

Student's Perception of Improving Speaking Skills Through Video Recording Task

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ABSTRACT

Speaking is one of the most important skills to enhance effective communication. The research aimed to find out (1) students' perception of improving speaking skills through video recording tasks and (2) student's feelings when doing video recording tasks. The research was qualitative. The participants were ten students taking part in the Speaking 1 class in the academic year 2023/2024 at the English Department Program. Data was collected through observation, interviews, and a questionnaire listed. Findings showed student's responses to the speaking task, such as (1) students enjoyed making video recordings, (2) students often watched the video many times before being handed over to the lecturer, (3) students often reviewed and exercised through their video clips, (4) students often evaluated their video to recognize their speaking mistakes, (5) students always practiced their speaking before recording their video. In addition, relating to the students' feelings, data showed that students were happy to do a video recording task. They were confident in using the English language. They mentioned that it was easy to use the application for practicing. They could learn how to use the applications for editing a video. Therefore, these class activities were useful for helping students with their speaking. Their process can be seen in the progress which is going on.

Keywords: *Learning practice; Speaking skill; student's perception; student's feeling; video recording*

INTRODUCTION

English has become the largest lingua in France in the use of world languages by a combination of native and non-native speakers (Nurdin, 2021). Learning English involves developing language skills, such as speaking, listening, reading, and writing skills (Elmiati & Ikhsan, 2023). In the 21st century, various technological innovations have introduced the teacher to teach English in the classroom (Parveen, 2016). The current learning experience has investigated pre-service English teacher's assessment from traditional assessment to digital assessment (Köroğlu & Öz, 2023).

As we already know, speaking skills are essential in acquiring a foreign or second language (Dalimunte & Harahap, 2023). Many students fail to speak and are still nervous when speaking up with their friends. Through speaking, students can share some information with another person. Talking about speaking, we do not mean just saying the words through mouth. It means conveying the message through word of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunities to speak English either in their classes or outside (Leong et al., 2017).

Students should emphasize developing their speaking skills as part of comprehensive English communication needs. Speaking ability focuses on producing spoken words, phrases, and sentences in public spaces. By possessing excellent speaking skills, speakers may convey their ideas, thoughts, and opinions in a way that is functional and acceptable to the interlocutor in a practical situation (Menggo et al., 2022). Some problems when students still make a speaking mistake because they rarely practice with their friends. When we are talking without correct pronunciation, we will make an error in communication. The internal problem in learning English comes from the students themselves. The students are not motivated to practice their speaking skills, so they cannot use the language correctly. They get some obstacles in speaking English. And they do not know how to pronounce the words and lack of preparation. Students are still nervous and worried about themselves when they are speaking with others (Putri & Rahmani, 2019).

The teacher or lecturer should have an interesting teaching design class in learning English especially to improve speaking skills. To enhance students' speaking skills, the teacher can offer an innovative learning experience to students who engage the meaningful interaction and improve the area where the students see an obvious need for improvement (Kırkgöz, 2011). Today, digital learning has become a new learning mode where language teachers can use technology to design their teaching learning procedure (Tahmina, 2023).

In learning to speak, many classes and design activities can help the students in learning. Technology is already the human partner anywhere in this era, which is familiar with the 4.0 century. Learning language type that integrates mobile technology as the learning media usually called MALL (Mobile-Assisted Language Learning) has an impact on the rapid growth of technology especially in language learning. Students and technology have continued interaction such as playing music, playing games, sending and receiving messages, taking photos, recording videos, and others. Students are familiar with enjoying some social accounts. Most of them can have more than two social accounts to chat and have relationships with online friends. The access to technology to get the device is easier since it is available at many places and has various types and prices that can be adjusted based on their need and capability. Therefore, the changing of this lifestyle makes the immersion of technology for language teaching possible (Thien Trang & Phuong Hong, 2021).

As language teachers, we have to start to make the usefulness of students' video recording tasks. This means that all the tasks that the teacher gives students impact students' speaking skills. Make sure that all the students can do a self-evaluation after recording the video. We know that the technology has earned the popularity of covering learning styles in the English language instructed on video (Puspa, 2016). Technology in education has already improved training effectiveness on the pointed disciplines, and implement the requirement of students health saving in learning (Kruchinina et al., 2016). Video material is also can increase student satisfaction, participation, engagement level in their learning experience (Underdown & Martin, 2016). Using digital technology can provide students factual information to have an interaction and communication (Iskru & Schulz, 2020). Digital technologies that provide students factual information dominate overwhelmingly over the

styles or technologies that foster interaction and communication. Learning media is necessary to facilitate the learning process and motivate the students to be more creative (Rahmatika et al., 2021).

