students' weaknesses one by one need more time to do it.

Triggered by the students' drawbacks monolog's assessment, a narrative video is applied to show the students how to do a monolog well. It is hopefully given that the students have a trusted original media from the native speaker in terms of intonation, fluency, or pronunciation at once. In addition, the use of video is intentionally employed to expose them to the original source learning tools. This is due to the fact that EFL learners are lack of exposing themselves in finding the original contacts to the native speakers. Due to this concern, the use of video then supports the idea that studying language is studying what its native speakers say (Richards and Rogers, 1986: 50-1). It is then used to help them to improve their communication skill.

The video can easily be accessed from the internet by them ([www.esllab.com](http://www.esllab.com)) where they can find unlimited numbers of narrative videos based on their own favorite ones in seconds. According to Warschauer and Kern (1990) in Cahyono and Widiati (207:187), the internet has become a new medium of communication that shape the process and the product of communication. By browsing their own material, they can improve their monolog proficiency independently.

By ensuring the meaningful video to the learners' success in monologue's proficiency assessment, the problem of this research study can then be stated as follows: How can a narrative video be improved the students' monolog? Thus, in this study, a narrative video is used as a teaching media to improve the students' monolog proficiency test.

## Method

The study was conducted using the classroom action research (CAR) design. The design of action research consists of four steps (1) planning an action, (2) implementing an action, (3) observing and (4) reflecting (Kemmis and McTaggart, 1988: 10-1).

### 1. Planning the Action



In order to make the action run smoothly, the planning stage of the action was prepared before conducting the research. A lesson plan was made as a guideline before conducting the teaching activities. It comprises some components, namely: lesson study, lesson objectives, materials, procedures, and assessment (see appendix 1).

Formulating instructional objective is very important to decide before conducting the activity because it leads to the objective of the study or the expected result of the teaching and learning. The instructional objective is formulated based on the basic competence. In the study, the basic competence is asking the students to perform a narrative monologue in front of the classroom.

The procedures of teaching consist of three steps, they are pre-activity, whilst activity and post-activity. The pre-activity was intended to activate the students' background knowledge about the topic being learnt and recall the previous lesson. The rules are also told to them. Whilst-activity was intended to implement the theory into practice. And the post-activity was intended to emphasize the students' paradigm about speaking ability. The students were also given questionnaires to be answered about the application of the strategy.

The study involved 17 third-year students of State Islamic Senior High School, Berau, East Kalimantan. The study was conducted in the first semester of the 2022/2023 academic year.

## 2. The Implementation of the First Strategy

- a. In the Pre-teaching stage, the students were given a model from a narrative video with sub-title and the rules of the activities.
- b. In whilst-teaching stage, they were asked to read a monolog in the classroom and the teacher recorded them.
- c. In Post-teaching stage, the teacher gave feedbacks from the students' performance and gave the next assignment. They were asked to download their own material from the internet and perform without a text in the second meeting.

## 3. The Implementation of the Second Strategy



- a. In the Pre-teaching stage, the teacher reminded the students about their drawbacks in the previous technique, the rules of the monolog and the different technique that should be used for the following strategy.
- b. In whilst-teaching stage, they had to perform a narrative story without a text in the classroom while the teacher was recording them.
- c. In Post-activities, the teacher gave feedbacks from the students' performance and asked to do the questionnaires. It was done to know the response of the students after they did their monologue. The questionnaires had the following questions:
  1. What do you think about the class's activities?
    - a. Interesting                      b. not interesting
    - c. challenging                      d. not challenging
  2. What kinds of things that blocked your monologue?
    - a. Pronunciation
    - b. Intonation
    - c. Facial expression
    - d. Gestures
  3. What features have improved after watching the video?
    - a. Vocabularies
    - b. Intonation
    - c. Facial expression
    - d. Gestures
    - e. Pronunciation
  4. Do you think the video you were using can solve your problem of presenting monolog?
    - a. Yes
    - b. No
  5. How many times did you watch the video before presenting the monolog?
    - a. once
    - b. twice
    - c. three times



- d. four times
  - e. more than four times
6. In scale 1 to 4, what scale do you think the activities challenge you?