The effect of student's video has some benefits which can support the development of digital and communication skill and can enhancing the learning process. The important in learning is about how to know the students' outcomes. Thus, through students' video creation, it can know how far students process themselves. (Hawley & Allen, 2018). When students participate in creating the video, having the content of the video, using some tools for creating the video can motivate them and make them want to do it again and again (Campbell & Cox, 2018). We should design this condition may have an effect to student's motivation in learning and then make them more enthusiastic in learning (Widiantari & Dewi, 2023).

Based on the previous observation, the lecturer has done various ways to solve students' speaking problems, such as role play, flashcards, presentation teams, and others. Students are still nervous about speaking up with their friends. When the lecturer designed some speaking tasks in some groups, some of the students still explained that they needed more time to adapt to their team. Regarding the latest situation of higher education in Indonesia, learning media should cooperate to give full instruction to make an interesting learning experience in students (Maulina et al., 2023).

The researcher designs this research by specific purpose such as to find out (1) the impact of video recording in improving student's speaking skills, (2) how student's feeling when doing video recording task by themselves in English Department Program.

RESEARCH METHOD

The research was designs in qualitative research. The participations of this research were ten students in semester one English Language Department, Faculty of Teacher Training and Education in 2023/2024 academic year. The data collection technique used observation, interview and questionnaire listed through google form to know student's attitude in this speaking class. The interview questions were:

Table 1. Interview questions

No	Questions
1	How do you feel when having a speaking task through video recording?
2	Do have any benefits after practicing your speaking through video recording?
3	What kinds of strategies you do before going to record your video?
4	Do you have any problems when doing speaking task?
5	Do have any confidence when doing video recording?

To support the data collection, the researcher also designs some questions through google form, to know student's attitude according to video recording for their speaking task. Some questions related to:

Table 2. Student's attitude question

No	Questions
1	I enjoy making a video assignment in my Speaking Class
2	I watched my video many times before it was handed over to the lecturer.
3	The video clips are convenient for me to review and practice.
4	I watch my videos again to recognize my speaking mistakes and trying to improve myself.
5	I practiced speaking many times before recording the video

RESULT AND DISCUSSION

The results of student's video recording task

Based on the data observation, some students' video recordings related to the Speaking 1 task were uploaded to their social accounts (YouTube). Topic of the video is to promote some products. Through this video, students learn how to promote a product. All students have different way to make a promotion video.

Figure 1. Student's video recording by the topic: Promoting the product

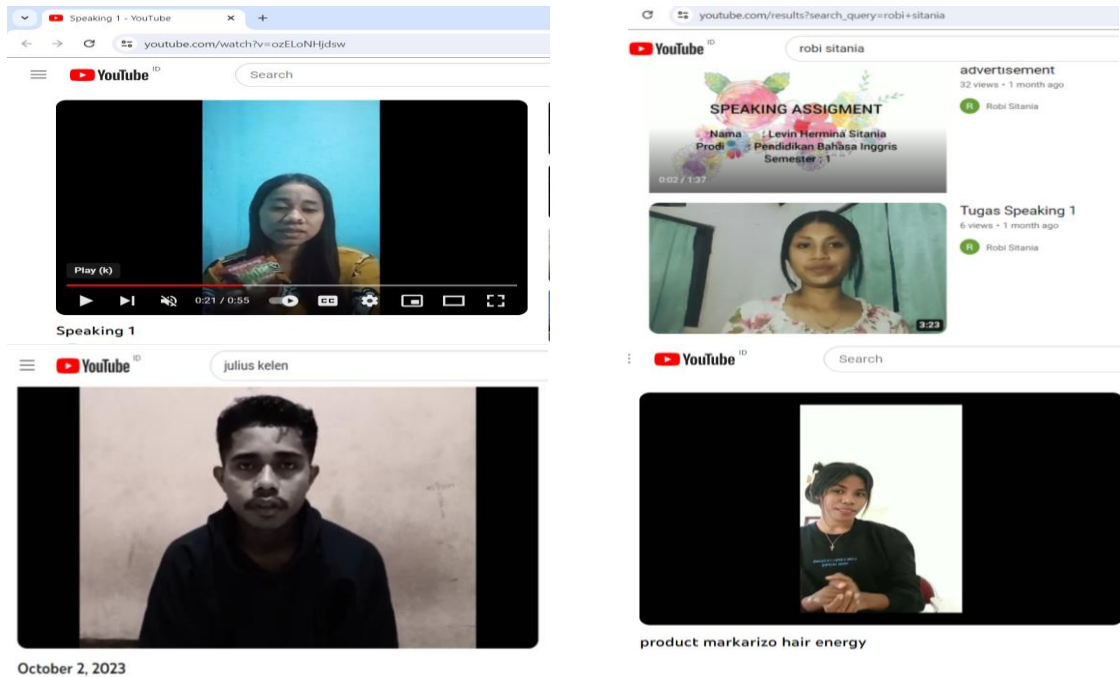


Figure 2. Student's video recording with topic "talking about tourism place"



The second figure is different topic of students speaking task. In this video, we can see how students talk about a tourist spot. They learn how to find new English words

related to promote a new place to the audience. They also learn how to use body language when talking with friends.

Students' Attitudes towards the use of Video Recording Task to improve English Speaking skills

Every student has a different perception based on the speaking task. The following table shows how many students responded related to the task by recording the video.

Table 3. Student's attitude in using video recording task.

No	Questions	Always	Often
1	Students enjoy in making video assignment	0.0%	100%
2	Student watch the video my times before handed by the lecturer	28.6%	71.4%
3	Video clips are convenient the students to review and practice	42.9%	57.1%
4	Students watch their video to recognize their speaking mistakes	28.6%	71.4%
5	Students always practice their speaking before recording the video	71.4%	28.6%

The data shows that most students (100%) enjoy making video assignment, 0% students mentions that they do not enjoy making a video. Students often watch the video many times (71.4%) before the lecturer hands it, and still 28,6% who always watch their video before giving it to the lecturer. Students often practice the speaking through video clips made by them (57.1%), and some of students always practice and review from their video clips (42.9%). 71.4% students watch their video to find out the speaking mistake after recording and uploading on their social media, and only 28.6% students who constantly watch their video to find out their mistakes in speaking. Some students always practice their speaking (71.4%) before recording the video, and only 28.6% often practice their speaking before recording.

From findings, we can know that most of students are enjoy when they get the task from Speaking 1 by recording video. Based on the data interview, some students said they had some benefit from recording videos when they had some tasks.

Student's respond 1

"Ya ada beberapa manfaat dari mengumpulkan tugas speaking itu sendiri yaitu dengan membuat video dapat melatih kita untuk menggunakan media-media dengan baik dan hal-hal yang belum kita ketahui dapat dipelajari dari pembuatan tugas tersebut sehingga dapat kita ketahui."

(Yes, there are some benefits of collecting the talking task itself, which is that making videos can train us to use media properly and things that we don't know yet can be learned from making the task that we know about).

Another student also says that recording video tasks will be more exciting. They can easily practice their speaking and learn some new application, especially in editing the video.

Students respond 2

"Iya ada banyak sekali manfaatnya dimana pembelajaran seperti ini lebih seru, kita bisa lebih dengan mudah dan enjoy saat mempraktikkan Speaking kita, dan selain itu kita bisa belajar menggunakan aplikasi di media sosial misalnya cara mengedit video dll".

(There are a lot of benefits where learning like this is more exciting. We can be more easily and enjoy when practicing our speaking. In addition, we can learn how to use apps on social media, such as how to edit videos, etc.

Besides that, some students also explain that through video recording, it can train their speaking skills.

Students respond 3:

"Saya merasa sangat bermanfaat karena sangat bagus dengan melatih speaking kita".

(I feel very useful because it's very nice to train our speaking)

Some students are confident about practicing their speaking through video recording, and they said they are happy and enjoy it.

Students respond 4:
"I feel confident in using English"

Students have numerous answers related to their speaking task. We already know that most of students are happy to make a video. Students also explain that they can practice their speaking and learn new things through the task. By editing the video, they can learn how to make a good video and improve their skills in technology.

DISCUSSION

The effect of student's video has some benefits which can support the development of digital and communication skill and can enhancing the learning process. The important in learning is about how to know the students' outcomes. Thus, through student's video creation, it can know how far students process itself (Hawley & Allen, 2018). All students are already active to keep up their connection with handphone. They can spend many times using their handphone chatting to say hello, calling up with their friends, uploading some videos, and another. Students explain many things about their progress. Improving their speaking, students need to prepare themselves before recording their video. They need for having a dialog script, practicing, reviewing their video. All students are good in technology. But they still have a problem with their confidence. The teacher approves the media of learning, which will measure how satisfied students are with learning.

As the teachers, we should know how far our student's problem in learning. Many applications of teaching can apply in learning process. As we know, today all students are familiar with all the technologies. The teachers should also guide the students in their learning process, and teach them how to be more productive in expressing themselves to practice speaking. Technology is beneficial for our learning process now. Learning speaking by practicing is one of good trick. Students can learn technology and be confident with themselves. Students explained that after the doing the video, they can be better after practicing their speaking with video. Even though

some of them are still shy when speaking with many people. Teachers and students have different problem in learning. Teacher should prepare a good class activity, and students need extra time for enjoy their class.

CONCLUSION

Speaking is most important skill when we try to improve our communication skill in English. Students in this era already have a good connection with the technology. They spend many times with their handphone. Learning language still become a big problem for the students. Learning speaking without a practice, it will be nonsense. As teachers, we should understand what our students need and how to make them happy with our teaching design. We should also make sure our students still enjoy the task, and do not find any problem in recording or editing their video. Through video recording, students can prepare themselves before recording a video. Some process should be done before uploading their video.

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