1		2		3		4	
---	--	---	--	---	--	---	--

The success of the students' monolog was judged by using scoring rubric adapted from Ur (1996: 135 and Brown, 2001: 406-407). The students were considered successful if they could achieve at least 2, the minimal score or equal to 60. (see appendix 2).

## Findings and Discussion

### Findings

The results of the data analysis were presented to answer the research question. It was presented in two categories; scores of the students' performance and responses to the questioners. The former category was used to show the improvement of the students' speaking skill whereas the latter category was used to know the students opinions on the instructional activities conducted on the speaking competition basis.

### The Improvement of the Students' Monolog

As pointed out earlier, 17 students were involved in the monolog class. Both cycles were done in the first semester.

The first strategy-the students were asked to read a monolog. The result of the two cycles are presented in Table 2 in the form of number of students (or f, frequency) and percentage (%). It was found out that, in term of pronunciation, the numbers of students were 7 students (41%) who gained scale 3 and there were 10 students (59%) who gained scale 2. In term of intonation, there were 7 students (41%) who gained scale 3 and there were 10 students (58%) who gained scale 2. In terms of fluency, there was a student (5.8%) who gained scale 4, there were 5 students (29%) who gained scale 3 and there were 11 students (64%) who gained scale 2. In term of facial expression, 14 students (82%) gained scale 2 and 3



students (18%) gained scale 1. In term of gestures, all students failed to reach the minimal grade (scale 2).

Table 2 The Students' score

Technique		Pronunciation				Intonation				Fluency				Facial Expression				Gestures			
Scale		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
First Technique	f		7	10			7	10		1	5	11			14	3					17
	%		41	59			41	58		5.8	29	64			82	18					100
Second Technique	f	4	12	1		17				2	9	6		15	2			6		11	
	%	24	71	5.8		100				11	53	35		88	12			35		65	

The second strategy-the students chose their own narrative video from the internet. It was revealed that the students improved in term of pronunciation. It can be seen from Table 2 that there were 4 students (24%), 12 students (71%) gained scale 3 and only a student gained scale 2. In term of pronunciation, there was an increase in which all the students could reach scale 3. Furthermore, the increase can also be seen in term of fluency. There were 11 students (64%) who gained their grade up to scale 2 (2 students (11%) gained scale and 9 students (53%) gained scale 2). In addition, in term of facial expression, 15 students (88%) gained scale 3 and 2 students (12%) gained scale 2. In term of gestures, there is a significant increase of quality. It can be seen from the number of students in which in the first strategy, they were at the same grade (scale 1) while in the second grade no student gained that level. There were 6 students (35%) gained scale 3 while the rest or 11 students (65%) gained scale 2. The significant increase of gestures can be influenced by the way they presented their monolog without a text or memorizing and they had more time to watch and practice beforehand freely at home. While, in the first strategy, the students performed the monolog by reading a narrative text and they might only have a limited time to watch the video



to practice before performing their monolog. The result of the second strategy then proved the idea that video which is as a product of native speaker and used as a speaking media strategy can be employed to improve the students' speaking performance. This maintains the idea that internet has developed into a new medium of shaping the process and the product of communication (Warschauer and Kern (1990) in Cahyono and Widiati, 207:187). By browsing their own material, they can improve their monolog proficiency independently. In addition, the use of video from the native speakers can replace the native speakers whom have hardly ever been in touch with ESL students.

### **Students' Opinion on the Instructional Activities**

Out of six questions in the questionnaires, all of the students agreed that the activities were interesting and 15 students (88%) considered it challenging. In the second question of the questionnaires, 15 students (88%) believed that pronunciation was the main point that stumbling blocks their monolog, 12 students (71%) believed that pronunciation was in second rank which stumbled their monolog and in the third ones were facial and gestures (8 students or 53%). In the third question, the students believed that by watching the video they improved their vocabularies (94%), intonation (100%), facial expression and pronunciation (65%) and gestures (35%). From the questionnaire all of the students believed that the video could help them solve their drawbacks. It was also revealed that the students mostly watched the video more than four times. 41% of the students considered the activities challenging enough while the rest 59% of the students considered it very challenging.

### **Discussion**

As pointed out earlier, communication is the main reason why language is learnt. It means that the teaching of language must mainly be focused on the achievement to reach the communication proficiency because that is the main goal of learning a language (Nunan, 1991: 39). The process of the learning must also challenge the students that the activities are meaningfully helpful enough to improve the students' speaking proficiency. Due to this aim, the teaching and



learning activities should consist of the following principles: having suitable curriculum, being student-centered, helping learners become self-reliant, giving opportunities to practice, and knowing what's best (Fraser, 2001:32). Hopefully, those principles would undoubtedly help both the teachers and learners reach the intention of learning a language.

The result of the study shows that the teaching strategy in solving the students' weaknesses is the factor of the students' proficiency improvement. The students have been given a suitable method; the students had much more time to practice and improve themselves meaning that the teaching and learning activities was focused on the students' center. Moreover, the students got chance to be a self-reliant and have an opportunity to be an autonomous learner to compensate for the limit of the classroom time and boost the chances for successful language learning and acquisition, students need to be encouraged to develop their own learning strategy (Harmer, J. 2007: 394).

## Conclusion

The findings of the study confirm that narrative video is effective to improve the students' speaking or monolog. It is then hopefully suggested that the teaching of a language must vary and use ICT media such as video. The teacher must recognize the students' weaknesses and know how to deal with it. But, the media must also be suitable with the need of the students. They are to be encouraged to be an independent learner to overcome the limited time of classroom activities.



## REFERENCES

- H.D. Brown,. *Language Assessment Principles and Classroom Practices*. (New York: Pearson Education, 2004)
- B.Y. Cahyono, et. al. *Challenges and Possibilities in the Integration of the Internet in English Language Teacher Education*. In Kabilan and Vethamani (eds). *Internet and the English Language Classroom*. (Petaling Jaya: Sasbadi SDN BHD, 2006)
- B.Y. Cahyono, et. al. *The Teaching of English as a Foreign Language in Indonesia*. (Malang: State University of Malang Press. 2011).
- David Nunan, *Language Teaching Methodology a Text Book for Teacher*. (New York: Prentice Hall, 1991).
- H. Fraser, *Teaching Pronunciation: a Handbook for Teachers and Trainers*. (New South Wales: DETYA, 2001)
- J. Harmer, *The Practice of English Language Teaching*. (Cambridge: Longman, 2007).
- J. C. Richards, et. al. *Approach and Methods in Language Teaching a Description and Analysis*. (Hawaii: Cambridge University Press, 1986).
- Khoiriyah. *Building Students' Social Skills in the Teaching of English*. In Cahyono et. al. (eds) *Best Practices in the Teaching of English*. (Malang: State University of Malang Press, 2011).
- M.P. Breen, et. al. *The Essentials of A Communicative Curriculum in Language Teaching*. In D.R. Hall, et. Al. (eds) *Innovation in Language Teaching*. (New York: Routledge, 2001).
- Penny Ur, *A Course in Language Teaching Practice and Theory*. (Cambridge: Cambridge University Press, 1996)
- Philip S. Dale, *Language Development Structure and Function*. (Hinsdale, Illinois: The Dryden Press Inc., 1972)
- Rebecca Hughes, *Teaching and Researching Speaking*. (London: Pearson Education, 2002)
- S. Kemmis, et. al. *The Action Research Planner*. (3rd Ed.). (Sydney: Deakin University, 1988)



## APPENDIX I: LESSON PLAN

**SCHOOL** : MAN Tanjung Redeb

**Subject** : English

**Class/Semester** : XII/1

**Meeting** : 7, 8 dan 9

**Time** : 6 x 45 menit

**Skill** : Speaking

### I. Competence Standard :

*Mengungkapkan makna dalam teks fungsional pendek dan monolog yang  
berbentuk narrative dalam konteks kehidupan sehari-hari.*

(Expressing meaning in short functional texts and a narrative monolog  
sustained in daily context).

### II. Basic Competence:

*Mengungkapkan makna dalam teks monolog dengan menggunakan ragam  
bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan  
sehari-hari dalam teks berbentuk: **narrative**.*

*Expressing meaning in form of monolog text by using accurate , smooth and  
sustained in daily life context: Narrative*

### III. Indikator: .

- *Melakukan monolog berbentuk narrative.*
- Students are able to perform monolog in front of the class.

### IV. Teaching Material:



1. Video 'Goldilocks and the Three Bears':

<http://www.youtube.com/watch?v=rRVWwNmN-9U>

2. [www. Britishcouncil.org/learnenglishkids](http://www.Britishcouncil.org/learnenglishkids)
3. Narrative text

## V. Learning Strategy

### 5.1 Strategy One

In the first strategy, the teacher shows a narrative video to the students while the students are watching and paying attention how to perform the monolog. After that, the teacher asks the students to perform a monolog from the narrative they were watching from the video. At the end of the meeting, the teacher criticizes or gives the students feedback and asks the students to look for a new video from the internet and perform it without a narrative text

### 5.2 Strategy Two

In the second strategy, the students perform a monolog in front of the class without a text based on the video they have downloaded.

## VI. Teaching and Learning Activities

ACTIVITIES
<b>Meeting I</b> <b>Pre-Teaching Stage</b> <ol style="list-style-type: none"><li>1. Inform the students about the objectives of the study.</li><li>2. Ask the students about their hobby.</li><li>3. Ask the students whether they like watching film or not.</li><li>4. Distribute a narrative text that they are going to watch from the video.</li></ol> <b>Whilst-Teaching Stage</b> <ol style="list-style-type: none"><li>1. Ask the students to watch the video while they are reading the narrative text they going to perform.</li><li>2. Confirm the students whether they are ready or not to read the narrative text in front of the class. If the students are not ready, they are allowed to watch the video again.</li></ol>



3. Ask the students to read a monolog text one by one.

## Post-Teaching Stage

1. Give feedbacks to the students about their weaknesses.
2. Ask them to look for a narrative video from the internet and perform it in front of the class **without a text**.

## Meeting II

### Pre-Teaching Stage

1. Inform the students about the objectives of the study.
2. Ask them about their homework and ask them whether they are ready to perform a monolog without a text or not.

### Whilst-Teaching Stage

1. Ask the students to perform the monolog one by one in front of the class.

### Post-Teaching Stage

Give feedbacks to the students about their monolog.

## VII. Assessment

Product assessment: Students are able to perform a narrative monolog without a text well.

## Appendix 2 Scoring Rubric

Scale	Pronunciation	Intonation	Fluency	Facial Expression	Gestures
4	Equally to and fully accepted by educated native speakers	Very clear and close to the native speaker.	Speech is smooth and effortless, closely approximating	Mimic and eye contact are meaningful and support	The body language is suitable with the story



			that of a native speaker	the story	
3	Error in pronunciation are quit rare	Very clear though still influenced by L1	Some of non-native but with a more native flow so that the pauses do not interfere with intelligibility	Mimic and eye contact are sometimes meaningful and support the story	The body language is sometimes not suitable with the story
2	Error never interfere with the understanding and rarely disturb the native speakers. Accent may be obviously foreign	Not clear and influence the meaning.	Numerous non-native pauses and/or a non-native flow that interfere with intelligibility.	Mimic and eye contact are little meaningful and support the story	The body language is mostly not suitable with the story
1	Accent is intelligible though often quite faulty	Not clear and disturb the meaning	Speech is so halting or and fragmentary or has such a non-native speaker flow that intelligibility is virtually impossible	Mimic and eye contact are not meaningful and do not support the story	The body language is not suitable with the story